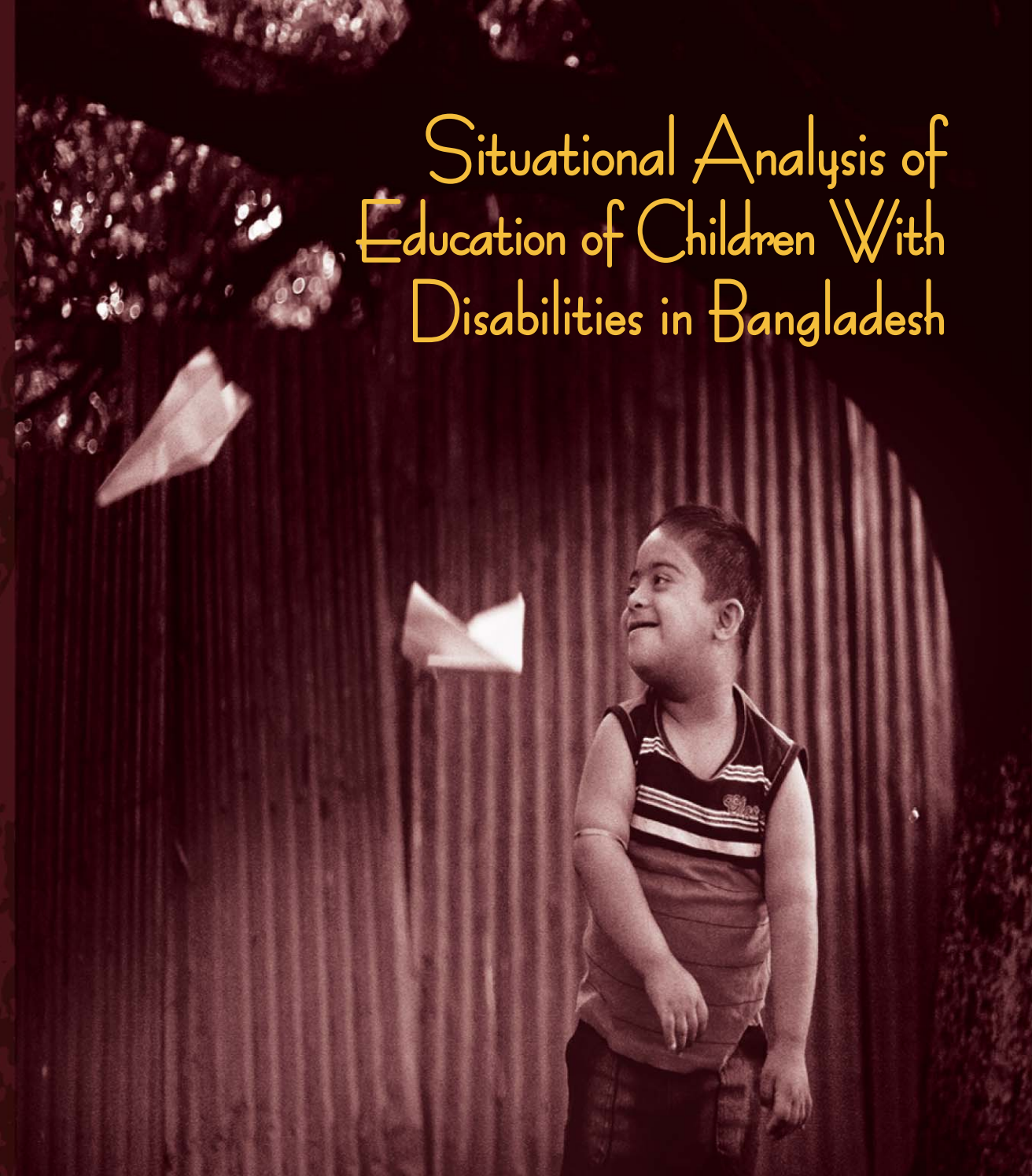


Situational Analysis of Education of Children With Disabilities in Bangladesh



Country Office: House # 1/B, Road # 8, Block # I, Banani, Dhaka-1212, Bangladesh

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Situational Analysis of Education of Children with Disabilities in Bangladesh

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SITUATIONAL ANALYSIS OF EDUCATION OF CHILDREN WITH DISABILITIES IN BANGLADESH

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Message

Sightsavers has been working in Bangladesh since 1973. It works in partnership with both government and non-government organizations (NGOs) to help establish support services and promote system development in areas of eye health, education, social inclusion/disability and community development.

Our approach is to demonstrate good practices in participation with the key stakeholders to strengthen the national development framework in the countries where we work. We follow an approach to link education with its social inclusion and comprehensive eye care programmes to ensure more and more children with visual impairment get access to quality education. We aim to demonstrate scalable, adaptable and cost efficient approach to deliver high quality education for visually impaired and blind children within their local context particularly in mainstream primary and secondary schools.

To analyze and understand the existing context and broader environment of education for children and young population with disabilities in Bangladesh this situation analysis has been carried out. This report will provide the recent updates about the existing situation of the children with disabilities as a strong reference document and will be helpful for different users.

Dr Mohammad Golam Kibria
Country Director
Sightsavers
Bangladesh Country Office



Acronyms

AAB	ActionAid Bangladesh
ABC	Assistance for Blind Children
ACIE	Asian Centre for Inclusive Education
ADD	Action on Disability and Development
AID	Action In Development
AIEC	Access and Inclusive Education Cell
AJIE	Asian Journal of Inclusive Education
ASD	Autism Spectrum Disorder
AUEO	Assistant Upazila Education Officer
AusAID	Australian Agency for International Development
B.Ed	Bachelor of Education
BSEd	Bachelor of Special Education
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BDF	Bangladesh Dristihin Foundation
BEDP	Bangladesh Education Development Programme
BEKAS	Basic Education Kit to Access in School
BEP II	BRAC Education Program II
BISE	Bangladesh Institute of Special Education
BMEB	Bangladesh Madrasha Education Board
BPF	Bangladesh Protibondhi Foundation
BRAC	Bangladesh Rural Advancement Committee
BSIS	Baptist Sangha Integrated School
BUP	Bangladesh University of Professionals
BVIPS	Bangladesh Visually Impaired Peoples Society
CAMPE	Campaign for Popular Education
CBR	Community Based Rehabilitation
CBSEH	Cox's Bazar Baitush Sharaf Eye Hospital
CDD	Centre for Disability in Development
CDMEd	Certificate on Disability Management and Education
CELS	Child Education and Literacy Survey
CIDA	Canadian International Development Agency
C-in-Ed	Certificate in Education



C in Sp Ed	Certificate in Special Education
CMS	Case Management System
CP	Cerebral Palsy
CPD	Continuous Professional Development
CPEIMU	Compulsory Primary Education Information and Monitoring Unit
CRC	Convention on the Rights of the Child
CRP	Centre for Rehabilitation of the Paralyzed
CSID	Centre for Services and Information on Disability
CSN	Children with Special Needs
CSP III	Country Strategic Plan III
DPEd	Diploma in Primary Education
DFID	Department For International Development
DPE	Directorate of Primary Education
DPRC	Disable Rights Protection Committees
DPOs	Disabled Peoples Organizations
DRRA	Disabled Rehabilitation and Research Association
DSHE	Directorate of Secondary and Higher Education
DSS	Department of Social Services
ECCD	Early Childhood Care and Development
ECDP	Early Childhood Development Program
EEC	Education for Ethnic Group
EFA	Education for All
EMIS	Educational Management and Information System
FSP	Female Secondary School Stipend Project
GBUC	Gram Bangla Unnyan Committee
GIEP	Government Integrated Education Programme
GOB	Government of Bangladesh
GPS	Government Primary Schools
HRD	Human Resource Development
IE	Inclusive Education
IEP	Individualized Education Plan
IER	Institute of Education and Research
IISB	Inclusion Initiatives for Special-needs Bangladesh
ILFE	Inclusive Learning Friendly Environment
IMD	Information Management Division

JICA	Japan International Cooperation Agency
JSC	Junior School Certificate
MDGs	Millennium Development Goals
MDVI	Multiple Disabilities and Visual Impairment
MFF	Multi-tranche Financing Facility
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
MOWCA	Ministry of Women and Children Affairs
MSEd	Master of Special Education
MSW	Ministry of Social Welfare
NADPO	National Alliance of Disabled Peoples Organizations
NAEM	National Academy of Educational Management
NCSE	National Centre for Inclusive Education
NCTB	National Curriculum and Text Book Board
NDP	National Development Programme
NEP 2010	National Education Policy 2010
NFOWD	National Forum of Organizations Working with the Disabled
NGO	Non Government Organization
NPA II	National Plan of Action Phase II
NRAS	Noakhali Rural Action Society
OHCHR	Office of the United Nations High Commissioner for Human Rights
OT	Occupational Therapy
PEDP II	Second Primary Education Development Program
PEDP III	Third Primary Education Development Program
PES	Primary Education Stipend project
PIB	Plan International Bangladesh
PISER	Proyash Institute of Special Education and Research
Plan BD	Plan Bangladesh
PGDED	Post Graduate Diploma in Education
PSC	Primary School Certificate
PT	Physiotherapy
PTI	Primary Teachers' Training Institute
PWDs	Persons with Disabilities
QPEP	Quality Primary Education Program
RCB	Removing Cultural Barriers



RDUS	Rangpur Shamajik Unnayan Sangstha
READ	Reading Enhancement for Advancing Development
RNGPS	Registered Non-government Primary Schools
ROSC	Reaching Out-of-School Children
SAHIC	Society for Assistance to Hearing Impaired Children
SARPV	Social Assistance and Rehabilitation for the Physically Vulnerable
SBK	Shishu Bikash Kendra
SHG	Self Help Group
SIDA	Swedish International Development Cooperation Agency
SIP	School Improvement Plan
SLIP	School Level Improvement Plan
SLT	Speech and Language Therapy
SMC	School Management Committee
STAR	Skills Training for Advancing Resource
TQI-SEP	Teaching Quality Improvement in Secondary Education Project
TTC	Teachers' Training College
TVET	Technical and Vocational Education and Training
UCEP	Underprivileged Children's Education Programme
UEO	Upazila Education Officer
UN	United Nations
UNCRPD	UN Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPEP	Upazila Primary Education Plan
URC	Upazila Resource Centre
USAID	US Agency for international Development
VARD	Voluntary Association for Rural Development
WB	World Bank
WHO	World Health Organization
YPSA	Young Power in Social Action

Executive Summary

This study has been conducted with a purpose or broad objective to analyse and understand the existing context and broader environment within which education for children with disabilities has to take place in Bangladesh. The specific objectives of the study include: exploring the overview of educational provisions, reviewing the educational legislation, policy, and guidelines, Identifying strategies of educational management in state & non-state sector, identifying the information regarding education funding in state & non-state sector, exploring the status of education support systems, finding out the status of civil society participation, finding out the status of international development sector participation, exploring the educational access and quality for young people with disabilities, and reviewing any additional analysis/information.

Methodology

A mixed method design was used in this study that included document review, questionnaire, interview, FGDs and case study. A **Systematic Review of Literature** has been done in this study. Both hard and soft copies of the documents were reviewed. Popular Search engines such as Google, Yahoo were used to search secondary documents. Key words that were used in this study include: inclusive education, Bangladesh, Teacher education, pre-service and in-service teacher education in Bangladesh, etc. A short **Questionnaire** was disseminated through e-mail to a wide range of organisations that are working on children with disabilities, inclusive education, special education and therapeutic services. Based on their responses as well as information derived from the secondary literature review, organisations were selected for the



interviews, FGDs and case studies. Furthermore, **Semi-structured Interviews** were conducted with purposively selected key government agencies, NGOs, I-NGOs, universities (IER, Dhaka University), and networking platforms (i.e. NFOWD). Besides, a **FGD** was conducted with some of the interviewed participants to reveal more in-depth interviews. In addition, Case studies were developed based on the school observations and other review findings that indicated some models of inclusive education in the context of Bangladesh.

Findings:

According to BANBAES (2014), Bangladesh education system consists of six phases that include Pre-primary, Primary (Grade I-V), Junior Secondary (Grade VI-VIII), Secondary (Grade IX-X), Higher Secondary Education- (Grade XI-XII) and Tertiary Education (Bachelor, Masters, M.Phil, PhD etc.). From pre-primary to secondary phases it was revealed in this study that three types of educational provisions exist in both state and non-state sector: limited number of special education and integrated education settings and a wider coverage of inclusive education settings in government primary and NGO based non-formal primary schools (i.e. BRAC). At higher secondary and tertiary levels the participation of students with disabilities in education is not yet significant. Interview data also revealed that special education provisions in Bangladesh do not follow the national curriculum in many cases. Therefore, how flexibility will be practiced in those provisions that needs to be set through appropriate research.

While reviewing existing policies and legislations, a number of pro-inclusive policies (i.e. National Education Policy 2010, National Child Policy 2011; UNCRPD 2006) were identified. But at the same time, some



clauses of few policies and implementation strategies (i.e. PEDP II & III) were identified as discriminatory to the education of children with disabilities. Therefore, a careful revision and reform initiative is required to bring harmony among different policy documents.

Separate educational management structures have been identified for the Ministry of Primary and Mass Education and Ministry of Education. However, limited collaboration efforts have been identified among different educational management structures in relation to education of children with disabilities. Besides, the Ministry of Social Welfare have a separate management structure for the education of children with disabilities. While, non-government sectors practice a completely different educational management approach than the government.

Government and different donor agencies arrange major funds for education. Major donor partners in education are ADB, WB, CIDA, DFID, JICA, UNICEF, SIDA, EU, and AusAID. In non-state sectors, no single model for fund raising has been identified for education of children with disabilities. Mother organisation has the responsibility to arrange and allocate funding for schools from donor agencies or I-NGOs/NGOs. It has been reported in this study that there is always poor funding or absence of continuous fund allocation assurance at non-state sector. One observation of this study is that a priority fund allocation guideline is required to ensure adequate and appropriate distribution of funding in different subsectors of education for children with disabilities in Bangladesh.

Three educational management and information support systems (EMIS) have been identified in this study. DPE runs Information Management Division (IMD), DSHE runs Education Management Information System



(EMIS) and DSS runs Case Management System (CMS) for this purpose. Interview findings indicated that these three systems do not share data with each other. Therefore, data overlap exists in the system. Besides, the data collection and up-gradation process has been found to be faulty, incorrect and unreliable.

Education support system has also been found to be working in a segregated manner. Especially, the supply of Braille books for children with disabilities was not done by the NCTB due to not receiving any demand from the DPE. Lacks of collaborations among DPE, DHSE and DSS have also been mentioned in the interviews and FGD. Besides, teacher education institutions have been found to be not adequately prepared to support teachers for inclusive education and curriculums are not yet revised to prepare teachers for inclusive classrooms. Most of the curriculums were found to be following medical models of inclusive education.

The review of literature indicated that the *Primary School Census 2010* of DPE (2011) reported that only children with mild disabilities were enrolled in the primary schools totaled 83,023 of which 47,029 were boys and 35,994 were girls. This census claimed increase of the enrollment of children with mild disabilities since it was found in the Baseline Survey in 2009, in which the total was 45,680. A recent study by DPE (2012) reported that according to the 2010 Child Education and Literacy Survey (CELS) published in 2012, out of 3-14 years old children, 118,575 children with disabilities were enrolled in schools. Among them 58.4% were boys & 60.8% were girls. One remarkable observation was that the rate enrolment for rural children with disabilities was higher (60.7%) than urban children (54.3%). Among seven geographical divisions Rajshahi had the highest

enrollment (63.4%) and Sylhet had the lowest (51.9%) enrollment (DPE, 2012).

The review of this the recent Annual Sector Performance Report (ASPR) 2014 of the Directorate of Primary Education (DPE) indicated that the total enrolled children in all types of primary schools are 19,584,972, in which girl students number is 9,804,020. The ASPR 2014 (DPE, 2014) further reported that that the number of children with disabilities enrolled in different types of primary schools increased faster than the PEDPII. This number specifically increased in particular for children with physical disabilities and visual impairments. One striking finding of the ASPR 2014 (DPE, 2014) is that 50% increase in the numbers of physically impaired children between 2010 and 2011. The report claimed that the enrolment trend slightly declined in 2013 (82,708) compared to 2011 (90,960) and 2012 (89,994).

Several case studies have been developed based on the findings of different practices of models of inclusive education in Bangladesh. Some organisations have developed their own models of inclusive schools. On the other hand, some have developed models within the existing government system. Several learning experiences have been identified in those models. Specific recommendations have been made for different stakeholders in response to the analysis of the overall findings of the study.



Chapter
ONE
Background, Rationale
and Objectives



Chapter One

Background, Rationale and Objectives

Background and Rationale

Globally, over the last few decades, the educational reforms took place with a focus to ensure equity and equality in Education for all people irrespective of their diverse backgrounds and abilities. The United Nations was the key player for making this educational reform happen the by enacting several international declarations, conventions and frameworks. Among those initiatives, the *Education For All (EFA)* (UNESCO, 1990) could be identified as the first foundation stone. The *EFA 1990* proclaimed for the first time that all nations in this planet have to ensure equal right to education. In addition to that, in 1994 *the Salamanca Statement and Framework for Action on Special Needs Education* (UNESCO, 1994) formally recognised the special educational needs of learners and accepted the values of inclusive education as a strategy to ensure 'right to education' for all learners in the same educational setting. Furthermore, *the Dakar Framework for Action* (UNESCO, 2000) reviewed the successes, drawbacks and challenges of achieving EFA and articulated the importance of implementation of inclusive education to ensure right to education for learners from diverse backgrounds including those who have disabilities. Adding to those initiatives, the *Millennium Development Goals [MDGs]* (United Nations, 2008) also proclaimed the rights of all citizens into education. More recently, the *UN Convention on the Rights of Persons with Disabilities-UNCRPD* (UN Enable, 2008) in its Article 24



stated that it is the responsibility of all signatory states to ensure inclusive education opportunities for all citizens, especially for those who have disabilities.

In response to the above mentioned international declarations, Bangladesh has accomplished a number of policy reforms to ensure equal right to education for all learners. For example, Bangladesh declared primary education compulsory and free of costs for all children by legislating the *Compulsory Primary Education Act 1990* (Ministry of Primary and Mass Education [MOPME], 1990). Additionally, Bangladesh enacted the *Bangladesh Persons with Disabilities Welfare Act* (Ministry of Social Welfare [MSW], 2001) in 2001, which articulated the necessity to educate children with disabilities in any setting that might include mainstream/regular, integrated or in special schools. Further to this, Bangladesh prepared the *National Plan of Action Phase II (NPA II) 2003-2015* (MOPME, 2003) for ensuring primary education for all children. In order to practice those policy reforms in reality, several programs and projects were implemented by the Government of Bangladesh. Examples of these implementation models include the Second Primary Education Development Program (PEDP II) in the primary education sector and the Teaching Quality Improvement (TQI) in the secondary education sector (Ahsan, 2013; Ahsan & Mullick, 2013). Furthermore, *The Education Policy 2010* recognised inclusive education as a viable strategy to ensure education for all learners and emphasis was given to ensure education right of children with disabilities (Ministry of Education [MOE], 2010). More recently, the Proposed Draft Education Act 2013 (MoE, 2013) also articulated equal right of all children into education and mentioned that

inclusive education could be a viable strategy to eradicate inequalities into education. In 2013, Bangladesh also enacted a legislation named as the *Rights of the Persons with Disabilities and their Protection Act, 2013* (MSW, 2013). The Government of Bangladesh is currently implementing one of the biggest sector wide programs named PEDP III as an example of operationalisation of those policies.

The above initiatives taken by the Government of Bangladesh indicate the sincerity of the state to ensure equity and equality in education for its all citizens. However, despite such remarkable initiatives, still a lot of children are out of school or dropped out from school in Bangladesh and around 53% of them are children with disabilities (Ahsan, 2013). Besides, It is has been reported in the global research studies that yet teachers feel less confident in including children with disabilities in their programs (Forlin, Loreman, Sharma, & Earle, 2009; Kim, 2011; Shade & Stewart, 2001). Among many challenges that are acting as barriers to inclusion, negative attitudes, limited resources, traditional curriculum framework and teaching-learning strategies, ill-preparation of school teachers are some of the major factors that are hindering equal right to education through implementing the values of inclusive education around the world including Bangladesh contexts (Ahmmed et. al, 2012; Ahsan, 2013; Ahsan, Sharma & Deppeler, 2012, 2013; Avramidis & Norwitch, 2002). Considering these issues, this situational analysis is being carried out by the Sightsavers in order to identify educational realities for children with disabilities (0-18 years) in Bangladesh.



Purpose/Objective of the Situational Analysis Study

The purpose or broad objective of this study is to analyse and understand the existing context and broader environment within which education for children with disabilities has to take place in Bangladesh. The following guideline was prepared during the ToR sharing stages as the specific objectives of the study with a view to achieve the broad objective of the study:

1. *To explore the overview of educational provisions*
2. *To review the educational legislation, policy, and guidelines*
3. *To find out the strategies of educational management in state and non-state sector*
4. *To identify the information regarding education funding in state and non-state sector*
5. *To explore the status of education support systems*
6. *To find out the status of civil society participation*
7. *To find out the status of international development sector participation*
8. *To explore the educational access and quality for young people with disabilities*
9. *To review any additional analysis/information*



Chapter TWO Methodology



Chapter Two

Methodology

Methodology

A qualitative method-based approach was applied in this study that included the following methods and tools:

- I. **Systematic Review of Literature:** This study followed a systematic review of relevant documents, which provided the research team the opportunity for the researcher to synthesise information from relevant secondary sources (Cohen, Manion, & Morrison, 2007; Creswell, 2008). Both hard and soft copies of the documents were reviewed. Popular Search engines such as Google, Yahoo were used to search secondary documents. Key words (inclusive education, Bangladesh, Teacher education, pre-service and in-service teacher education in Bangladesh, etc.) were used in searching relevant documents. Secondary document include:
 - i. Government policies/ conventions/ commitments/ reports relevant to education of children with disabilities as well as inclusive education
 - ii. Non-government project/ program documents/ practice models relevant to education of children with disabilities as well as inclusive education



- iii. Review of Pre-service and In-service teacher education Curriculums and modules
- iv. Review of research reports relevant to education of children with disabilities as well as inclusive education
- v. Review of journal articles relevant to education of children with disabilities as well as inclusive education

A thematic analysis procedure was applied to analyse the secondary data. This procedure allows analysis the documents by extracting themes from the data through the process of coding generation (Denzin & Lincoln, 2000).

- II. **Questionnaire:** A short questionnaire was disseminated through e-mail to a wide range of organisations that are working on children with disabilities, inclusive education, special education and therapeutic services. Information received from the questionnaire helped the researchers to get the current status of education of children with disabilities in Bangladesh. Besides, the questionnaire data also helped to select organisations for further interviews.
- III. **In-depth Interviews:** A series of semi-structured interviews were conducted with relevant stakeholders in order to obtain and triangulate information, and, in public and private sectors involved in the education sector. This process of interview gives opportunity to create rapport with the interviewees and to keep the interview on right track (Cohen, Manion & Morrison, 2007; Creswell, 2008). A thematic analysis procedure that permits researchers to analyse the

interviews transcriptions by extracting themes from the data by coding (Denzin & Lincoln, 2000) was applied in this study for analysing interview data. In that case, objective of the study and the literature review guided the researchers to extract themes.

Based on the questionnaire responses as well as the information found in the systematic review, representatives for the in-depth interviews were purposively selected from the public and private organisations. Criteria for selecting organisations for interviews include:

- a. **Key public institutions/agencies** that are playing vital role on education of children with disabilities:
 - Inclusive Education Cell, DPE, MOPME
 - Department of Social Services (DSS), MSW
 - Directorate of Secondary and Higher Education (DSHE)
 - National Academy for Primary Education (NAPE)
 - National Curriculum and Text Book Board (NCTB)
- b. **Key private organisations/NGOs/I-NGOs** have unique programs/projects on inclusive education/education of children with disabilities with the public schools, that include Plan International Bangladesh project on inclusive education, Sightsavers inclusive schools etc.



- c. **Organisations that are running Inclusive Schools**, that include: BRAC, Kalyani Inclusive School-BPF, Baptist Shanhg Integrated School, CRP Inclusive School etc.
- d. **Key Special Schools** that have linked program with regular schools, that include Hi-Care School, Proyash, Kalyani Special School, NCSE etc.
- e. **Prominent Universities** that are involved in HRD, Policy formation regarding Inclusive education, that includes Institute of Education and Research (IER), University of Dhaka
- f. **Organisations that are involved in national level networking, awareness raising and policy making** issues that include National Forum of Organisations working with the Disabled-NFOWD, Asian Centre for Inclusive Education-ACIE etc.
- IV. **Focus Group Discussion:** A focus group discussion was organised with the NGOs that have track record of working on education of children with disabilities in Bangladesh with an aim of receiving in-depth understanding of the current status, challenges and scopes of education of children with disabilities in Bangladesh. A number of NGOs were invited to participate in the FGD and based on their responses, finally this procedures includes the responses from the Sightsavers, CDD, CSID, ACIE, IISB and BVIPS representatives.



A thematic analysis procedure that permits researchers to analyse the FGD transcriptions by extracting themes from the data by coding (Denzin & Lincoln, 2000). In that case, objective of the study and the literature review guided the researchers to extract themes.

- V. **Case Studies:** Case studies were developed based on the school observations and other review findings that indicated some models of inclusive education in the context of Bangladesh.

Ethical Consideration:

This study followed all the ethical issues important for conducting a study by applying qualitative and quantitative methods. Ethical issues include:

- acknowledgements made of the secondary data sources by referencing;
- cautious paraphrasing were done to avoid plagiarism.
- Consents were taken if this study requires representation of any part of other published materials.
- Consents were taken for interviews, FGDs and for the use of any other primary data collected.
- In case of maintaining any issue of anonymous-identity, identities were strictly kept hidden.
- in addition, the Child Protection Policy of Sightsavers were maintained in this study.



Chapter
THREE

**Findings
and
Discussion**



Chapter Three

Findings and Discussion

Findings and Discussion

The findings of the study have been presented and discussed as per the specific objective guidelines set for this situation analysis. The following sections presents the findings and discussions.

1. The overview of educational provisions

This objective was set to identify the various phases of educational provisions in Bangladesh (e.g. early childhood care and education, primary, secondary, tertiary) and the length of each phase. The objective was also set to identify various types of educational institution in Bangladesh, including those specifically for children with disabilities as well as identifying key government and non-government providers of education services in Bangladesh

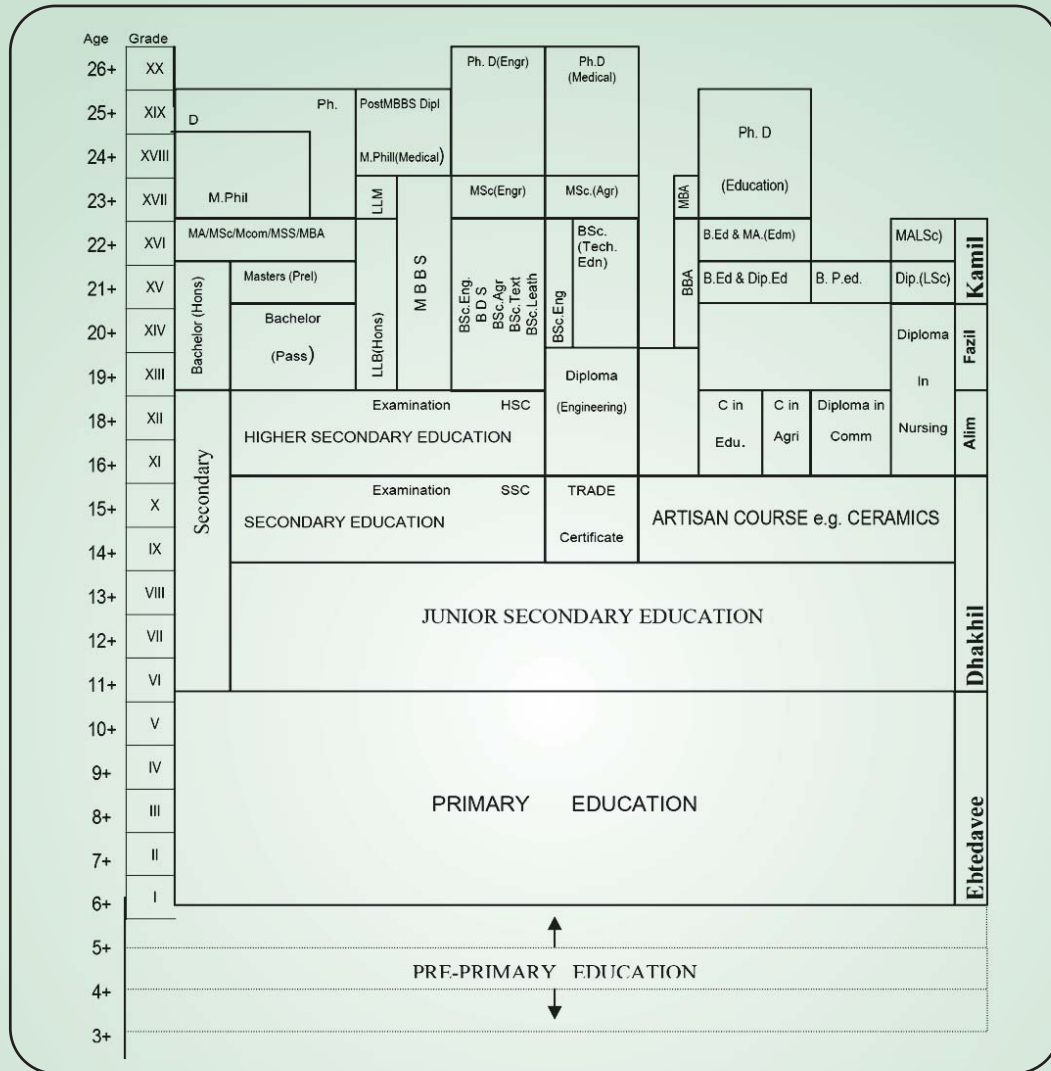
Education Phases: According to BANBAEIS (1999) data, Bangladesh education system consists of six phases that include:

- a. **Pre-primary Education-**(Age group 3-5+ years; Length: 2 years. Currently the Government offers only one-year pre-primary education)
- b. **Primary Education-** PSC Public Examination is set for promoting to the next phase (Age Group 6-10+ years; Length: 5 years for Grade I-V, proposed length: 8 years from Grade I-VIII as primary phase)
- c. **Junior Secondary Education-**JSC Public Examination is set for promoting to the next phase (Age Group 11-13+ years; Length: 3 years for Grade VI-VIII)
- d. **Secondary Education-** SSC Public Examination is set for promoting to the next phase (Age Group 14-15+ years; Length: 2 years for Grade IX-X)
- e. **Higher Secondary Education-**HSC Public Examination is set for promoting to the next phase (Age Group 16-17+ years; Length: 2 years for Grade XI-XII)
- f. **Tertiary Education-**Bachelor, Masters, M.Phil, PhD

The following figure (Figure: 1.1) provides an overview of the education phases in Bangladesh (BANBEIS, 1999).



Figure 1.1: Overview of the education phases in Bangladesh



Education Provisions:

Recent study conducted by Ahsan (2013) for the Plan International Bangladesh as well as several other documents such as research documents on education situation of children with disabilities in Bangladesh conducted by CSID (2002, 2005), PEDP II Action Plan for children with disabilities (DPE, 2005), UNESCO’s inclusive education

situation analysis in Bangladesh done by Ahuja and Ibrahim (2006), UNICEF (2003) report on inclusive education in Bangladesh and Ahsan (2007)’s article from a peer-reviewed journal on education of children with disabilities were reviewed to explore existing educational provisions available for children with disabilities in Bangladesh. Besides, several key representatives from public and private sectors were interviewed as well. Syntheses of the findings from the review of those documents and the interview findings indicate that there are three types of educational approaches provided by state/public and non-state/private sectors in Bangladesh. The following flowchart (Figure 1.2) gives an overview of the existing educational provisions in Bangladesh.

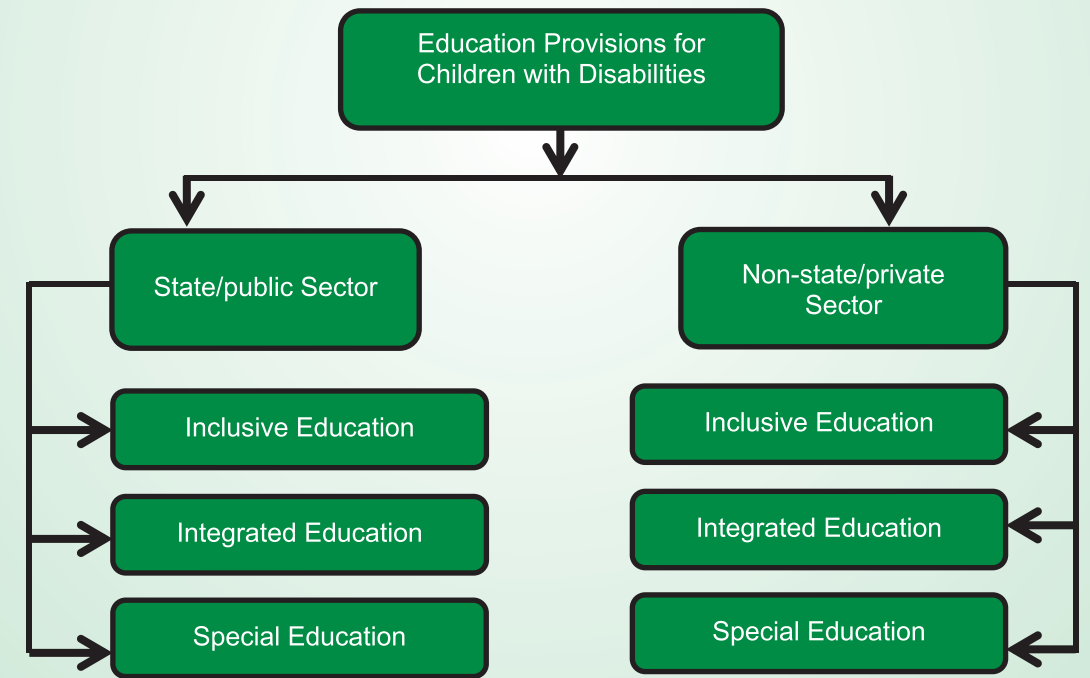


Figure 1.2: Education Provisions for Children with Disabilities in Bangladesh



Here inclusive school refers to access to regular primary schools for all children; integrated school refers to a special unit in a regular school compound with resource room and resource teacher support and special school refers to a segregated educational setting with special curriculum, teaching aids and special teachers.

State/Government Initiatives.

Inclusive Education. The Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) is implementing inclusive education in regular primary schools in all over Bangladesh. All the head teachers were oriented on inclusive education under the PEDP II programme. Besides, the Government of Bangladesh also sent an office order to all government primary schools to include children from diverse backgrounds including those who have disabilities into regular schools. In addition, the current PEDP III programme is also committed to continue inclusive education programs in primary schools of Bangladesh.

Integrated Education. The Department of Social Services (DSS) under the Ministry of Social Welfare runs 64 integrated schools alongside government regular schools in 64 district towns of the country. This project provides a Resource Teacher in every school and a resource room for students with visual impairment in the regular school compound. These schools receive Braille books free of cost for all children with visual impairments.



Special Education. The Department of Social Services (DSS) operate 07 special schools for children with hearing impairment situated in Dhaka, Chittagong, Rajshahi, Khulna, Chandpur, Faridpur and Sylhet. These schools enroll 700 children and have residential facilities for about 180 children. In addition, DSS also runs a special school for children with intellectual disabilities as well as 5 residential special schools for children with visual impairment, in Dhaka, Chittagong, Rajshahi, and Khulna. Those schools have the enrollment capacity for 500 children. The schools provide food and hostel facilities for 180 children with visual impairment. Moreover, DSS, in 1991, built a National Centre for Special Education (NCSE) situated in Mirpur Dhaka, offers residential special school for 190 children having hearing, visual, intellectual disabilities and autism.

Non-state/Private Initiatives.

Inclusive Education. There are a number of inclusive education practice models exist in Bangladesh initiated by private sectors. Several non-government organizations have their own model of inclusive education in Bangladesh. For example, The Centre for Rehabilitation of the Paralyzed (CRP)'s inclusive school enrolls children with disabilities and local children into the classrooms. Bangladesh Protibondhi Foundation (BPF) is running "Inclusive Education" program in several schools in Dhaka. Moreover, BRAC, since 2003, started inclusive education program in their non-formal primary schools. Mahbub (2008) claimed that BRAC enrolled 57,645 ethnic children and 28,144 children with disabilities are in their schools. In addition, Underprivileged Children's Education Programme (UCEP) runs inclusive education programmes in urban areas for ultra-poor, working



children and children with disabilities. Besides NRAS, AID, Gram Bangla Unnyan Committee (GBUC), SARPV and YPSA are some other NGOs that operate inclusive schools. In addition to that Plan International Bangladesh and Singhtsavers are supporting a number of government primary schools for developing models of inclusive education. Some case studies have been developed and presented in a later chapter based on interviews and school visits under the current research.

Integrated Schools. There are few integrated schools for children visual impairment currently available from the private sector. The Baptist Sangha Integrated School for the Blind runs a residential school for girls situated in Mirpur, Dhaka. There are about 138 girls currently enrolled in this school. Besides, Salvation Army also has an school known as the Integrated Children Centre in Savar, Dhaka for the children with visual impairment.

Special Schools. Most special schools are focused on a particular area of disability. There are several special schools for educating children with hearing impairment. Bangladesh National Federation for the Deaf has a school at Bijoyagar, Dhaka. This school follows sign language as a mode of communication. There are around 1400 students with hearing impairment enrolled in the school. Another NGO, named Hi-Care operates 10 special schools for children with hearing impairment in different geographical locations of the country including one in Dhaka city. These schools enroll children aged between 3 to 16 years. In addition, another institution known as The Society for Assistance to Hearing Impaired Children (SAHIC) has set up a National Centre for Hearing and Speech in Dhaka for pre-school children with hearing-impairment. The centre

enrolled around 140 children between the age-range of 3 to 5 years. In addition, The Deaf Children's Welfare Association of Bangladesh centre was established in 1998 has 46 students. A limited number of institutions are running direct educational programmes for children with visual impairment. Among those few, Bangladesh Dristihin Foundation (BDF) runs education and rehabilitation projects in Bhola district and is continuing this process in Narayanganj, Munshigonj, Comilla and Rajbari.

For children with intellectual disabilities there are several organizations who are running educational programmes. One renowned institution known as the The Society for the Welfare of the Intellectually Disabled-Bangladesh, which was established in 1977, has about 40 schools in different districts of Bangladesh. A total of 6,552 children with intellectual disabilities are enrolled in those schools. Besides, The Bangladesh Protibondhi Foundation (BPF) runs special schools for children with intellectual disabilities, cerebral palsy and those who have autism in Dhaka. Other NGOs who focus on autism and children having intellectual disability and cerebral palsy are Proyash, Autism Welfare Centre, Caring Glory, SWAC and School for the Gifted etc. The following table (Table 1.1) derived from the Plan International Bangladesh's study (Ahsan, 2013) on inclusive education situation provides an overview of the private sector initiatives for children with disabilities in Bangladesh.



Type of Disability	Geographical location	Name of Organization	Number of schools
Hearing impairment	Dhaka	Bangladesh National Federation for the Deaf has a school	01
	In all Divisions	Hi-Care	10
	Dhaka	The Society for Assistance to Hearing Impaired Children (SAHIC)	01
	Dhaka	The Deaf Children's Welfare Association of Bangladesh	01
Visual Impairment	Dhaka	Baptist Sangha School	01
	Bhola, Narayanganj, Munshigonj, Comilla and Rajbari	Bangladesh Dristhihin Foundation (BDF)	--
Intellectual disability and Autism	In all Divisions	The Society for the Welfare of the Intellectually Disabled-Bangladesh	40
	Dhaka	The Bangladesh Protibondhi Foundation (BPF)	03
	Dhaka	Autism Welfare Centre	01
	Dhaka	Society for the Welfare of the Autistic Children	01
	Dhaka	School for the Gifted	01
	Dhaka	Caring Glory	01

Table 1.1: Some Private Sector Initiatives for Education of Children with Disabilities (Source: Plan International Bangladesh's Baseline Study on Inclusive Education by Ahsan, 2013)

Recently UNICEF Bangladesh in collaboration with the Department of Social Services (DSS) in the MSW, undertook a situation analysis study (MSW & UNICEF, 2014) on children with disabilities in Bangladesh. This study expressed the necessity of making inclusive education inclusive in the following way:

“Special education remains marginalized. Schools for children with disabilities continue to be registered under the Ministry of Social Welfare and not the Ministry of Primary and Mass Education. This is a clear indication that education for children with disabilities is still viewed as charity rather than right. The limited involvement of MOPME affects standardization of curricula, support for expansions, access to special programmes such as lunch and access to higher education” (p. 61).

The research team of the current study interviewed the representatives of several educational institutions and visited their campus. Based on the interviews, that following table (Table 1.2 & 1.3) provides an overview of different education provisions:



Table 1.2: Features of some Special Schools in Bangladesh

Activity	School : Proyash
1. Type of students being enrolled	Children having any type of disability can be admitted. Most of the enrolled children have neurological disorder.
2. Main objective/goal of academic activities	Overall development and preparation for mainstreaming
3. Qualities/skills being achieved by the students through academic activities	<ul style="list-style-type: none"> ■ Self-help skills specially the daily living skills. ■ Motor (both fine and gross) and communication development ■ Academic, vocational and social skills. ■ Preparation for mainstreaming
4. Expenditure per student per year and the source of money	4. 50 to 80 thousand per year (depending on the disability and severity) Source of income : ■ GOB (DSS) ■ Donation by the banks and the corporate houses ■ Army (welfare)
5. Any other program/ Activity/ Service (other than academic)	<ul style="list-style-type: none"> ■ Training of teachers, parents and related professionals (by PISER - BUP) ■ Assessment services ■ Medical Services ■ Counseling and guidance ■ Therapies (OT,PT,SLT etc.) with outdoor services ■ Sports, Music etc. ■ Adult leisure and support for mainstreaming (vocational and social)
6. Curriculum	<ul style="list-style-type: none"> ■ For the students of the sections (school) Primary & Secondary and HI NCTB and Modified NCTB curriculum is followed ■ For rest of the sections of Schools (ECDP, ID, Autism, CP, VI-MDVI, Vocational) the curriculum prepared by the school is followed
7. Participation and performances of the students in JSC or PSC exams	<ul style="list-style-type: none"> ■ Students participate the PSC and JSC exam ■ Passing rate is 100% and many of them achieves GPA-5
8. Enrollment of the students in general school. If not, why?	<ul style="list-style-type: none"> ■ Many children have enrolled in the general schools ■ Sometimes for the severity of the disability of the children and unwillingness of the parents stand as the cause for exclusion
9. Any program for adjustment of the students in regular school (if enrolled)	<ul style="list-style-type: none"> ■ No specific program. If needed : ■ teachers from Proyash visits the school where the child is enrolled ■ Proyash authority communicates with the authority of the general school over phone or mail ■ Counseling services are provided
10. Supports to the students for their inclusion in general education/ vocational/ society	<ul style="list-style-type: none"> ■ For inclusion academic support for preparation is given. ■ For vocational inclusion, training is given. ■ Guidance and encouragements are given for self-employment ■ Counseling and guidance services are also available
11. Advice/recommendation of school head-inclusive/special education	<ul style="list-style-type: none"> ■ Inclusion is recommended always. Special Education services should be considered as the preparation for mainstreaming in education, vocation or society
12. Challenges faced by the students after their enrollment in regular school/ how to solve those	<p>Challenges: ■ Unwillingness of the parents ■ Lack of acceptance of the school authority, teachers and the parents of other students. How to solve : ■ Initiatives by the government, Social movement</p>



Activity	School : Baptist Mission Integrated School
1. Type of students being enrolled	Specialized for the children (girls) with visual Impairment (Low vision and Blind)
2. Main objective/goal of academic activities	Academic development and preparation for mainstreaming, empowering the girls, Value development, Preparing and helping for mainstreaming
3. Qualities/skills being achieved by the students through academic activities	<ul style="list-style-type: none"> ■ Self dependency ■ Mainstreaming in the society ■ Preparation for mainstreaming in education and higher education ■ Vocational training and training on ICT ■ Development of cultural skills
4. Expenditure per student per year and the source of money	<ul style="list-style-type: none"> ■ The total annual expenditure of the school is taka 80000000 ■ 65 of the 88 special children are getting food & accommodation. For each of that 65 the annual expenditure is about taka 90000 ■ Income source: Donation by international donors (stopped from this year) and the tuition fees given by the students (residential students – 3200 per month, non-residential students – 500 per month)
5. Any other program/ Activity/ Service (other than academic)	<ul style="list-style-type: none"> ■ Residential facilities for the students with food and other facilities ■ Supporting for the rehabilitation (employment and others) ■ Arranging training programs specially on Braille
6. Curriculum	Total NCTB curriculum is followed and some extra component is added (Daily living skills, orientation and mobility training, ICT and vocational training, cultural activity)
7. Participation and performances of the students in JSC or PSC exams	<ul style="list-style-type: none"> ■ All of the students are participating and the passing rate is 100% . Many of them achieves GPA-5
8. Enrollment of the students in general school. If not, why?	<ul style="list-style-type: none"> ■ From this school, students can complete the level class-7. Students are enrolled to Mirpur Ideal School and College from class-8 but all academic and other supports available till SSC. The rate of enrollment to the next level (after the SSC) is 80 to 90%. After SSC, they are enrolled in the class- XI in Mirpur Ideal School and College. ■ For students of the school, the reason for the failure to go for the next level or inclusion is : Poverty, accommodation problem, no support from the family etc.
9. Any program for adjustment of the students in regular school (if enrolled)	<ul style="list-style-type: none"> ■ The school has a settlement with the Mirpur Ideal School & College for the inclusion of the children. As it is an ongoing process the adjustment process becomes easier for the students than the others.
10. Supports to the students for their inclusion in general education/ vocational/ society	<ul style="list-style-type: none"> ■ Education: Schooling and support for the admission procedure in the next level (Specially after SSC and HSC) ■ Vocational: Preparation for higher education & Vocational training ■ Inclusion in Society: The above given educational and vocational supports and rehabilitation by providing job in this organization.
11. Advice/recommendation of school head-inclusive/special education	<ul style="list-style-type: none"> ■ Everything is for inclusion. ■ In this school they can get inclusive education after class - 4
12. Challenges faced by the students after their enrollment in regular school/ how to solve those	<ul style="list-style-type: none"> ■ No support and demotivating by the teacher and the authority of the school or college ■ Initiatives by the government and community can solve the problem



Activity	School : HICARE
1. Type of students being enrolled	Specialized for the children with hearing impairment
2. Main objective/goal of academic activities	Make the children with hearing impairment to speak after using the hearing aids and bring them to normal life (mainstreaming)
3. Qualities/skills being achieved by the students through academic activities	They will learn how to speak and : - will be mainstreamed academically and socially
4. Expenditure per student per year and the source of money	<ul style="list-style-type: none"> ■ Approximate expenditure 30000 per year per student ■ Donation (local and international), Zakaat collection, tuition fees by the students
5. Any other program/ Activity/ Service (other than academic)	<ul style="list-style-type: none"> ■ Making children learn how to speak in the pre-schooling section ■ Beside the academic activities working with the speech and language of the children
6. Curriculum	<ul style="list-style-type: none"> ■ Specially prepared curriculum in the pre-schooling level (age 2 to 7) for speech development ■ From class-1 to 10 NCTB curriculum is followed ■ Students appear the SSC examination under the Open University
7. Participation and performances of the students in JSC or PSC exams	They participate and the passing rate is 100%
8. Enrollment of the students in general school. If not, why?	<ul style="list-style-type: none"> ■ From this school any student can be enrolled to general schools any time if he/she is prepared (learning how to speak and academic development) for mainstreaming ■ The reason for the failure to be enrolled in the mainstreaming school is the severity of hearing speech and other related problems of the student
9. Any program for adjustment of the students in regular school (if enrolled)	<ul style="list-style-type: none"> ■ No specific/ special programs by the school. ■ Basically it is done through the self or parents initiatives
10. Supports to the students for their inclusion in general education/ vocational/ society	<ul style="list-style-type: none"> ■ No specific/ special programs by the school. ■ This school works for the speech development and academic development of the children with hearing impairment. These things work for their academic, vocational and social inclusion.
11. Advice/recommendation of school head-inclusive/special education	<ul style="list-style-type: none"> ■ The child who is prepared must go for inclusion. Special education should stand as the preparation program.
12. Challenges faced by the students after their enrollment in regular school/ how to solve those	<ul style="list-style-type: none"> ■ No acceptance or support from the teachers or authority of the general school ■ Initiatives by the government and the society



Activity	School : Kalyani Special School	School : National Center for Special Education (NCSE)
1. Type of students being enrolled	Special school where children having ASD, ID, CP, HI, VI, and Multiple disabilities are enrolled	Children having ASD, ID, CP, HI, VI, and Multiple disabilities are enrolled
2. Main objective/goal of academic activities	<ul style="list-style-type: none"> ■ Overall development of the children ■ Preparation for mainstreaming 	<ul style="list-style-type: none"> ■ Overall development of the children ■ Preparation for mainstreaming
3. Qualities/skills being achieved by the students through academic activities	Students will achieve <ul style="list-style-type: none"> ■ academic, social and daily living skills ■ Self dependency ■ Readiness for academic and social mainstreaming 	<ul style="list-style-type: none"> ■ Self help and the daily living skills. ■ Motor skills ■ communication development ■ Academic, vocational and social skills ■ Preparation for mainstreaming
4. Expenditure per student per year and the source of money	Approximately 30000 to 40000 taka per student per year	<ul style="list-style-type: none"> ■ Residential Students : 70-80 thousand per student per year ■ Non-residential Students : 30-40 thousand per student per year ■ Funded and operated by the government
5. Any other program/ Activity/ Service (other than academic)	<ul style="list-style-type: none"> ■ Assessment, Counseling, Therapy, Diagnosis & treatment support ■ Vocational training, sports, cultural activities ■ Training for special educators & parents, BSEd, MSED program ■ Meal 	<ul style="list-style-type: none"> ■ Accommodation with food ■ Different therapies ■ Assessment ■ Counseling ■ Training (BSEd degree) under the National University ■ Vocational training ■ Recreation ■ Support for rehabilitation
6. Curriculum	Basically the IEPs and the curriculum developed by the school are followed. Sometimes NCTB books are also used in the classroom in addition	<ul style="list-style-type: none"> ■ NCTB curriculum, Modification and adaptation are done based on the needs
7. Participation and performances of the students in JSC or PSC exams	N/A	Participates and the result is satisfactory
8. Enrollment of the students in general school. If not, why?	Students who are having better level or prepared for inclusion are transferred for inclusion in Kalyani Inclusive School.	<ul style="list-style-type: none"> ■ After any class they can be enrolled if they are prepared
9. Any program for adjustment of the students in regular school (if enrolled)	Students who are in Inclusive school get some extra facilities for adjustments that include: Curriculum adaptation & modification, flexibility in classroom, examination etc.	<ul style="list-style-type: none"> ■ No specific program. Supports are given if needed
10. Supports to the students for their inclusion in general education/ vocational/ society	<ul style="list-style-type: none"> ■ In Kalyani special school students are educated and trained for educational, vocational & social inclusion ■ For inclusive education students are transferred to regular schools after completing special school ■ The Special school provide vocational training 	<ul style="list-style-type: none"> ■ Educational supports and vocational training are given for social, educational and vocational inclusion
11. Advice/recommendation of school head-inclusive/special education	Special Education is needed for the severe level special children otherwise inclusive education is more helpful.	<ul style="list-style-type: none"> ■ Inclusion is better but the level of the student and proper preparation for inclusion should be considered
12. Challenges faced by the students after their enrollment in regular school/ how to solve those	<ul style="list-style-type: none"> ■ No support and demotivating by the teacher and the authority of the school or college ■ Initiatives by the government and community can solve the problem 	<ul style="list-style-type: none"> ■ Lack of awareness of the teachers of the general schools, lack of preparation, policy and the strategy of the school



Table 1.3: Features of some Inclusive Schools in Bangladesh

Activity	School : CRP inclusive School
1. Types of students being enrolled	Special Children (Basically the CP and the Physically handicapped children), non-disabled children, Children from the ethnic group and ultra poor families
2. Main objective/goal of academic activities	<ul style="list-style-type: none"> ■ This school has two parts (sections) with two different services. ■ Special Education: working towards the inclusive education and ■ Inclusive education working towards the EFA
3. Qualities/skills being achieved by the students through academic activities	Students will achieve the academic, intellectual, physical and social development.
4. Expenditure per student per year and the source of money	<ul style="list-style-type: none"> ■ Approximate expenditure per year per student is Children with special needs: taka 55000 and general students: taka 10000 to 15000 ■ Main source of income is international donation given through CRP
5. Any other program/ Activity/ Service (other than academic)	<ul style="list-style-type: none"> ■ Accommodation for the students, Therapies, Medical treatment, Prevocational training, Recreations etc.
6. Curriculum	<ul style="list-style-type: none"> ■ NCTB curriculum is followed. ■ Sometimes little modification is done for the children with special needs to make it easier and effective for them
7. Participation and performances of the students in JSC or PSC exams	<ul style="list-style-type: none"> ■ In this school the students can study up to the level class-5. After that they appear the PSC examination - Result is satisfactory (in 2013, 100% students passed and out of 13 students 6 got A+)
8. Enrollment of the students in general school. If not, why?	<ul style="list-style-type: none"> ■ After the completion of class-5 about 80% students are enrolled for class-6 in another mainstream school. ■ Because of their poverty and severity of disability some students fail to go for class-6 in another school.
9. Any program for adjustment of the students in regular school (if enrolled)	Advocacy is done by the teachers or the school authority if the students face any problem.
10. Supports to the students for their inclusion in general education/ vocational/ society	<ul style="list-style-type: none"> ■ All of the academic activities are done for the educational, social and vocational development of the children. ■ Prevocational training is given ■ Financial support (not directly)for setting up small shop, nursery, poultry firm etc.
11. Advice/recommendation of school head-inclusive/special education	<ul style="list-style-type: none"> ■ Special education is encouraged always. But they should be prepared for this. ■ It depends on their cognitive ability or intelligence.
12. Challenges faced by the students after their enrollment in regular school/ how to solve those	The awareness and knowledge of the teachers, students and the school authority plays a vital role. The government and society should work on it.



Activity	School : Kalyani Inclusive School
1. Types of students being enrolled	The children with special needs (specially ID, ASD, CP, HI and VI), non-disabled students from the disadvantaged population etc.
2. Main objective/goal of academic activities	<ul style="list-style-type: none"> ■ Providing the opportunities of inclusive education to the children with special needs and the disadvantaged people. ■ Academic and social development for the children with special needs through the inclusive education. ■ Providing the opportunities to achieve the learning competencies for the primary level.
3. Qualities/skills being achieved by the students through academic activities	<ul style="list-style-type: none"> ■ Students can achieve the competencies defined for the primary level ■ Development of social and communication skills ■ Preparation for the secondary level education
4. Expenditure per student per year and the source of money	<ul style="list-style-type: none"> ■ 20000 to 25000 per year per student. ■ Donation by the local and international donors.
5. Any other program/ Activity/ Service (other than academic)	<ul style="list-style-type: none"> ■ As Kalyani special and inclusive school both are being run by the same organization (BPF) in a same compound so the services are same. ■ Assessment, Counseling, Different therapies, Medical diagnosis and treatment support ■ Vocational training , sports, cultural activities, music, dance, drama ■ Training for the special educators and parents (BSED and MSED program under the National University), Workshops ■ Lunch
6. Curriculum	The NCTB curriculum is followed
7. Participation and performances of the students in JSC or PSC exams	<ul style="list-style-type: none"> ■ In this school the students can study up to the level class-5. After that they appear the PSC examination ■ The rate of passing is satisfactory.
8. Enrollment of the students in general school. If not, why?	<ul style="list-style-type: none"> ■ In this inclusive school the students can study up to the level class-5. After that they appear the PSC examination. ■ After the successful completion of the PSC examination students can be enrolled to another school for class-6. ■ Students who are unable to pass can go for vocational training
9. Any program for adjustment of the students in regular school (if enrolled)	<ul style="list-style-type: none"> ■ Students who are transferred to Kalyani Inclusive school get some extra facilities for their adjustment. ■ The major supports for their adjustment are: Curriculum adaptation and modification, flexibility in classroom, examination etc.
10. Supports to the students for their inclusion in general education/ vocational/ society	This school woks to complete academic, social and vocational development of the children
11. Advice/recommendation of school head-inclusive/special education	Definitely inclusive education is better. But proper preparation is also very important before the enrollment in inclusive system
12. Challenges faced by the students after their enrollment in regular school/ how to solve those	<ul style="list-style-type: none"> ■ No support and demotivating by the teacher and the authority of the school or college ■ Initiatives by the government and community can solve the problem



Activity	School : BRAC Inclusive School (NFE program)
1. Types of students being enrolled	All children (children with and without disability)
2. Main objective/goal of academic activities	To promote EFA, MDG, and work beside government.
3. Qualities/skills being achieved by the students through academic activities	<ul style="list-style-type: none"> ■ Social behavior ■ enhance latent possibilities ■ change in behavior and attitudes ■ Knowledge
4. Expenditure per student per year and the source of money	■ 25 dollars are spent on each student and 35 to 40 dollars are spent on each child with disability.
5. Any other program/ Activity/ Service (other than academic)	<ul style="list-style-type: none"> ■ cultural programs ■ co-curricular activities (Dance, poetry, sports) ■ Income generating activities (STAR program: Skills Training for Advancing Resource (STAR) project of BRAC involves primary school graduates to income generating activities. When a special need student who's been graduated primary level from BRAC gets the equal opportunity to take part in this activity. ■ Vocational training
6. Curriculum	<ul style="list-style-type: none"> ■ for class 1 to 3, the contents are changed ■ for class 4 and 5 follows NCTB curriculum ■ Competencies are same as NCTB for each level
7. Participation and performances of the students in JSC or PSC exams	■ Passing rate is 100% in PSC. ■ There is a tracking system to ensure students participation ■ But in secondary level most of the time the reasons behind drop out are expense of education lack in parents' awareness, transport problem, negative attitudes and bullies by fellow students.
8. Enrollment of the students in general school. If not, why?	■ As the students of BRAC school continues their study after their PSC examination in general school, there is a general coordination between the 2 kinds of schools. ■ some students can't continue to secondary level of education in general schools because of expense of education lack in parents' awareness, transport problem, negative attitudes and bullies by fellow students. And also children with severe and profound disability, and children with autism.
9. Any program for adjustment of the students in regular school (if enrolled)	■ Students who come from BRAC pre-primary schools attend GPS most near to them. BRAC staff from the pre-primary schools closely observe the students who have taken education from BRAC and have been sent to a GPS. They call the GPS the "Mother school". ■ at secondary level it's difficult conduct follow up programs as the schools are not near to BRAC schools.
10. Supports to the students for their inclusion in general education/ vocational/ society	■ BRAC has follow up programs for the students who have studied in their schools. ■ BRAC runs STAR project for students where they get involved in income generating activities. ■ BRAC conducts vocational trainings.
11. Advice/recommendation of school head-inclusive/special education	■ The organizations who work for IE, should work together rather than working individually ■ awareness build up ■ ensure hygiene ■ provide sufficient supply of water ■ include description in textbooks about children disabilities
12. Challenges faced by the students after their enrollment in regular school/ how to solve those	<ul style="list-style-type: none"> ■ Bullying by peer group ■ Accessibility in the school ■ Toilet is not disability friendly, hygiene is not ensured ■ less acceptance. ■ considered burden to family and neighbors



Interviews with several public and private institutions as well as FGDs with the NGOs indicated that there is no link programme among different education provisions. Besides, there is no guideline for inclusive schools for implementing curriculum modification, child-centred teaching-learning strategies and alternative assessment techniques to meet individual learner-needs. In addition, there is no standard rule for special schools that might assist them to modify or simplify NCTB curriculums. The following interview finding is a reflection of this issue:

“The curriculums followed by special schools are not NCTB approved. Therefore, teachers are getting confused” (Interview with an NGO representative).

Besides, the interview and FGD data further indicated that several primary education curriculum competencies are not inclusive and require revisions for meeting the abilities of diverse learners. Besides, how special and inclusive education would be run in collaboration that is absent in both policies and strategies, which is causing confusion. The following interview data is a reflection of this issue:

“Inclusive education is not eradicating special education. Special education should also be set on the bigger picture with new defined responsibilities in an inclusive environment. It can work in parallel with close collaboration with regular education” (Interview with an NGO representative).

2. Review of educational legislation, policy, and guidelines

This objective was set to identify any international educational agreements that have been signed/ ratified by the Government of Bangladesh and also briefly discuss key national legislation, policies, and guidelines relating directly or indirectly to the education of children with disabilities. This section also focuses on how effectively these pieces of legislation, policies or guidelines are implemented in Bangladesh and provides constructive suggestions for policies if those required any reform.

Bangladesh has signed a number of international policies, conventions and declarations. The most recent and key signatory declarations include: *Education For All (EFA) (UNESCO, 1990)*; *Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994)*; *Dakar Framework for Action (UNESCO, 2000)*; *Millennium Development Goals [MDGs] (United Nations, 2008)*; and *UN Convention on the Rights of Persons with Disabilities-UNCRPD (UN Enable, 2008)*.

In response to signing those policies, Bangladesh enacted various policies and legislations in regard to ensuring education/inclusive education for children with disabilities along with other disadvantaged children. There are several policies and legislations that strongly promoted the issue of education of children with disabilities and inclusive education. But at the same time, some sections of those policies provided opportunity to practice segregation and discrimination against the educational rights of children with disabilities. The following table (Table:2.1) provides detailed observations regarding the educational acts and policies enacted in Bangladesh.



Table 2.1: Act and policies regarding education/inclusive education of children with disabilities in Bangladesh

Sl. No.	Policy Type	Specific quotes relevant to children with disability/inclusion	Observations & Recommendations
1.	The Constitution of the Peoples' Republic of Bangladesh	<p>Article 17- The state shall adopt effective measures for the purpose of establishing a uniform, mass oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law (Ministry of Law Justice & Parliamentary Affairs, 2000: 5-6).</p> <p>Article 28 (4)- Nothing in this article shall prevent the State from making special provision in favour of women or children or for the advancement of any backward section of citizens (Ministry of Law Justice & Parliamentary Affairs, 2000: 8).</p>	<ul style="list-style-type: none"> The constitution is pro-inclusive and ensuring the equal right of persons with disabilities in every sphere of life
2.	The Compulsory Primary Education Act 1990	<p>"27.3.3 (e) the decision of a primary education officer that it is not desirable to enter a child in a primary education institute on account of its being mentally retarded" (MOPME, 1990, p. 1).</p>	<ul style="list-style-type: none"> This Act made primary education compulsory and free for all children and asserted that it is the responsibility of the Government to provide Basic education free of cost through the primary education system in Bangladesh. This Act did not validated inclusive education as a strategy to achieve EFA goals. A section of this Act expressed a clear discriminatory statement against children with disabilities.



3.	Bangladesh Persons with Disability Welfare Act-2001	<ul style="list-style-type: none"> To encourage establishment of Specialised Education Institutions to cater to the special needs of the special categories of children with disabilities, to design and develop specialised curriculum and write special text books and to introduce Special Examination System, if situations so demand. Create opportunities for free education to all children with disabilities below 18 years of age and provide them books and equipment free of cost or at low-cost. Endeavor to create opportunities for integration of students with disabilities in the usual class-set-up of regular normal schools wherever possible. Undertake programmes for imparting vocational training for the persons with disabilities. Arrange trainings for the teachers and other employees working with the persons with disabilities. To incorporate/include appropriate articles and other related subjects in the introductory social science subjects aiming to create public awareness about the lifestyle and associated problems faced by the persons with disabilities. To arrange easy transport facilities for up-down journey to school for the students with disabilities. (NFOWD, 2001, p. 11-12) 	<ul style="list-style-type: none"> A legal framework for education of people with disabilities was offered by this Act The review indicates that the first line of the Part and the third line proposed for an inclusive education system. How to develop collaboration between these two systems to make inclusion happen in reality seem to be missing in this Act.
4	Comprehensive Early Childhood Care and Development	<p>Vision All children, irrespective of gender, special needs, ethnicity, religion, geographical location and economic status, are nurtured, valued and loved; and have the best</p>	<ul style="list-style-type: none"> The framework covered all types of disabilities (MOWCA, 2012). ECCD framework discussed about the age



(ECCD) Policy Framework	<p>start in life for reaching their full potential.</p> <p>Mission</p> <ul style="list-style-type: none"> Ensure growth and development of children with special needs so that they can be included in the mainstream without any discrimination. Ensure growth and development of children from tribes, minority groups and those who are disadvantaged and at the backward sections of the society so that their quality can be reached at the national standard without showing any discrimination. (MOWCA, 2012, p.13) The framework recommended taking special care for children with special needs to identify their disability and provide support services within 3 years of age after birth (MOWCA, 2012, p. 16). Besides, special care was also recommended for children from tribes, minority groups and those who are disadvantaged and at the backward sections of the society. At the age of 6-8 years, the policy recommended that the early screening and identification and intervention services for children with disabilities have to be provided in schools and inclusive education have to be implemented to bring diverse children into education (MOWCA, 2012, p. 17-18). 	<p>appropriate activities,</p> <ul style="list-style-type: none"> For inclusion of children with disabilities, the ECCD framework recommended that institutions should ensure child-friendly environment, food and nutrition, accessible environment, make assistive and educational materials available, provide vocational self-help occupational skill supports, make support services available and increase organisational involvements as well as participation of family and community members in the programs (MOWCA, 2012, p. 18-19). The ECCD framework also suggested developing collaboration among ministries, NGOs, development partners and other institutions for ensuring quality and effective services through suggesting several working committees. Hence, the ECCD framework seems to be very pro-inclusive. If the ECCD framework is implemented in the pre-primary education of Bangladesh, it can be expected that children will experience an inclusive environment from the very beginning of their life.
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5	National Plan of Action Phase II	<p>Vision 5.2.iii: “All primary school-age children (6-10 years), boys and girls, including all ethnic groups, disadvantaged and disabled, are enrolled and successfully completing the primary cycle and achieving quality education” (MOPME, 2003, p. 28).</p>	<ul style="list-style-type: none"> • Directorate of Primary Education (DPE) designed large scale projects based on NPA II, such as the Second Primary Education Development Program (PEDP II) is for ensuring education for all children. • Inclusive education has been accepted in the PEDP II as a strategy to achieve these goals. • An action plan was developed for educating children with disabilities through PEDP II.
6	National Education Policy 2010	<p>Goals and Objectives: #07: Eliminate discriminations on grounds of nationality, religion, class and gender; build up an environment that promotes secularism, global-brotherhood, and empathy towards humanity and respect towards human rights #22: Bringing all socio-economically disadvantaged children into education including street-children #23: Ensuring the scopes of development of cultural and linguistic characteristics of all the indigenous and ethnic groups in Bangladesh #24: Ensuring the rights of all children with disabilities (Ministry of Education [MOE], 2010, p. 1-2).</p> <p>Chapter: Pre-primary and Primary Education Educational Materials: ...Providing Braille books for children with visual impairment. (p. 6)</p> <p>Children with disabilities:</p>	<ul style="list-style-type: none"> • National Education Policy 2010 is an important and prominent document for ensuring right of all children into education including those who have disabilities. • This policy recommended inclusive education as a strategy to achieve education for all. • The policy suggested the Objective of Special Education as to prepare students with disabilities for the mainstream educational settings, which is really a very important factor for making special education inclusive. • However, the policy emphasized inclusive education only for primary level of education, but secondary, higher and tertiary education levels are ignored. • Besides, the policy did not recommend any strategy to develop collaboration among



		<ul style="list-style-type: none"> • Making schools disability-friendly through ensuring accessible environment and toilet facilities. • Emphasising special needs of children with disabilities for consideration. • Training up at least one teacher-trainer in each Primary Teachers' Training Institutes (PTIs) on disability issues. (p. 7) <p>Chapter: Vocational and Technical Education Strategy 10: Providing special emphasis on including children with disabilities in the vocational and technical education. (p. 16)</p> <p>Chapter: Higher Education Strategy 18: universities cannot be discriminatory on the grounds of nationality, religion, race, socio-economic status and for any physical handicaps. (p. 24)</p> <p>Chapter: Fine Arts and Aesthetic Education Strategy 2: Providing special support to all ethnic minorities and disadvantaged groups. (p. 41)</p> <p>Chapter: Special Education, Health and Physical Education, Scout, Girl guide and Aesthetic Education Goals and Objectives of Special Education: Special education objective 1: Preparing children with disabilities for including them in the mainstream education system.</p>	<p>different education providing ministries as well as educational settings (i.e. inclusive, special and integrated settings).</p>
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	<p>Strategies: Strategy 2: Shifting special education system from the Ministry of Social Welfare to the Ministry of Education and the Ministry of Primary and Mass Education. Strategy 13: People with disabilities should get equal opportunity in job market. Besides, they should get some special facilities in the job market. (p. 42-43)</p> <p>Chapter: Teacher Training</p> <p>Goals and Objectives of Teacher Training:</p> <p>Goals and Objectives 09: Providing equal opportunity for all learners through teaching learning irrespective of religion, race, nationality, and socio-economic condition.</p> <p>Goals and Objectives 10: Introducing strategies to teach children from ethnic minority groups and children with disabilities according to their learning-needs. (p. 56)</p>	
7	<p>National Child Policy 2011</p>	<ul style="list-style-type: none"> Similar to the <i>Compulsory Primary Education Act 1990</i> (MOE, 1990), this <i>National Child Policy 2010</i> declared that children with disabilities who would not be able to participate in the regular education for some “unavoidable reasons” would be provided special education (MOWCA, 2011, p. 10).



8	<p>Pre-Primary Education Curriculum</p>	<p>The core principle no. 4.5 of the curriculum described Inclusiveness as one of the aim of developing the curriculum to make children’s perceptions diversity friendly (NCTB, 2011, p. 9).</p>	<ul style="list-style-type: none"> This curriculum did not specifically mention the educational and learning needs of different children with disabilities. Moreover, the curriculum did not provide any scope of flexible alternative teaching-learning and assessment procedures to make education and child-friendly. In addition, early identification and intervention technique were not mentioned in the curriculum. However, the curriculum suggested developing a Teacher training guidebook and workbook through which the limitations can be overcome.
9	<p>Rights of the Persons with Disabilities and their Protection Act, 2013 (MSW, 2013)</p>	<p>Section 5.8 of the Act declared that it is an equal right of all citizens having disabilities to be enrolled and getting educational opportunities in every sphere of the education system in Bangladesh.</p> <p>Section 22 (a) of the draft Act clearly declared that any school refusing to enroll a person with special needs due to his/her disability will be considered as a discrimination and subject to be considered for serious punishable offence by the law. The Act also mentioned about ensuring support by the Government for implementing inclusive education.</p>	<ul style="list-style-type: none"> This act is a very important legal framework for education of people with disabilities. Successful implication of this act can eradicate any sort of discriminations against children/persons with disabilities in enjoying their equal right that include educational right as well.
10	<p>Proposed Draft Education Act 2013 (MoE, 2013)</p>	<ul style="list-style-type: none"> “Inclusive education refers to ensuring equal opportunity and favorable environment from the equal-right perspective for children irrespective of their gender, religion, class, language, ethnicity, disability, 	<ul style="list-style-type: none"> This proposed draft act could be a very important legal framework for education of all children through inclusive education including those who have disabilities.



		poverty level, learning needs, or disadvantaged due to geographical and natural reasons” (p. 2)	
11	PEDP II	<ul style="list-style-type: none"> Develop special curriculums for children with disabilities and autism (p. 5) <p>The issues associated with the inclusion of students with mild/moderate disabilities - the largest group of students with disabilities - differ significantly from those associated with the very small minority of students who have more severe disabilities. Mild/moderate disabilities include learning disabilities, emotional disturbance, and cognitive impairment. Students with mild/moderate disabilities present unique curricular and instructional challenges because access to and achievement in the general education curriculum is the primary goal of their inclusion. (DPE, 2005, p. 8)</p>	<ul style="list-style-type: none"> PEDP II took initiatives to include children with disabilities in mainstream educational settings to ensure EFA. Inclusive education is one of the strategies of PEDP II for achieving EFA. However, they established segregation against severe to profound children with disabilities by keeping them out of education while designing the program.
12	PEDP III	<p>“Sub-Component 2.1.3 Mainstreaming Inclusive Education (IE): The sub-component addresses the particular needs in formal schools of tribal children, ethnic minorities, children with learning disabilities, and disabled children. The intention is to create an inclusive culture based on the principle that all learners have a right to education irrespective of their individual characteristics or differences” (DPE, 2011, p. 7).</p> <p>“Inclusive Primary Education: This will enable all primary school-age children to complete good quality primary education. The access portion will focus on reaching the unreached, particularly disabled, working</p>	<ul style="list-style-type: none"> PEDP III has six results areas: learning outcomes, participation, reducing disparities, decentralization, effective use of budget allocations, and programme planning and management. The third result area “reducing disparities” directly promote initiatives that support inclusive education (DPE, 2011). Still, the segregation as well as confusing concept is present in relation to inclusion of different degrees and types of disabilities in this program document.



		children, children in difficult circumstances, and children belonging to ethnic minorities or living in remote areas. Tribal children are encouraged to learn in their mother tongue” (DPE, 2011, p. 46).	
		<p>“Inclusive refers to groups of children underrepresented in schools such as: children with mild to moderate physical or learning disabilities, ethnic minorities, urban street children, tribal children, extremely poor children” (DPE, 2011a, p. 9).</p>	

The review of policy documents indicates that there are several policies that ensure equal rights of all children including those who have disabilities by promoting inclusive education. Interviews with the government and NGO representatives reported that they conduct various community based activities for making people aware of the policy messages. However, some policies have been identified as the discriminatory for children with disabilities. In addition, the document review as well as interviews with government and non-government personnel identified that several implementation programs (i.e. PEDP II & III) for achieving EFA have discriminations against children with severe and profound disabilities for availing their equal educational rights. This finding can be validated by some other recent studies done on policy status (Ahsan, 2013; Ahsan & Mullick, 2013)



Interview data also reflect on the policy level challenges in the following way:

“As seen in literature and in research, inclusive education related policies are the best for educating children with disabilities. Government has developed policies for it. But how effective those policies are and in what way those are being implemented are the questions to be asked. Moreover, policies are not clear at the field level and can’t be understood due the language that is being used. Even sometimes policies are kind of a challenge” (Interview with the IER faculty, Dhaka University Faculty).

Similarly, the following interview findings supported the previous comment to some extent:

“Education for children with disabilities has been well addressed in the policies. But when it comes to the issues of implementation, the strategies that have been formed don’t include the whole reflections” (Interview with an NGO representative).

“It has been observed that there are some policies and strategies which are very much disability-friendly. On the other hand, there are some policies and strategies which are contradictory. As policies are approved in different times, minimum coordination within policies while developing them was not done adequately”.

“If we consider the National Education Policy 2010, there universal primary education has been addressed. This policy promoted equal access of every student. On the other hand, if we see the PEDP III’s action plan or implement strategies, we will see that children with disabilities have been differentiated with different categories. Severe, mild, moderate, profound are those categories. It has been indicated that severe and profound won’t be addressed by the DPE’s programmes, and this is a contradictory strategy with the NEP 2010” (Interview with an I-NGO representative).



Considering these review findings and the interview data analysis, it can be concluded that educational policies and implementation strategies require a careful revisions for making them more inclusive for all learners.

3. Strategies of educational management in state and non-state sector

State sector. The Government of Bangladesh has two ministries for ensuring educational rights of the citizens. The Ministry of Primary and Mass Education (MOPME) is responsible for the pre-primary and primary education and the operational division of this ministry is known as the Directorate of Primary Education (DPE). The other ministry is responsible for the secondary, higher secondary and tertiary education, and it is known as the Ministry of Education (MOE). Both the Ministries have educational management and administrative bodies from the centre level to the district, upazilla and up to school level. These two ministries have linkage with various other technical bodies such as NAPE, NAEM, NCTB, UGC, Education Boards etc. The following flowcharts (Figure 3.1 & 3.2) present an overview of the education management systems exist at the MOPME and MOE respectively.

Figure 3.1: Educational Management Structure of the MoPME

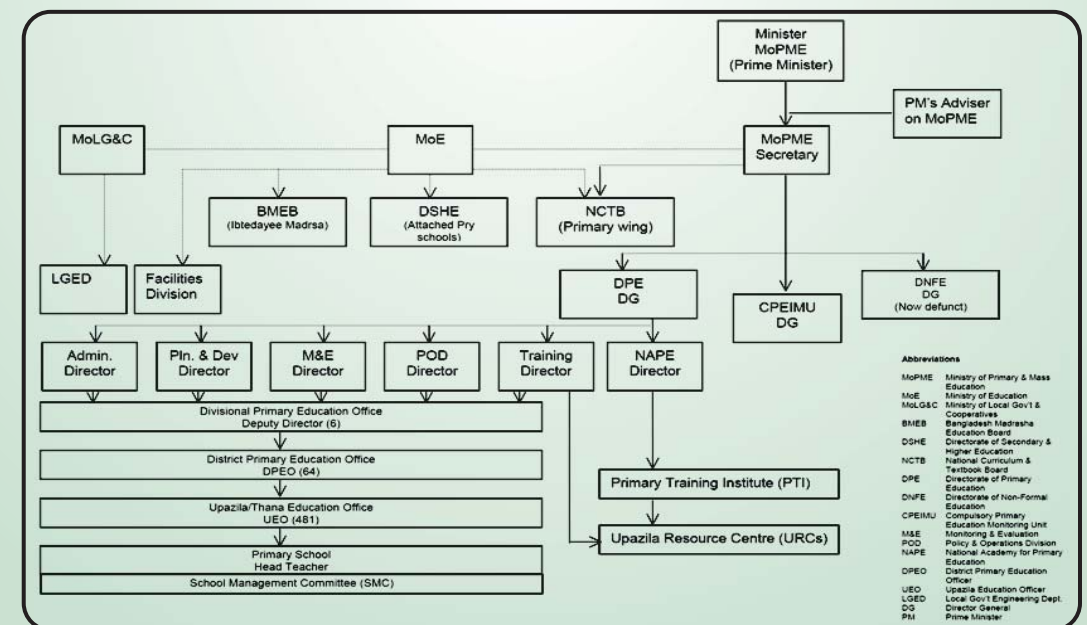
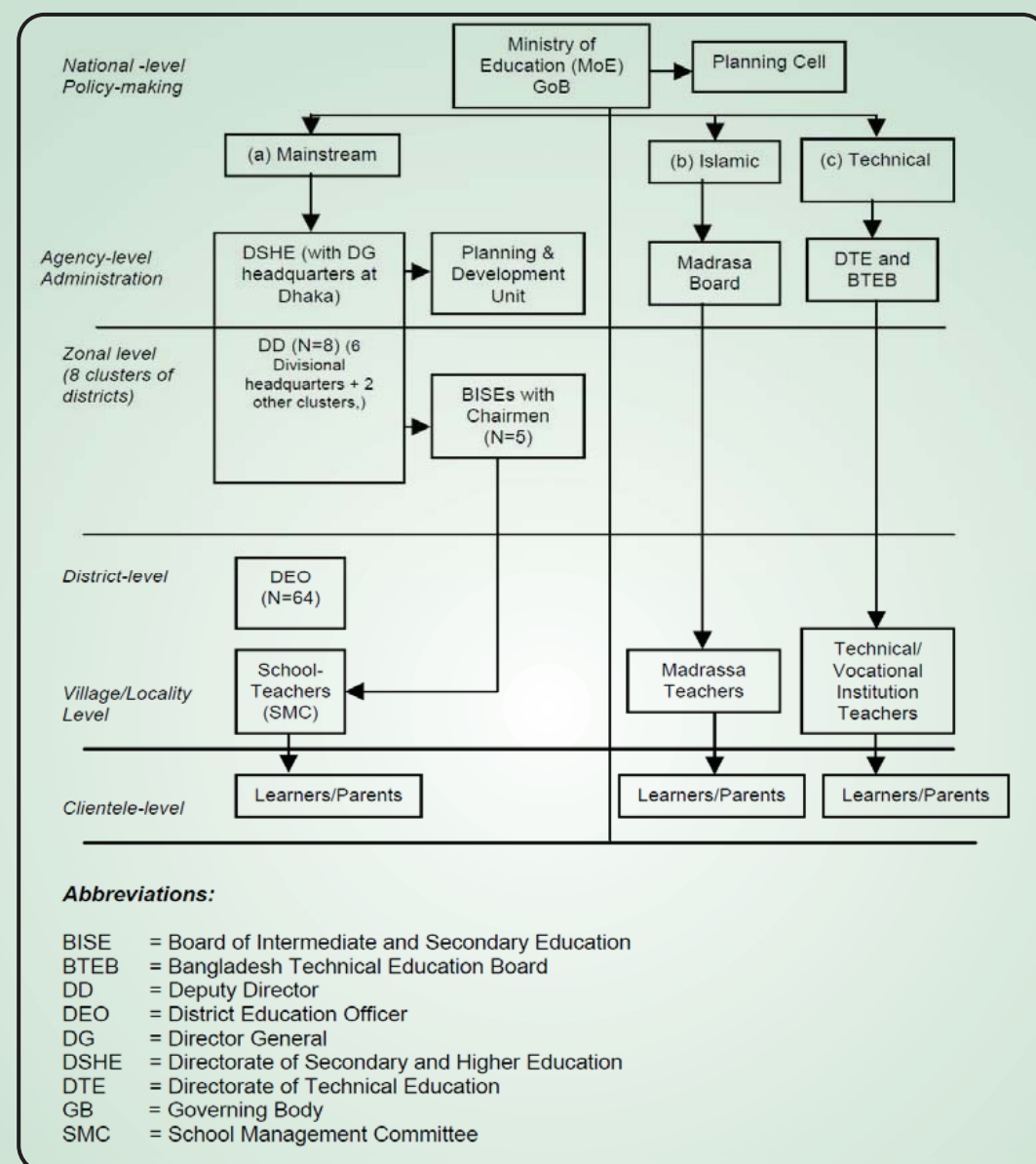


Figure 3.2: Educational Management Structure of the MoE



Similar to those two ministries, the Ministry of Social Welfare (MSW) is also responsible for providing integrated and special education for children with disabilities. This ministry operates programmes through the Department of Social Services, which also have management structure

from the top to the Upazilla level. Other than that, the ministry of Social Welfare has the responsibility to promote disability issues in other ministries through an Inter-ministerial coordination committee. However, interviews with the NGOs, DPE, and DSS as well as the FGD findings indicated that this committee is yet not much functional and does not have any vivid operational framework.

4. Information regarding education funding in state and non-state sector

State sector.

Interview with the DPE representatives indicated that DPE arranges funding for government primary schools. Funding for primary schools come through the PEDP III programme. Several donor agencies and the Government itself contribute to the fund raising and then funds are distribute in different sectors. The donor partners of the PEDP III include ADB, WB, CIDA, DFID, JICA, UNICEF, SIDA, EU, and AusAID. The DPE interviewees further indicated that The Government has set rules to distribute funding to the schools. Hence, those rules are followed to allocate funds to District, Zilla, Upazilla level and schools. DPE has a school level activity known as the School Level Improvement Plans (SLIP). Through the SLIP committee, school has the right to spend a certain amount of money for any development initiative related to school. Besides, UPEP committee at the Upazila level has the right to spend the fund for ensuring inclusive education. School Management Committee (SMC) also has a role to raise funds at local/community level. In addition to that, separate fund allocation is available under the PEDP III



programme for providing assistive devices at schools as per the individual needs. Books are collected by the schools from the NCTB.

Interview data from the representative at the secondary education sector indicated that Teaching Quality Improvement (TQI) project has been designed to ensure teacher capacity for inclusive classrooms. The total cost of TQI 2 project is estimated at US\$ 108.7 million. ADB bears the funding here contributes US\$ 70 million, and the GoB provides the equivalent of US\$ 15 million. Another government sector fund allocation for educating children with disabilities come from the Department of Social Services for 64 integrated schools for children with visual impairments and 89 SWID-Bangladesh special schools for children with intellectual disabilities. These schools provide several vocational and therapeutic supports along with education programmes.

Non-state sector.

At the non-government sector, there is no single model for fund raising. Interviews with several NGOs and private schools indicated that the mother organisation has the responsibility to arrange and allocate funding for schools from donor agencies or I-NGOs/NGOs. Interviewees have indicated that sustainability of those programmes and the school activities is a big challenge due to poor funding or absence of continuous fund allocation assurance. Books are generally collected free of cost from the NCTB. Some schools that provide education for children with disabilities have funding for assistive device support. Local level resource mobilization is also another source of fund raising. However, most non-



state sector schools take student-fees from parents for providing educational support. One observation from the non-state sector funding issues has been emerged that there is no collaborative effort among the non-state sectors to share resources, experiences, and no support mechanism exist among the organisations to raise funding as per requirement. Hence, a resource sharing model and fund raising strategy has to be developed in the non-state sectors.

5. Status of education support systems

Educational management and information system (EMIS). Information Management System is the database for an organization for gathering, managing, organizing, and providing information. An Information management system (IMS) provides information that organizations require to manage themselves efficiently and effectively. Nowadays for national and international organizations both IMS is a must to function properly. In Bangladesh government has taken some initiatives for the improvement of this sector and now most of the ministries and departments of Bangladesh Government has its own IMS in different names. Like the departments related to education and social services, the leading nongovernment development organizations working in the related area has their own IMS too.

The IMS of the Directorate of Primary Education (DPE) of Bangladesh is named as IMD (Information Management Division) which was made and is being operated under the Primary Education Management Program -3 (PEDP-3). Component- 4 of the result chain of PEDP3 which is Planning and Management covers institutional aspects of M&E, including



strengthening of IMSs through the establishment of a new IMD Division of DPE to support and encourage evidence-based planning in PEDP3 at central levels – the AOP – and at local level – the SLIP, UPEP and DPEP. The new Information Management Division hosts the education MIS and provides IT support. Through Monitoring and Evaluation division DPE collects data and classifies, tabulates and analyze the data through IMD division. Every year IMD is updated and collects administrative data of all children from the field level. Different programs of the department are taken by using and considering these data. Schools provide data about children with disabilities in the IMS.

The EMIS (Education Management Information System) is the IMS of the Directorate of Secondary and Higher Education (DSHE). Through the EMIS the directorate collects information about all of the secondary and higher secondary institutes, their administration and management, teachers, students etc. Again it collects information about the administration of the directorate from upazilla to central level. These information are managed and used for all of the operations of the directorate. For EMIS the authority in the head office is the System Analyst (Similar to deputy director). 51 officers are assigned district-wise for data collection and entry. Each of them is assigned for 1 or 2 districts.

The Case Management System (CMS) is owned, operated and managed by Department of Social Services (DSS) under the administrative guidance of the Ministry of Social Welfare, Government of the People's Republic of Bangladesh. This national database system is aimed for alternative care, residential care, and community based services where

information about the stakeholders are stored, screened, assessed, and tracked that include persons and children with disabilities.

The leading NGOs working in the field of education and social services has their own IMS. They manage and update the information of their IMS regularly. They use the information gathered in their IMS for maintaining their existing programs properly and planning for new programs. Interview data indicated that unfortunately the NGOs do not have any connection with the related government organizations about the IMS. NGO representatives have mentioned that government doesn't collect data from them.

Recently UNICEF Bangladesh in conjunction with the Department of Social Services (DSS) in the MSW, undertook a situation analysis study (MSW & UNICEF, 2014) on children with disabilities in Bangladesh as a first step towards strengthening support to the Government of Bangladesh to meet its obligation to promote the rights of children with disabilities. This study reported that the Government is seeking to identify persons with disabilities. A number of initiatives are in process to generate a better knowledge base that can inform policy and implementation of programmes, through the National census and the Education management Information System. The DSS is undertaking a Disability Detection Survey (2013-2014). It aims to register all people with disabilities, including children, in the country, identify their families, provide identification cards to each person and develop a database containing their relevant information; and ensure implementation of national disability legislation.



While interviewing the NGO representatives, the interviewees have mentioned that, the information available in the IMS of the Government is not always relevant and up to date. The information contains a lot of gaps and the data collection procedure is also questionable.

“There a question arises about the authenticity of data, which is an open secret. The data about disadvantaged children or children with disability in the school catchment areas are not that much authentic. This is because the information collection procedure or survey procedure is not strong enough. As a result, the data we get from government EMIS doesn’t match perfectly with the data that are NGO derived. However, the level of error now has lessened. Government should evaluate their data within their own EMIS For example, the enrolment rate according to government EMIS is almost 99%. But number of out of school and number of children with disability if calculated is more than 1%. Thus the total number crosses 100%, which is impossible. Here, the government understands the gap” (Interview response of an I-NGO representative).

Some other observations regarding the IMS data collection process from schools raise concerns like some studies have reported (DPE & CSID, 2002) that sometimes teachers do not include children with disabilities in the data collection process from the school catchment areas due not having adequate training, resource supports and negative attitudes towards disability. Therefore, children with disabilities sometimes remain invisible from the system due to such reality. Hence, transparency and reliability of IMS has to be increased.

The recent situation analysis study (MSW & UNICEF, 2014) on children with disabilities in Bangladesh conducted by UNICEF Bangladesh in collaboration with the Department of Social Services (DSS) in the MSW



raised a concern regarding the educational information management system exist in Bangladesh in the following way:

“Reliable and consistent data on the educational status of marginalized children are lacking. The education management information system only looks at children in school; it does not analyse why children do not attend regularly, drop out prematurely or are not enrolled. This makes it difficult for policymakers to understand the nature of problems and meaningful interventions. Additionally, children with disabilities are invisible in regular government education reports” (p. 60).

Teacher-training. The period of teacher education is considered to be the most important stage to prepare teachers for inclusive education, and thus, its curriculum components require serious scrutiny. In Bangladesh, the pre-service teacher education curriculum mainly follows the unified model of curriculum that offer segregated special education and mainstream education oriented approach (Munir & Islam, 2005). However, there are a few examples of infused/embedded curriculum, where inclusive education/education of children with disabilities issue is merged in different sections of the curriculum (Munir & Islam, 2005). But the weight of the embedded part for those types of curriculum components is very negligible (Munir & Islam, 2005). Bangladeshi primary school teachers go through two one year pre-service training titled *Certificate in Education and C-Ed* offered by the National Academy for Primary Education and the Open University respectively (Haq and Islam, 2005). However, C-Ed degree still did not get much formal and social recognition. C-in-Ed is designed as a pre-service course, but operated in an in-service manner as government pre-service teachers go for the degree after their first year of joining as a teacher (Quddus, 2007; UNESCO & FREPD, 2007). Besides, C-in-Ed programme has incorporated a 3-day special



training for all the trainee teachers that include inclusive education/education of children with disabilities issues. There are different structures of pre-service education of secondary teachers like one-year B.Ed and offered by the government and private Teachers' Training Colleges (TTCs) under the National University, two-year B.Ed degree offered by the Open University and 4-year B.Ed (Honors) program offered by the IER at Dhaka University and in Dhaka TTC (UNESCO & FREPD, 2007). Major responsibility of the secondary pre-service teacher preparation lies on the shoulder of the 14 public TTCs. The mainstream curriculums for pre-service teacher preparation are still traditional (Haq & Islam, 2005; Munir & Islam, 2005). In addition to that, some other public and private universities are also offer different teacher education related degrees for both pre-service and in-service teachers.

For teacher preparation of segregated special education fields there are some public (and private universities and colleges that offer Bachelor and Masters degrees on Special Education. Those courses also have issues related to education of children with disabilities in both segregated and inclusive settings. There are some NGOs (i.e. BRAC, CDD, CRP), who also offer in-service teacher training programs for both public and private sectors.

Any standard teacher education curriculum focuses on three major aspects of teacher preparation for ensuring quality: Professional Knowledge (i.e. content knowledge and pedagogy, knowledge about student learning & development); Professional Practice (i.e. skill of instructional strategies, classroom management, challenging environment



and communication techniques, curriculum and planning); and Professional Engagement (i.e. active learning and reflective practice, professional relationships and membership). This curriculum review considered all the components while reviewing the curriculums. In addition to that, the way the education of children with disabilities has been presented in the teacher education curriculums can be divided in two models: Social and medical models. The social model of disability means more than just physically placing children with disabilities into mainstream schools (Booth, Nes, & Strømstad, 2003; Forlin, Cedillo and Romero-Contreras, 2010). More specifically, this model emphasises on improving the whole school system and wish to reform teaching learning strategies to ensure quality education for all learners (Forlin, 2008, 2010; Sharma, 2011). In contrast, the opposite concept, known as the medical model views differing abilities of learners as deviance and recommends that those differences must be treated in a segregated manner from the mainstream education (Loreman, Deppeler, & Harvey, 2005). Such deficit view highlights a child's inabilities first and overlooks their potentials and become rigid in improving teaching-learning approaches to address educational needs all children's (Ainscow, 1997). These models have been considered as a lens for curriculum document reviews in this study.

The following table (Table 5.1) provides the review findings of the general education related curriculums. Furthermore, the other table (Table 5.2) provides the review findings of the special education related curriculums.



Table 5.1: Curriculum Review of the Teacher Education Programs in Bangladesh (General Focus)

SI	Gov/ Non Gov	Program Title	Offered by	Mode	Length	Target Group	IE addressed in the Curriculum Component	Weight	Professional Knowledge			Practicum Components	Professional Engagement
									Diversity Addressed	Pedagogy Addressed	Subject based components		
1	Gov	BEEd (hons),	IER, Dhaka University	Pre-service	4 years	Over all	Unit	0.625%	Mixed (Medical dominant)	Mixed (Medical dominant)	Yes	Absent	Absent
2	Gov	MEd (Regular)	IER, Dhaka University	Pre-Service	1 year	Overall	Course (Only Sp E Students)	10% (Only Sp E Students)	Mixed (Medical dominant)	Mixed (Medical dominant)	Yes	Absent	Absent
3	Gov	MEd (Evening)	IER, Dhaka University	In-services	1 or 2 year	Overall	Course (Optional)	10% (Optional)	Mixed (Medical dominant)	Mixed (Medical dominant)	Yes	Absent	Absent
4	Gov	PGDEd	IER, Rajshahi University	Both	1 Year	Over all	embedded	--	--	--	Absent	Absent	Absent
5	Gov	MEd	IER, Rajshahi University	Both	1 Year	Over all	embedded	--	--	--	Absent	Absent	Absent
6	Gov	BEd (hons)	National University	Pre-Service	4 Years	Overall	Unit	0.625%	Mixed (Medical dominant)	Mixed (Medical dominant)	Yes	Absent	Absent
7	Gov	BEd	National University	Pre-Service	1 Year	Both	Embedded	--	Mixed Social Dominated	Mixed Social Dominated	Mixed Social Dominated	Yes	Yes
8	Gov	MEd	National University	Both	2 Years	Both	N/A	--	--	--	--	--	--
9	Gov	BEd	Open University	Both	1 Year	Overall	Embedded	--	Absent	Social	Absent	Absent	Absent
10	Gov	MEd	Open University	Both	2 Years	Overall	N/A	N/A	--	--	--	--	--



SI	Gov/ Non Gov	Program Title	Offered By	Mode	Length	Target Group	IE Addressed in Curriculum Component	Weight	Professional Knowledge			Practicum Components	Professional Engagement
									Diversity Addressed	Pedagogy Addressed	Subject based components		
11	Gov	C Ed	Open University	Both	1 Year	Overall	N/A	N/A	--	--	--	--	--
12	Gov	C in Ed	NAPE	Pre-service	1 Year	Primary Ed Teachers	Separate Course	3 Days	Mixed Medical Dominated	Mixed Medical Dominated	Absent	Absent	Absent
13	Gov	Dip in Ed	NAPE	Pre-service	1 year	Primary Ed Teachers	As Session	⁴ Sessions (1.5 hours each)	Mixed Medical Dominated	Mixed Medical Dominated	Partially Present	Partially Present	Partially Present
14	Non-Gov	BEd (Hons)	Uttara University	Pre-service	4 years	Overall	N/A	N/A	--	--	--	--	--
15	Non-Gov	Bed	Uttara University	Both	1 year	Overall	N/A	N/A	--	--	--	--	--
16	Non-Gov	Med	Uttara University	Both	1 year	Overall	N/A	N/A	--	--	--	--	--
17	Non-Gov	Med	IED, BRAC University	Post Service	1 year	Overall	N/A	N/A	--	--	--	--	--



Table 5.2 Curriculum Review of the Teacher Education Programs in Bangladesh (Special Education Focus)

Sl	Gov/ Non-Gov	Program Title	Offered By	Mode (Pre-service/ In-service)	Length	Target Group	Having IE issues in the Curriculum Component	Weight	Professional Knowledge			Practicum Components	Professional Engagement
									Diversity Addressed	Pedagogy Addressed	Subject based components		
1	GOV	CDMEd	PISER-BUP	Both	3 months	Overall	Yes	1.42%	Mixed (Medical dominant)	Mixed (Medical dominant)	Yes	Absent	Absent
2	GOV	BSEd	PISER-BUP	Both	1 year	Overall	Yes	4.55%	Mixed (Medical dominant)	Mixed (Medical dominant)	Yes	Absent	Absent
3	GOV	BSEd	National University	Both	1 year	Overall	N/A	N/A	--	--	--	--	--
4	GOV	MSEd	National University	Both	2 years	Overall	N/A	N/A	--	--	--	--	--
5	Non-Gov	C in Sp Ed	CRP-NAPE	Both	1 year	Primary	N/A	N/A	--	--	--	--	--
6	Non-Gov	Training on Special Education - IE	BRAC	In-service	6 Days	Primary	Chapters	100%	Mixed (Medical dominant)	Mixed (Medical dominant)	Yes	Yes	Absent
7	Non-Gov	Training on IE 3 Manuals	CDD	In-service	Varies (Based on program)	Varies (Based on program)	Varies (Based on program)	Varies (Based on program)	Mixed (Medical dominant)	Mixed (Medical dominant)	Yes	Yes	Absent

The review of curriculums for teacher education in Bangladesh conducted in this study indicated that most of the general teacher education curriculums both at government and non-government levels are medical model based and offered in segregated manner. Few have social models embedded in the curriculum and some are mixed that have information in both social and medical forms. But most of the mixed models are dominated by medical model based information. One curriculum (B.Ed curriculum of the National University revised in 2006) has been found to be in a very balanced form that embedded relevant information regarding inclusive education in different sections of the document and presented in the social model manner. Format followed in this curriculum can be replicated while revising other teacher education curriculums for inclusive education. Special teacher education curriculums are medical dominated. Findings on review of teacher education curriculums is in line with other studies (Ahsan, 2013; Ahsan & Mullick, 2013) conducted recently in Bangladesh. Besides, some other recent studies on teacher education on inclusive education also suggested careful revision of curriculums for adequate and appropriate addressing of inclusive education issues of teacher preparation in Bangladesh (Ahsan et al., 2011, 2013, 2013a, Sightsavers, 2010). Interview finding from this study also validate the findings of other studies:

“The journey towards inclusive education is a very difficult job for our country. No example or model exists for a perfect inclusive school yet. To do this, we have to start from the teachers training. At first, we can change the teacher education curriculum, specially the curriculum followed by the PTIs and TTCs” (Interview with the NFOWD representative).

DPE developed several in-service training manuals for capacity building of their educational administrative officers. Review of those manuals also indicated that these documents also provided more medical-model (i.e. focusing child with disability as a problem, negative terms used etc.) related information in the name of screening of disability. A wide range of studies (Chong et al., 2007; Hemmings & Woodcock, 2011, Martinez, 2003; Oswald & Swart, 2011) have found that such training for inclusive education would develop concerns and negative attitudes towards inclusive education as trainees might assume that inclusive education would require high-level skills, increase workloads and excessive resources. In support of this research synthesis, a research finding conducted by Dean (2007) on secondary level teacher trainers for inclusive education in Bangladesh could be mentioned. His study found that teacher educators at secondary level possessed an idea that inclusive education was a similar concept with special education and this concept was more appropriate for primary education in Bangladesh than secondary level. Hence, it is important how and what is taught in the teacher education programmes for ensuring their adequate and quality preparation.

Advisory, inspection, and itinerant teaching services, Educational equipment and materials.

There are several government and non-government organizations that provide educational equipment and materials that include books, assistive device support, advisory and inspection support. The following section identifies some of the key institutions of that kind.



DPE: Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) provides pre-primary and primary level of education for all learners in Bangladesh. The length of pre-primary education is one year and for primary level it is five years. DPE is a governmental organization which is responsible for ensuring and establishing primary education in Bangladesh. It conducts education programs on Inclusive manner. Any child who is of a certain age group are expected to join education join DPEs' Education Programs, whatever class, kind or area they belong to. Thus the children with disabilities are also expected to be enrolled in pre-primary and primary level of education by DPE.

NCTB: National Curriculum and Text Book Board (NCTB) provides textbooks, teachers guide and teaching materials for pre-primary to higher secondary education level with the suggestion of DPE, MoE and MoPME. The curriculum has been changed recently. The pre-primary education curriculum is whole new. There IE has been addressed specifically with definitions and other aspects of it. Teaching learning materials has been tried as IE as possible. The try-out of teaching materials will be done next year. At primary level 4 different stakeholder educations have been addressed through PEDP III. These are gender education, at risk children education, special need children education, and multilingual education. In textbooks it has been tried to make it most gender friendly. Specific contents are there about special need children. For multilingual education, materials have been developed in 6 languages. Teachers are being trained to teach in multiple languages. It has planned to implement it on primary level, then gradually to higher levels of education. A bridging plan has been finalised through GO-NGO collaboration. It will start from next year.



Interview with the NCTB representative raised several challenges related to education of children with disabilities. One is related to supply of Braille books:

“DPE does not demand for brailled books. As NCTB only can publish books on ministry/DPEs demand, there is no scope to for us (NCTB) to supply brailled books of our own. Hence, if we tend to work in a segregated way for IE, Exclusion would always be there despite various efforts are taken to ensure inclusion. So it requires a holistic approach” (interview with the NCTB representative).

Moreover, NCTB is responsible for developing teacher-guide so that teachers in regular classrooms can apply instructional strategies effectively for making teaching-learning effective for all learners. However, there is no effective model suggested yet to the NCTB for teaching children with disabilities in the inclusive classroom. Hence, this information is absent in the teacher-guides:

“Gender issue has been addressed perfectly in teachers guide. But there is no specific instruction yet prepared to teach children with disabilities in the same classroom. NCTB will only publish those instructions which are recognized and are proven to be effective and realistic. But there is no such established model yet for inclusive education that can be followed. Nevertheless, NCTB teachers guide has been established with a view to teach every student in a classroom” (interview with the NCTB representative).



NCTB did not receive/develop any guideline regarding use of sign language in the classroom. So, this information is also absent in the teacher guide/curriculum:

“There is no direct instruction regarding sign language. But it has been said that teachers can conduct their classes based on the understanding or demand of the context” (interview with the NCTB representative).

Considering such challenges in relation to lack of coordination among different government departments for implementing inclusive education/education of children with disabilities, the suggestions made by the NCTB representative is:

Inclusive education model should be developed considering every stakeholder. Not only NCTB, but other organisation should work together on this issue (interview with the NCTB representative).

NAPE: National Academy for Primary Education (NAPE) is the top organization for training, research and supervision in the primary education sector in Bangladesh. It is a national institute which arranges and provides training of different mode, theme and duration for the personnel working in this area. Through the PTIs it offers Certificate in Education or C in Ed (Now Diploma in Education or Dip in Ed) training for the primary school teachers. Again NAPE supervises various activities and programs related to the primary education in Bangladesh as the follow up services of their training programs. Another important task for NAPE is



the research activities. NAPE runs and publishes a number of research works each year on the areas related to the primary education. NAPE works under the ministry of primary and mass education so all of the rules, legislations, acts, policies and agreements followed by the ministry are applicable for NAPE. NAPE is an autonomous organization of Bangladesh Government which is being run independently under the ministry of primary and mass education (MOPME).

With the same mission, vision and structure EMIS is now being run as IMD. NAPE supports IMD by providing information gathered from its research activities and supervision programs. Again the resources and the consultancy supports from NAPE play a vital role in the development of IMD. Basically NAPE is a training institute. All of its activities are focused on training. Two types of training programs are being run by this organization. One is directly conducted by NAPE generally in their own campus by their own or hired specialists. It is offered various times in a year in various mode, theme and duration especially for the personnel like officers, trainers, master trainers etc. Another one is the Certificate in Education or C in Ed (Now Diploma in Education or Dip in Ed) program which is conducted through the PTIs for the primary school teachers who works directly with the children. The programs arranged through the PTIs are offered once a year. Now the contents related to disability, special education and inclusive education are included in many of the training programs of NAPE. One full length course related to this area is included in the Dip-in-Ed program. Another important task for NAPE is the research activities. NAPE runs and publishes a number of research works each year on the areas related to the primary education. Interview and FGD



findings from the current study identified several challenges regarding inclusive education/education of children with disabilities:

“NAPE and PTIs have a number of teacher educators/master trainers for training up regular primary school teachers. But the teacher educators do not have adequate training on inclusive education. This has to be ensured to maintain a quality teacher training for inclusive education” (interview with the NAPE representative).

Besides, need of collaboration among different government bodies was recommended by the FGD participants:

“DPE, NAPE, DSS are running different programmes for educating children with disabilities, but lack of communication and collaboration has been found in many occasions. So, we need to identify those areas of collaboration to make efforts more meaningful” (FGD finding).

Department of Social Services (DSS): The Department of Social Services (DSS) is one of the leading Government Departments of People's Republic of Bangladesh under the Ministry of Social Welfare (MSW). The mandate of the Department of Social Services is to provide services to the vulnerable groups of society, the poorest of the poor, the marginalized and the disadvantaged groups.

The Department of Social Services (DSS) is working to ensure Social Protection and Social Safety nets for the poor vulnerable people of the country as well as socio-economic development, rehabilitation and



reintegration, poverty reduction, human resource development, community empowerment and other development activities for the vulnerable aged persons, the persons with disabilities, orphans, children at risk, destitute, poor and helpless persons. Moreover, DSS is running a good number of programmes for poverty reduction and human resource development. Among the programmes, development services provide for juvenile delinquents, training and rehabilitation of the socially disadvantaged women, counseling, training and rehabilitation of orphan and vulnerable children, development and rehabilitation of vagrants, safe custodian women, adolescent, destitute and helpless. The programmes of the DSS which have undertaken much earlier are now in conformity with the provisions of the Roadmap for National Strategy for Accelerated Poverty Reduction (NSAPR) of the Government and Millennium Development Goals (MDGs).

The main objective of the department is to reduce the poverty of hardcore poor through human resource development and to organize the poorest segment of people and aware them about their rights, problems and requirements and building up capacity for their self-sustainability. DSS has a number of programs for the welfare of the children with special needs. DSS works to promote special education, inclusive education and rehabilitation of the people with disabilities.

For different disabilities DSS has different inclusive, special and vocational education programs in different districts in Bangladesh. Besides education and vocational training these schools provide teaching materials,



accommodations, medical services, different therapies and supports for mainstreaming.

For proper rehabilitation of the people with disabilities, DSS provides vocational training parallel with the special and inclusive education programs. DSS runs 3 factories (to produce plastic goods, drinking water, artificial limbs and supporting devices for the people with disabilities) to employ the persons with disabilities. Again DSS has a training and rehabilitation center in Bagerhat district for the adults having physical disability and hearing impairment. Trainees of this program are given a grant of taka 4000 after the completion of the training for their rehabilitation. With the goal to fulfill the needs of the Braille Books all in Bangladesh DSS runs a Braille press in Gazipur. Again from its own factory DSS produces a lot of artificial limbs, hearing aids and supporting devices which are provided in a very cheap price or free for the people with disabilities.

Teaching Quality Improvement in Secondary Education Project (TQI-SEP, DSHE):

The main objective of the TQI-SEP is to improve secondary education quality in Bangladesh secondary schools by enhancing the quality of teaching. This project is considered as a significant program for secondary education. It's not only limited in theoretical knowledge development but also brought into practice. There are changes in curriculum, stockholders are being made aware of it, and professionals are made through this program. TQI designs trainings for teachers of secondary and higher secondary education. The trainings are of different lengths. These training can facilitate inclusive education, as they involve



every responsible person of the school. Children with disabilities are also part of the inclusive education initiatives of TQI-SEP. The Drivers of Change for TQI are Gender equity and mainstreaming (GEM) and Governance and capacity development (GCD). As far as inclusive education is concerned TQI provides B.Ed. scholarships for female teachers from disadvantaged area and provides incentive package for them. The expected outcome of the project is strengthened, integrated and more inclusive secondary teacher education system. The progress made so far regarding this outcome include- the creation of a strengthened, integrated and more inclusive secondary teacher education system is 100% dependent on the development of an effective teaching council (NTEC). Targeted support for inclusive education is also an expected output of the project. For this purpose some initiatives were taken, but no progress was encountered. The inclusive education part of this project was on pilot phase, and now it would be expanded countrywide (Source: Project Data Sheet, Second Teaching Quality Improvement in Secondary Education Project, available at: <http://www.adb.org/printpdf/projects/40448-013/main>).

NFDDP (National Foundation for development of the Disabled Persons) or JPUF (Jatiyo Protibondhi Unnayan Foundation):

JPUF, the foundation being run under the ministry of social welfare of Bangladesh government is working for the overall development of the disability related services and their implementations in Bangladesh. From central to the root level it has a number of services for the welfare of the people with disabilities. Major services provided by JPUF are:

- JPUF has 68 centers in 64 districts in Bangladesh to help the people with disabilities directly. For the people with disabilities services available from these centers are- medical treatment, different types of therapies (OT, PT, SLT), disability assessment (hearing, vision, autism etc.), counseling, referral services etc. After the inauguration in 2010, till this year about 3 lac 50 thousand people received services from these centers.
- JPUF runs special schools for the children with ID, Autism, CP, children with HI & VI in their central campus in Dhaka as the National Center for Special Education.
- In their central campus in Dhaka as the *National Center for Special Education*, JPUF runs Bs.Ed (1 year) program under the National University. Besides, JPUF arranges short trainings, seminar and workshops to train the special educators and professionals on the issues related to disability and special education.
- JPUF provides hostel facilities for working persons with disability.
- JPUF runs the Autism Resource Center in their Dhaka campus to provide support for the children with Autism and their parents. Services include assessment, counseling, therapies, Referral services etc.
- JPUF runs this service to ensure different therapeutic services, hearing and vision assessment, counseling, training, supportive aids etc in the remote areas.
- JPUF provides grants for the NGOs working for the people with disabilities.
- Other than the above services JPUF has program on sports recreation, survey, publication etc. for the welfare of the people with disabilities.



Access and Inclusive Education Cell (AIEC): Within DPE, a section named Access and Inclusive Education Cell (AIEC), responsible for implementing and coordinating related to inclusive education has been established. This cell is a focal point for implementing inclusive education in government primary schools in Bangladesh.

National coordination committee and Inter-ministerial task force on disability issues: Initiated by the Ministry of Social Welfare, the national coordination committee and the inter-ministerial task force consisting of 18 line-ministries play an important role in making coordination related to disability issues. This coordination committee and the task force is a very potential platforms to implement inclusive education/ education of children with disabilities.

District Disability Welfare Committee: In each district of Bangladesh, there is a disability related coordination committee headed by the DC of each district. This committee is formed under the proclamation of the Bangladesh Persons with Disabilities Welfare Act 2001. This committee is a potential platform to promote for education/inclusive education of children with disabilities at district level.

Upazila Resource Centre (URC): Upazila Resource Centre (URC) [481 in total] is a newly formed platform under the DPE for professional development training of primary teachers at the upazila level. URCs have an instructor, an assistant upazila education officer, a computer operator & an office assistant. These centres are potential platforms for inclusive education/education of children with disabilities.



Institute of Education and Research (IER), University of Dhaka: Institute of Education and Research (IER) at the University of Dhaka has established the Department of Special Education since 1993. This department offers teacher education programs on special education at undergraduate (B.Ed-Hons.) and postgraduate (M.Ed., M.Phil, PhD) levels. Besides, IER also offers training on Inclusive education for teachers, NGO workers and to any other interested stakeholders. Recently, IER worked with the MOE under the TQI-SEP program for providing training on inclusive education for teacher educators. Besides, IER also offered training for Master-trainer development on inclusive education for BEP of BRAC. In addition to that, IER conducts research on inclusive/special education.

Regarding Itinerant Teaching, there is no service from the government as such. However, only itinerant teaching service exists in the BRAC's education services for children with disabilities. The following table (Table 5.3) presents an overview of the support services provided by some key institutions.



Table: 5.3 Support services provided by various institutions for children with disabilities in Bangladesh

Organization Name	Type of the Organization	Support Service Provided	Beneficiary
Dept. of Special Education, IER, University of Dhaka	Public	Human Resource Development through providing Honors, Masters, MPhil, PhD on Special Education on disability. And also provides Training and certificate courses on Disability issues	Human Resource development for both public and private sectors Contribution to research findings
National Center for Special Education (NCSE)	Public	Policy level Implication Human Resource Development through providing NCSE course.	Children with disability in Bangladesh Human Resource
MoE	Public	Initiatives to implement IE	Children with and without disability
MoPME	Public	Initiatives to implement IE	Children with and without disability
DSS	Public	On average 1 integrated School in 64 districts 7 schools 1 Special School Computer operated Braille Press Upazilla resource centre	Students with Visual impairment Students with Hearing impairment Students with intellectual disabilities Students with Visual impairment
NCTB	Public	Upazilla resource centre Teachers Guide Curriculum Development Textbooks	Children with Disability Mainstream Education Stakeholders Mainstream Education Stakeholders Mainstream Education Stakeholders
Bangladesh Protibondhi Foundation	Private	Providing some courses on human recourse development. Special School named Kallyani	Human Resource children with intellectually challenged Cerebral Palsy, Visually Impaired with additional disabilities, Hearing impairment, Autism Spectrum Disorder and Multiple disabilities etc



		Inclusive pre- class	physical, psychological, social, emotional and moral development with the age range from 3-5 years
		Sheltered Workshops for Pre vocational and Vocational Training on Craft work, Computer, Tailoring, Cow and Poultry rearing, bakery, carpentry and canteen. Students above the age of 18 years are enrolled in this unit for rehabilitation in the mainstream society.	Children with Disabilities
		Inclusive Employment, a job placement programme in different job sectors.	adult students with disabilities (above 18 years)
		Bangladesh Institute of Special Education providing Training (short and long) and Research. It is affiliated with National University offering Bachelor (BSEd) and Master in Special Education (MSEd) in the field of Visual, Hearing and Intellectual disability.	special education teachers and related professionals and personnel
		Matreechaya: Early childhood development, Education, Training, School lunch, Assessment, Medical and Therapeutic intervention	children of the working mothers in garments
		Therapies	In general, children/ people with disability
		Shishu Bikash Clinic, Clinical Neurosciences Center (CNC) The Investigations are: EEG- Electroencephalogram, EMG- Electromyogram, BSAEP- Brainstem Auditory Evoked Potential, ERG- Electro Retienogram	Children with disabilities



		Distance Training Package Program (DTP) offers pictorial training booklets that has been developed in the following developmental Areas: Motor, Speech and Language, Cognitive, Social and self-help skill, daily living activities, Package for the children with Autism Spectrum Disorder, counseling Community Based Rehabilitation Program (CBR) for Transferring DTP skills to parents and caregivers at their homes by community workers for Community Development through CBR Income Generating Program: Job Placement, Australia and Bangladesh Protibondhi Foundation jointly disbursed funds to the family of the children with disabilities to improve the financial condition and empower mother and the child in the family and in the community. Courses on Speech Therapy, Physiotherapy Physiotherapy and Acupuncture Therapy, Speech Therapy Assistive device, Prosthesis and Implant of Artificial Limb Training Courses on Disability Training Courses on Disability Inclusive education kit box known as BIKAS Box. A Box that contains a set of materials which are suitable for children with disability, touchable, colorful materials, braille, Braille Books, Sign Language	Parents/caregivers of the children with disabilities residing in the very remote areas where no services for the children with disabilities exist. parents and caregivers the family of the children with disabilities Human Resource development In general, children/ people with disability Human Resource development Human Resource development Children with disability
CRP	Private		
Inter Life Bangladesh	Private		
CDD	Private		



		Teachers Training: Orientations program regarding vision impaired children education, sign language regarding children with hearing impairment and involving parents in the process. Eye-camp, ENT-camp Special Education Program Identification and provide Assistive Device Special Education Program Integrated Education Identification and provide Assistive Device Special Education Program Special Education Program Special Education Program Inclusive Education Program Itinerant Education Program Assistive device, Prosthesis and Implant of Artificial Limbs Vocational Training Program Research on Disability issues, Provide information about disability health services Works with different disability issues Works with different disability issues Inclusive program in Development activities.	Teachers Children with disabilities Children with disability S Hearing Impairment Hearing Impairment Hearing Impairment Hearing Impairment Hearing Impairment ID Students Visual Impairment Visual Impairment Children with Special Needs Children with severe and profound disability Children with disabilities persons with disabilities Different responsible organizations. In general, children/ people with disability In general, children/ people with disability In general, children/ people with disability In general, children/ people with disability
HI-Care	Private		
DeCWAB	Private		
SAHIC	Private		
SWID Bangladesh	Private		
Baptist Sangha School for the Blind	Private		
The Salvation Army	Private		
BRAC	Private		
UCEP	Private		
CSID	Private		
Impact Foundation Bangladesh, Floating hospital	Private		
ADD	Private		
BPKS	Private		
IISB	Private		



BVIPS	Private	policy workshops, field level training, orientations braille books along with soft copies IE service	In general, children/ people with disability Facilitators for children with disabilities Visual Impairment
DPE NAPE	Public Public	Pre service and In service Teachers Training Teacher Development Programs Curriculum development Secondary Education Curriculum	Preprimary and primary education Primary Education Teachers Primary Education Teachers Primary Education Stakeholders
DSHE	Public	Secondary Education Curriculum Teacher Training	Mainstream Secondary Education Stakeholders Secondary Education Teachers
AJIE	Private	Double blind peer reviewed journal publishes inclusive education related research papers and practice models available in Asia pacific region.	Organizations working for inclusive education



Education infrastructure. The government of Bangladesh through the PEDP II & III has been making schools infrastructures accessible for children with disabilities. These initiatives include development of ramp in schools, colour marking for children with visual impairments, making toilets and drinking water facilities accessible for all children. However, several recent studies (Ahsan, 2013; Ahsan et al., 2013) have indicated that yet these initiatives are not up to the standard of the universal design. For example, the Plan International Bangladesh's in-depth study conducted in 50 government primary schools of 05 Upazillas reported that many schools did not have ramp. In Borguna Sasdar only two schools had ramps out of ten schools. The scenario was better in Hatibandha than other Upazilas. There were ramps in seven schools among ten schools in Hatibandha Upazila. Similarly, entrance of school and school compound were not accessible or appropriately designed for movement of all children. It was found that approximately 50% schools have accessible entrance and child friendly compound.

The study further revealed that though some schools have ramp but in most of the cases the ramp is useless as the entrance of school and school compound was not accessible. Though almost 50% schools informed that they had accessible entrance, the observation finding is different. Moreover, the way from the school gate to school building is not accessible. As a result, the ramp which is attached to the school building seems standing alone and remains useless. The study further explored that about 50% schools had accessible toilet facilities, and the rest were difficult to access. The Plan's study (Ahsan et al., 2013) also explored that in every Upazila 30-40% blackboards were child friendly. In rest of the



cases, observers found the blackboard was too high that children cannot reach it properly. Moreover, light reflected on blackboards, as a result some areas were not visible from different angles and corners of the classroom. The observers also found fade colour of blackboards, which cause difficulties to write clearly on blackboards.

In this current study, interviews and FGDs have also found similar findings as found in the Plan's (Ahsan et al., 2013) study. The respondents reported the issue of inaccessible environment was one of the challenges for educating children with disabilities. The interviewees mentioned about many challenges regarding accessible environment. Making classrooms noise free is one of them:

“There is no specific measure that has been taken to make a noise-free classroom. This problem mainly occurs in big cities like Dhaka, Chittagong etc.” (interview response from a DPE representative)

Further to this the interviewees also reported that under the PEDP III programme, a separate wash block is being made in every school for female students. But most wash blocks were not made accessible for children with disabilities. Therefore, a careful planning and implementation strategy is required to ensure that the universal design is followed in making infrastructures accessible for all learners. It is to note that Bangladesh government has developed an accessibility guideline by the LGED in association with the MSW. Besides, Plan International Bangladesh, CDD, CRP have their own accessibility guidelines. These guidelines have to be taken in consideration to develop a culture-sensitive accessible environment for children with disabilities.



Health and social services. There are several programmes run by the Government of Bangladesh related to education and health-social services. Those initiatives are operated by DSS, DPE, and JPUF. The following paragraphs provide an overview of those services.

The health, food and nutrition related services of DSS are:

- Supporting the woman of the rural areas for family planning by awareness building and providing information through the *Polli Matri Kendra* (318 in the upazilla offices and 12956 in village level),
- Providing microcredit of taka 5000 to 15000 for the acid victims for their rehabilitation and improvement of the qualities of life (which is highly related to food, nutrition and health) through 481 upazilla and 80 urban social welfare office,
- Monthly allowances are provided through the programs for social security which supports the target groups in the areas of health, food and nutrition,
- Providing supports for the orphans and the disadvantaged children (6 to 18 years) through the 85 *Shishu Poribar* for their proper development which includes food nutrition and health. And the same services through the 6 *Chhotomoni Nibash* for the children of the age 0 to 7 years who are orphan or having no identity,
- Providing health care supports through the program for the protection of the distressed and disadvantaged children (*Biponno Shishu Shurokkha Karjokrom*) available in 18 centers of the divisional cities,
- Ensuring food, nutrition, medical support, and healthy environment for the children with disabilities admitted in the residential special of inclusive schools under DSS,



- Through the hospital based social service program (*Hashpatal Shomajsheba Karjokrom*) available in all of the district government general hospitals, government medical college hospitals, BSMMU, BIRDEM, and some specific government and nongovernment hospitals, DSS provides, information, admission support, food, medicine, blood, assistive devices, artificial limbs, financial support, transport support, financial support, counseling and mental support, recreation, awareness building, transport and other services after the death in the hospital etc. for the poor and helpless people,

- Provides supports for the physical and mental health of the socially handicapped women through the *Training and Rehabilitation Program for the Socially Handicapped Children* available in 6 centers of 6 different districts,

- Arranges orientations, seminars, workshops, symposiums and celebrates related days for awareness building and knowledge and experience sharing about health, food and nutrition related issues.

DPE also have some initiatives related to health and nutrition. The health service program of DPE is known as “**better health, better education**” and under this programme feeding in schools is being implemented in schools to ensure nutrition by providing biscuits every school day. Under the health service program –“better health better education” little doctors, who are students of class four and five, are being formatted in every primary school who will use these tools. They are made little doctors by the support of ministry of health. They assess health of every child and identify the level of disability if present. And if any child identified as children with disability, s/he is referred to a doctor for service or treatment.



This whole program operates from pre-primary to class five. There is no separate statistics regarding the dropout rate of children with disability.

Besides, there are some social welfare programmes as well, such as, campaigns like tree plantation, safe water (without arsenic) etc. Students and teachers in government primary schools participate in these campaigns. In addition to those initiatives, JPUF have hospital and assessment facilities for children with disabilities that has been mentioned in another section of this report.

Many non-government organisations provide vocational and technical education for children with disabilities along with their regular education programmes. The government of Bangladesh also has a separate directorate on this issue. But the issue of inclusion of diverse learners including those who have disabilities in the technical and vocational education were not considered strategically yet. Though the National Education Policy 2010 (MoE, 2010) suggested to include children with disabilities in the vocational education, this has yet not adequately implemented. A interview finding also reflected the issue in the following way:

“Inclusion in co-curricular and vocational education is very important. Children with visual, hearing and physical impairment can easily be included in higher level studies in most cases. But in our country children with intellectual disability and cerebral palsy are not yet included in the regular schools. And here vocational education can be an opportunity for them who cannot continue their formal education” (Interview with an IER faculty at Dhaka University).



6. Status of civil society participation

National non-governmental organisations.

National Forum of Organizations Working with the Disabled (NFOWD):

National forum for the organizations working with the disabled children is the association for most of the local and international NGOs working in Bangladesh for the welfare of the people with disabilities. NFOWD (National Forum of Organizations Working with the Disabled) coordinates among the voluntary organizations in Bangladesh and advocates for legislation and other facilities for the development of the disabled. It was established in 1991 with 22 organizations. Based on the interview data it has been noted that now NFOWD has now 400 members (organizations) and 250 in pipeline. This forum coordinates, cooperates and collaborates with the member organizations for strengthening their support services for the disabled people. It works as an advocate to influence the government to work for proper policy making and implementation and the welfare activities for the people with special needs. The Forum has already achieved some successes and advocated strongly in favor of disabled persons. The Forum has taken initiative to collect, assimilate and disseminate information on disability issues to and from various sectors. As per their plan of action they organize workshop/seminars/Conference to promote the activities for the Development of the persons with disabilities. Again NFOWD is considered as the platform for the NGOs working for the people with special needs.

Nine thematic groups have been established in NFOWD (education, children, employment, women with disabilities, prevention, assistive devices, Community Based Rehabilitation, self-help groups and advocacy at national level).

NFOWD works in three areas: (a) coordination among its members, (b) raising national level awareness and sensitization on disability issues, and (c) policy advocacy and lobbying work, and its principal working relationship is with the government of Bangladesh. However, NFOWD does not have any direct program or initiative for inclusive education but by all of the initiatives related to disability it promotes inclusive education.

Campaign for Popular Education (CAMPE)

Campaign For Popular Education is an advocacy and campaign network operating in Bangladesh since 1991. CAMPE which started its journey with only 15 member organizations and individuals have in the last twenty years grown to a credible membership of more than 1300 NGOs, researchers, educators and other Civil Society organizations and individuals sharing similar vision. The journey of CAMPE started in the year 1990 following the Declaration of Education for All.

CAMPE's programme interventions primarily focus on Policy Advocacy, Networking, Campaign, Research and Capacity Building of its members and partner organizations. CAMPE is committed to facilitate the process for sustainable and pro-poor policy frameworks which will in turn enable the achievement of Education for All goals. CAMPE works closely with policy makers, development partners and different national, regional and global forums.



Since its inception, CAMPE has been trying to coordinate implementation of program interventions with the Government and other progressive institutions in order to facilitate participation of people in literacy and non-formal education movements. CAMPE has been an active member of Global Campaign for Education (GCE), Asian South Pacific Bureau of Adult Education (ASPBAE), International Council for Adult Education (ICAE) and Global Call to Action Against Poverty (GCAP).

The vision of CAMPE is an educated, creative, democratic, secular, humanitarian, equitable and poverty free Bangladesh promoted through education and learning for all. As a coalition of NGOs and other non-state actors, CAMPE works with the Government, decision-makers and international community to achieve the goals of Education for All (EFA) by 2015 and beyond through advocacy, research, documentation and dissemination, capacity building, networking, campaigning and awareness raising in the context of development vision and priorities articulated by civil society and political process. CAMPE tries to play a crucial role of a co-coordinator helping and assisting different forces working in the education sector. The various other roles performed by CAMPE are those of networking, advocacy and lobbying, capacity building, training, facilitation and material development, policy research, documentation as well as serving as a catalyst and information data bank. The major strategy in performing these roles is to focus on strengthening NGO-NGO, GO-NGO, NGO-Donor and NGO-Democratic force relationship for achieving the goal of Education for All (EFA).



As mentioned above, one of the agendas of CAMPE is to promote inclusive education, this include children with disabilities as well. In order to ensure their right to education through different initiatives, CAMPE conducted a study as well in 2011. Therefore, CAMPE database, reports and initiatives always address educational issues of children with disabilities in Bangladesh.

(Source: Website of CAMPE: www.campebd.org)

Centre for Services and Information on Disability (CSID)

Centre for Services and Information on Disability (CSID) is a national Ngo works for mainstreaming disability issues through addressing the problems and issues of persons with disabilities. It runs a Community-based Protection and Empowerment of children with Disability in Bangladesh program. The program locations are Adabor, Mohammadpur, Dhanmondi, and Mirpur thana area of Dhaka City Corporation with a duration from July 2012 to June 2015 with the target group, working children. The objective is of the program is Running 20 communities learning Centres within the community near to the residences of target children created opportunity for working children and children at risk to be engaging in work to receive primary level education. In total 796 Children has been enrolled in 20 learning centres (40 in each centre) and all the enrolled children completed their grade III (three) education level.

Another program of CSID is Reducing Marginalization & Inclusion of Children and Youth with Disabilities into Mainstream Society. The locations for this program are Sylhet City Corporation and Golapgonj Upazila of Sylhet. The duration of the program is July 2006 to December



2016 and the target group is children with and without disabilities. The objective is to create enabling environment and increase participation of children with disabilities into mainstream formal education. The project has facilitated to enrol 349 children with disabilities into the formal and informal education. In total 539 children with and without disabilities are receiving educations from the CSID run 3 inclusive preschools.

Disabled Rehabilitation and Research Association (DRRA)

Disabled Rehabilitation and Research Association is a national NGO that is running a project called “We can”. The locations of the project are Doulatpur & Ghior Upazilla at Manik ganj District with duration from July 2013 to December 2014. The target group is children with disabilities. The objectives are (1) Each child has individual support plan for personal assistance, (2) Promote to establish community based or family based personal assistance facility. The outcome will show (1) through the capacity development initiatives, children with disabilities can easily be mainstreaming, (2) Community’s people’s involvement is crucial to ensure the inclusion of the children with disabilities in education sector.

This NGO runs another project called “Promoting rights & human dignity of social excluded of community, shyamnagar”. The target group is Women and children with disability. The project locations are Shyamnagar, Satkhira. The duration of the project is 2011 to 2021. The objectives are (1) To include children and youth with disability in mainstream education and (2) To reduce the discrimination towards persons with disability by raising awareness in general people. The outcome of the project is



building proper scope and care that can ensure children with disabilities inclusion and equity.

And another project of Disabled Rehabilitation and Research Association is Promote Rights and Inclusion through Community-based Rehabilitation for Liliane Networks in Bangladesh (PRICBRNP). The project is located in 24 districts of Bangladesh. The duration of the project is January 2014 to December 2016. The target group is Children and Youngsters with disabilities at 140 mainstreaming school. The objective is Children and Youngsters with disabilities will have access to all forms of education in a disabled friendly school environment. The outcome of the project is family education and enabling environment can prevent the dropout rate as well enhance enrolment of children with disabilities at school.

Gram Bangla Unnayan Committee (GBUC)

Gram Bangla Unnayan Committee is a national NGO is running an Education program for the nomadic Bede children since 2002. The locations of the program are Savar, Lauhajang. The target group is Nomadic Bede children. The objective is Promoting inclusion of the nomadic Bede children in primary education and completion of primary education. The outcome is Innovative mobile school program for the nomadic Bede children.

Another Education program is for the child waste pickers, which has been running since 2009. The program locations are Matuail, Jatrabari, Dhaka. The objective is Promoting inclusion of the waste picker children in primary education and completion of primary education. The program



outcome is Day care centre and pre-school for children of the waste pickers and non-formal school for waste picker children. In both of these programs for the nomadic Bede children and waste pickers a good number of children with disabilities have been included. Especially among the waste pickers a good number of them get disability because of injuries during their waste picking activities by the sharp things (sharp metal, broken glasses, needle etc.) and medical waste. Medical waste causes jaundice, Hepatitis B, HIV infection etc and ultimately causes disability.

Beautiful Mind – A Centre for Autistic and Mentally challenged Children

Beautiful Mind – A Centre for Autistic and Mentally challenged Children is a local level private NGO running Enhance-Skill Project Work (Self-help skill, Life-skill, Academic-skill). The locations of the project are School, home, any inclusive environments. The durations are (1) Four projects per year, (2) One project per quarter. There are three target groups. The 1st group is junior Group (4-7 years age). Objectives for this group is enhancing self –help skill by exploring and projecting activities. The outcomes are (1) Enhancing self –help skills and (2) Gaining knowledge through primary / introductory information. The 2nd target group is Mid Group (8 – 11 age). The objective for them is proper identification, reproduction of knowledge. The outcomes are (1) Grow self-confidence and (2) Reproducing self- help skills in proper environments. And the last group is Senior Group (12 – 15 years onwards). The objective is exploring on gaining knowledge in each topic and enabling reproduction through research work in any environments. The outcomes are to (1) Obtain proper self–help skills, Life skills and academic skills to reproduce



constructive knowledge in various situations/ environments independently to lead a life of a good citizen in society. (2) Adjust in ways of society as well as in world.

The children usually participate in various projects arranged by school or other affiliated organizations. They are quite familiar to the popular global approach for the children namely ‘Child to Child Approach’ in which the senior children help junior children to solve problem related to Global problem , health problem etc. within six approaching steps. This year we have planned these Project Works to be practiced mentioned in the detail project works column.

Asian Centre for Inclusive Education (ACIE): ACIE is an international coordinating platform regarding inclusive education based in Bangladesh. ACIE is currently run as a project of Inclusion Initiatives for Special-needs Bangladesh, a national NGO under the MSW. This centre is a potential platform for conducting international collaborative projects, research studies, awareness raising initiatives, policy level dialogue and international conferences etc.

Inclusion Initiatives for Special-needs Bangladesh (IISB): A national NGO named Inclusion Initiatives for Special-needs Bangladesh (IISB), Dhaka provides short training on inclusive education, conducts research and awareness raising programs regarding inclusive education. IISB also publishes different documents to promote the concept of inclusive education in Bangladesh. This NGO has a national standard Newsletter titled “Inclusion Newsletter: Bangladesh” and an international journal titled



“*Asian Journal of Inclusive Education (AJIE)*” having ISSN for both documents. Besides, this NGO also provides stipend support for children with disabilities who are in inclusive schools. IISB offers home-support for children with severe intellectual disabilities and those who have ADHD or autism and also offers variety of supports to make any school inclusive. Besides, IISB conducts various awareness raising activities to promote inclusive education/education of children with disabilities in Bangladesh.

Disabled people’s organisations. In Bangladesh there is a national level Alliance for disabled people’s organization known as NADPO. Various DPOs are the members of this alliance. The following paragraphs provide an overview of the NADPO.

National Alliance of Disabled Peoples Organizations (NADPO)

National Alliance of Disabled Peoples Organizations (NADPO) is a national networking organization of Disabled Peoples Organizations (DPOs) or assemblies of people with disabilities, established to promote human rights of people with disabilities through full participation, equalization of opportunity and up-lifting their livelihood By enrolling and engaging persons with disabilities at the planning, implementing and managing of its programs from the grassroots to the national level. It is dedicated directly to work with persons with disabilities and these persons with disabilities are beneficiaries and owners of these organization. NADPO has given foundation with vigorous efforts and prolong two years effectual consultative results of Bangladeshi Disabled Peoples Organizations (DPOs) representatives. NADPO has registered by the government constituted with its twenty-one executive members. It was



founded on 30 July, 2005 and subsequently registered under the Societies Registration Act.

Activities of NADPO include Accessibility, appropriate education along with time require training, inclusion of women with disabilities in all affairs of socio-economic development with security and dignity, advocacy and lobbying, human rights, awareness rising about DPOs, necessity, contribution and activities of DPOs. As the first initiative of NADPO, due to illustrate the capacity, capability along with the inevitability of the rights of persons with disabilities to the 14 crore people of this country as well as making them aware, NADPO organized national congregation of persons with disabilities with the participation of more than hundred thousands of persons with disabilities in 2006 and 2010. In addition, NADPO organized and discussion meetings with the political parties to ensure the participation of persons with disabilities in all political parties. Besides, NADPO organized discussion meetings with the leading Electronic and Print media of National level. Five hundred (500) representatives of different DPOs of National level has approximately been completed leadership development training with the initiative of NADPO. In order to implement and actualize the plan and policy including UNCRPD, NADPO organized orientation program, seminar, conference, discussion meetings and press conference with the participation of the DPO-representatives, civil society, political parties, human rights activists, electronic and print media as well as NGOs and the Government. NADPO developed different types of awareness raising materials like posters and leaflet that disseminates information for community education and awareness. Furthermore, NADPO organized various workshops, seminars with



different stakeholders. NADPO has the membership of National Coordination Committee and Disabled Welfare Executive Committee of Social welfare Ministry, Government of the Peoples' Republic of Bangladesh. Examples of some DPOs in Bangladesh include CSID, BVIPS, SARPV, BPKS, B-SCAN etc.

(Source: NADPO webpage; available at: <http://www.nadpo.org/>)

Community attitudes and practices. Several studies have been conducted regarding community attitudes towards education of children with disabilities. Studies conducted more than a decade ago on education (DPE & CSID, 2002); gender/women with disabilities (CSID, 2002); employment status (CSID, 2002) found that community people, in general, possess very negative attitudes towards education of children with disabilities. A decade ago, the above mentioned studies showed that schools normally refused to include children with disabilities in the education programmes. In addition, parents of children with disabilities and other children as well as peer groups also did not want to welcome children with disabilities in schools. More than a decade later, several studies (Ahmmed et al., 2012; Ahsan et al., 2011, 2012, 2013, 2013a) reported that teachers in schools are now moderately positive in accepting children with disabilities into regular schools. Yet they were found to be confused to accept the concept of inclusion, concerned about including children with severe and profound disabilities, not adequately trained and struggling with resource constraints. Another recent study of Plan International Bangladesh (Ahsan et al., 2013) also found that parents are not willing to send children with disabilities to schools. Besides, teachers

are still confused, community people and peer groups are not yet adequately positive to welcome children with disabilities into schools. However, this study found some good practices in the community that warmly welcomed children with disabilities into education. Issues related to teacher attitudes and teacher education programmes has been reflected in the interview data:

“Teachers most probably don't use the effective teaching learning strategies in educational institutions that they learn in training programmes. They are not yet ready to deal an Inclusive classroom. Even though trainings are provided, those are not designed to change attitudes, views and beliefs of teachers about children with disabilities”
(Interview with the IER, Dhaka University Faculty).

7. Status of international development sector participation

The Primary Education Development Programme Phase 3 (PEDP III) programme is the major initiative of the government to promote inclusive education at the primary level to ensure educational access of all learners including those who have disabilities. In the PEDP III programme of the Government of Bangladesh, total cost is USD 8.3 billion for both the revenue (USD 4.18 billion) and development budgets (USD 3.17 billion) as well as discrete projects (USD 0.979 billion). Development Partners/donors would contribute about USD 1.055 billion that would be distributed in both the revenue and development budgets. Development Partners in the primary education sector include ADB, WB, CIDA, DFID, JICA, UNICEF, SIDA, EU and AusAID. Some of the development partners (i.e. ADB, CIDA) are also supporting the government of Bangladesh at



secondary level. The following table (Table 7.1) provides an overview of some major development partners that are working with the Government of Bangladesh to ensure education of all learners.

Table 7.1: Development Partners Contributions in the Education Sectors in Bangladesh

Donor agencies	Area of Support	Level of education	Details	Donated Amount	Data Source
UNICEF	technical support	Pre-primary to Primary and non-formal education of the Ministry of Primary and Mass Education	Primary Education Sector Development Programme (PEDP3), Primary teacher training course, expansion of pre-primary education for universal coverage, provision of non-formal education for out-of-school children and piloting of a classroom-based quality improvement initiative	US\$755 million from 2014-2016	UNICEF Annual Report 2012 for Bangladesh, ROSA http://www.unicef.org/about/annualreport/files/Bangladesh_COAR_2012.pdf
World Bank	Support project activities	Higher Education	HIGHER EDUCATION QUALITY ENHANCEMENT PROJECT, To improve the quality and relevance of the teaching and research environment in higher education institutions by encouraging both innovation and accountability within universities, and by enhancing the technical and institutional capacity of the higher education sector and provide support to create industry-university linkage; and establish a quality assurance mechanism in Bangladesh's universities.	\$81.0 million (Orig.), \$125 million (AF)	The World Bank, Bangladesh: Country Snapshot, March, 2014. http://siteresources.worldbank.org/SOUTHASIAEXT/Resources/223546-1398285132254/Bangladesh-Country-Snapshot-Spring-Meetings-2014.pdf
	Support to run the Project	Primary Education	THIRD PRIMARY EDUCATION	\$300 million	

	activities		DEVELOPMENT PROGRAM, Increase participation rate in primary education and to reduce social disparities, increase the number of children completing primary education, improve the quality of the learning environment and the measurement of student learning, and improve the effectiveness of resource use for primary education.		
	Support to run the Project activities	primary education	REACHING OUT-OF-SCHOOL CHILDREN PROJECT II equitable access, retention, and completion in quality primary education for out-of-school children in selected under-served areas.	\$130 million	
	Support to run the Project activities	Secondary Education	SECONDARY EDUCATION QUALITY AND ACCESS ENHANCEMENT PROJECT to improve the quality of secondary education in Bangladesh, systematically monitor learning outcomes, and increase access and equity in 215 project upazilas.	\$130.7 million, \$265 million (AF)	
	Support to run the Project activities	Technical and Vocational Education Training (TVET)	SKILLS AND TRAINING ENHANCEMENT PROJECT to strengthen selected public and private training institutions to improve training quality and employability of	\$79 million	



			trainees, including those from disadvantaged socioeconomic backgrounds.		
ADB	Technical Assistance	Education sector development	Support for the Third Primary Education Development Project	\$900 thousand	ADB website http://www.adb.org/projects/search/521,21303?ref=countries/bangladesh
	Multi-tranche Financing Facility (MFF)	Technical and vocational education and training	Skills for Employment Investment Program - Tranche 1 Outcome of the program is Increased inclusive access to skills training in priority sectors	\$100,000 thousand	
	Multi-tranche Financing Facility (MFF)	Technical and vocational education and training	Skills for Employment Investment Program	\$350,000 thousand	
	Multi-tranche Financing Facility (MFF)	Upper Secondary Education	Secondary Education Sector Investment Program - Tranche 1	\$90,000 thousand	
	Multi-tranche Financing Facility (MFF)	Upper Secondary Education	MFF - Secondary Education Sector Investment Program (Facility Concept)	\$500,000 thousand	
	Loan	Secondary	Second Teaching Quality Improvement in Secondary Education Project Outcome of the project is Strengthened, integrated and more inclusive secondary teacher education system. And Targeted support for inclusive education is an output of the project	\$70,000 thousand	
	Technical Assistance	Tertiary	Public Private Partnership in Higher Education	\$225 thousand	
	Loan	Education sector development Pre-primary and primary Pre-primary and primary -	Third Primary Education Development Project	\$320,000 thousand	

		social protection initiatives			
	Technical Assistance	Education Sector Development	Development of an Implementation Strategy of the National Education Policy for Secondary Education Sector Project	\$600 thousand	
	Grant	Pre-Primary and Basic Education	Second Primary Education Development Program (Sector Loan)	\$100,000 thousand	
	Technical Assistance	Education Sector Development	Capacity Development for Madrasah Education	\$1,000 thousand	
	Loan	Technical and vocational education and training	Skills Development Project	\$50,000 thousand	
	Loan	Education Sector Development	Secondary Education Sector Development Program (Project)	\$115,000 thousand	
	Loan	Secondary	Teaching Quality Improvement in Secondary Education	\$68,900 thousand	
	Grant	Non-Formal Education	Post-Literacy and Continuing Education Project	\$51,500 thousand	
	DFID	Technical Assistance	Vocational training (53.68%) Primary education (34.45%) Teacher training (9.79%) Education Policy and Administration (2.075)	Underprivileged Children's Education and Skills Programme (The project includes inclusion of children with special needs)	
	Facilitate and advocacy	Education facilities and training (35%) Primary education (30%) Secondary	English in Action Increase social and economic inclusion for more than 25 million Bangladeshis by developing English language skills for school	£50,091,186	



		education (20%) Basic life skills for youth (15%)	pupils and adult learners		
	Funding	Education policy and administration (8.89%)	Bangladesh Policy Fund	£4,949,990 (£440,054 in Education)	
	Technical assistance	Primary education (70.90%) Education facilities and training (12.54%) Education policy and administrative management (8.61%) Teacher Training (7.95%)	Bangladesh Education Development Programme (BEDP) Assess all NCTB textbooks to see whether the language, topics, tasks, illustrations and overall layout are appropriate. They will also scrutinize the books from gender and inclusive education perspectives.	£118,458,014	
AusAid	Development assistance	Primary Education Non-Formal Basic education	Deliver non-formal basic education to 180,000 extremely poor children and continue support for the Government of Bangladesh's primary education program Help 68,000 women receiving cash, assets and skills training to lift their families out of extreme poverty Improve food security for 200,000 refugees and host communities along the Bangladesh–Myanmar border through food distribution and school feeding programs.	\$87.3 million (\$7.0 million in PEDP 3)	http://aid.dfat.gov.au/countries/southasia/bangladesh/Pages/archive20140502.aspx
	Funding	Pre-primary, Primary,	BRAC's operations Pursue aid policy agenda	\$180 million core	http://aid.dfat.gov.au/coun

		Secondary, Adolescent and Continuing education.	by promoting accountability for service delivery, ensuring programs respond to the needs of the extreme poor. This will include a focus on the areas of gender and disability-inclusive development and be achieved through our engagement with health, education, social protection and climate change sectors. Australia will encourage a division of labour with other donors in relation to these priorities.		tries/southasia/bangladesh/Document s/bangladesh-program-strategy-2012-16.pdf
	CIDA	Primary and Secondary education	CIDA helps improve the quality of primary education to the Third Primary Education Development Program (PEDP III). This project works in formal primary schools to improve organizational capacity, infrastructure, and the quality of and access to school for 6 to 10-year-olds. CIDA contributes CAD\$14 million to UNICEF's Basic Education for Hard-to-Reach Urban Working Children (BEHTRUWC) project, which is delivered under the Government's Ministry of Primary and Mass Education. This project provides urban working children aged 10-14 with basic education, life skills and livelihood training. More than 6,600 learning centres have been established,		http://www.unicef.org/bangladesh/partners_5572.htm



			providing basic education for 166,150 children (60 per cent girls). Secondary education is targeted through the Teaching Quality Improvement in Secondary Education project. CIDA's investment of CAD\$26 million helps fund training and professional development courses for teachers in government and private secondary schools.		
SIDA	Funding	Primary Education	PEDP III	\$45 million	Main Document, PEDP3, Government of the MoPME, June 2011, http://planipolis.iiep.unesco.org/upload/Bangladesh/Bangladesh_PEDP3.pdf
JICA	Funding	Primary Education	PEDP III	\$30 million	Main Document, PEDP3, Government of the MoPME, June 2011, http://planipolis.iiep.unesco.org/upload/Bangladesh/Bangladesh_PEDP3.pdf
European Union	Human development	Primary Education	Third Primary Education Development Programme (PEDP III)	€ 54,000,000.0	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_
	Human development	Primary education	Budget support to Third Primary Education	€51,000,000.00	

			Development Programme (PEDP 3)		projects/projects_en.htm
Human development	Primary education		Capacity Building For Equitable Quality Basic Education: UNICEF Technical Support to PEDP 3 Following many of the innovative activities included in PEDP3 were developed with UNICEF TA under PEDP-II, UNICEF will continue to provide TA for the scaling up of some of these activities under PEDP 3 based on lessons learned and an analysis of needs. UNICEF TA will also assist the Government in piloting innovative approaches to achieve the quality and equity related results identified in the Programme Document.	€ 2,800,000.00	
Infrastructure, Communication and transport	Education facilities and training		Promoting rights through community action: improved access to inclusive education for children with disabilities	€785,133.00	
Human development	Primary education		SHARE: Supporting the Hardest to Reach Through Basic Education : Aloghar (Lighthouse) Overall objective(s): Increased empowerment, enhanced literacy, self-reliance and better social integration of disadvantaged and hardest to reach children. Specific objective(s): Hardest to reach children enjoy their right to quality basic education at pre-	€ 9,935,700.00	



		and primary level, and equal opportunities for inclusion in mainstream education at secondary level Specific objective(s): Hardest to reach children enjoy their right to quality basic education	
Primary education	Primary education	SHARE: Support to the Hard to Reach through Basic Education To increase the number of children enrolling and completing primary education at formal and non-formal schools; to expand the provision of early childhood care and education; and to increase the level of literacy among youth and adults, in Bangladesh	€ 49,301,092.80
	Vocational training	Skills for Unemployed and Underemployed Labour (SkillFUL): Promoting sustainable training in the informal economy for poverty reduction.	€ 1,466,345.00
	Primary education	Support Urban Slum Children to Access Inclusive Non-Formal Education (SUSTAIN) To increase equal access to quality basic education in a safe learning environment for hardest to reach children in urban slums of Dhaka and Chittagong and mainstream students into the formal education system or into other educational alternatives.	€ 5,009,767.00
	Vocational training	Technical and Vocational Education and Training for Young People in the	€ 1,692,568.00

		Informal Economy in Bangladesh Demand-driven, flexible and employment-effective TVET programs for the informal sector for 5,000 young people and systemic linkages between the informal economy and the formal TVET system	
		Unique Intervention for Quality Primary Education (UNIQUE II) Overall objective: To contribute to develop collaborative basic education system enabling all primary school-age children to avail quality education.	€ 15,575,981.00
Multi-sectors	Sectors not specified	AMADER SWAPNO (Our Dream): Adivasi and Monga Area Development through Education by Realising Schooling for Weak and Poorest Non-enrolled Children	not specified

The Main Document of the Third Primary Education Development Programme (PEDP3) published by the Government of the People's Republic of Bangladesh, Ministry of Primary and Mass Education, Directorate of Primary Education in June 2011 reported the donor/development partners' monetary contributions in the PEDP III programme, where inclusive education is also an important component. The following table (Table 7.2) presents the development partner contributions in the PEDP III:



Development Partner	Total	Percent
ADB	320.0	30.32 %
World Bank	300.0	28.42%
DfID	190.0	18.00 %
EU¹⁰	70.0	6.63 %
AusAID	35.0	3.32 %
Sida	45.0	4.26 %
CIDA	65.0	6.16 %
JICA	30.0	2.84 %
UNICEF	0.5	0.05 %
Netherlands	-	
Total	1,055.5	100.0 %

Table: 7.2. Development Partner Disbursement (USD millions)

In addition to the Development Partners, several I-NGOs (i.e. Plan International Bangladesh, Sightsavers, Save the Children, ActionAid Bangladesh etc.) are also working with the government to ensure right to education for all learners. Case studies have been developed based on the unique findings practiced by the Plan International Bangladesh and Sightsavers in a following chapter of this report. The research team has also found the Save the Children and ActionAid Bangladesh initiatives interesting where education of children with disabilities can be addressed.

Therefore, the following paragraphs provide an overview of the initiatives taken by the Save the Children and ActionAid Bangladesh.

Save the Children

The Education Sector is Save the Children's largest sector in Bangladesh, supporting children's learning and development from early childhood to adolescence. Though Save the Children does not have any direct agenda regarding education of children with disabilities, there are several projects that have potential to include children with disabilities as those are targeting disadvantaged children of Bangladesh. In 2013, Save the Children worked with 21 national NGOs and them Government to directly reach over 756,228 children with Early Childhood Care and Development (ECCD), Basic Education (BE), and Technical and Vocational Education and Training (TVET) programs in 43 districts and 3 city corporations. Save the Children has been appointed as one of two INGO representatives on the Education Local Consultative Group, which was reconstituted by the Ministry of Primary and Mass Education. To maximize this role, we have formed a national "INGO Education Forum," to facilitate information sharing and learning among INGOs.

During ECCD policy development, Save the Children also served as the convener of the Core Committee formed by the Ministry of Women and Children Affairs. Save the Children reached 2,272 ethnic children with non-formal multilingual education (pre-primary and early grades), and distributed 10,117 copies of textbooks, story books, rhymes, and charts to these children in their mother tongues. The program has been approved by the Government to support five ethnic groups (Chakma, Marma,



Tripura, Mro & Rakhaing). In 2013 Save's basic education support for children in urban slums grew stronger with 405 learning centers reaching 47,948 children engaged in hazardous labor or at risk of becoming child laborers. The first cohort of 5,012 children appeared in the national grade 5 Primary School Certificate exam, with a pass rate of 93%. As more children gain access to primary education in Bangladesh, there is increasing concern about the poor quality of education, with national assessments showing that just 25% of children achieved grade 5 competencies in Bangla and 30% in math. It is in this context that Save the Children was awarded READ (Reading Enhancement for Advancing Development) - a 4-year \$15.4 million Cooperative Agreement with USAID to support early grades reading in 4,800 Government Primary Schools.

Save the Children developed an ICT-based Student Performance Management System that is being scaled up by the Government, and our Grade 4 & 5 e-contents are now featured as a resource on the Directorate of Primary Education website. Save the Children provided 122,920 working children with basic education, vocational training and soft skills development, in partnership with 15 NGOs forming the "Together with Working Children" network. A total of 23,081 of these children received vocational education and training across 25 trades, of which 393 received apprenticeships in 52 local industries and 8,532 were employed in industries and enterprises with increased wages and improved working conditions.

(Source: Save the Children (2013). Bangladesh Annual Review 2013.

Available at:

<http://bangladesh.savethechildren.net/sites/bangladesh.savethechildren.net/files/library/Bangladesh%20Annual%20Review%202013.pdf>)



ActionAid Bangladesh

ActionAid Bangladesh is an international NGO. Currently it is running a project called "Education, Justice for Excluded and Marginalized, Removing Cultural Barriers (RCB) Project" in collaboration with the government. The project locations are Golapgonj Upazilla, Sylhet & Keranigonj Upazilla, Dhaka. The project has been active from January, 2014 and will run to December, 2016. The project has a number of target groups. These are: 300 Children with Disabilities, 300 Young People with Disabilities (180 for self-employment/business development & 120 for wage employment), 140 (60 PTIs, 80 URC) Instructors, Teacher trainers, working with Education Committees (ECs), Disable Rights Protection Committees (DPRC), and 300 Caregivers and 100 Health workers

The objectives of the project are:

1. Improve government –run teacher training programmes to make education inclusive for children with disabilities.
2. Equip young people with disabilities with the skills, knowledge and access to pursue opportunities to earn a living.
3. Improve the quality of care provided by carers for children and young people and improve access to government services for children and young people with disabilities in Bangladesh.

The projected outcomes are:

- A new primary education curriculum that is inclusive for children with disabilities and meets their educational needs will be developed.
- 140 Teacher trainers will be trained in the new curriculum, so they can train primary schools teachers.



- Education committees and Disability rights and protection committees will have been set up, trained and running awareness
- A study on the status of teacher education program in the perspective of inclusive education for the Children with Disabilities will be conducted
- 180 young people with disabilities will be trained in business development skills and provided with start up loans from a community fund, so they are able to set up their own small business.
- 120 young people with disabilities will be trained in vocational skills so that they are able to pursue job opportunities.
- A research report and communication materials will be published and a conference and workshop will take place, to raise awareness of meaningful employment of young people with disabilities
- 300 carers will have received training so they are better able to care for their children and family members with disabilities.
- 120 carers will have the skills and confidence to lobby the government in Bangladesh to deliver on its promises and responsibilities for Children with Disabilities.
- 300 Children and young people with Disabilities will work with the therapists to identify their specific needs and receive assistive devices to dramatically improve their quality of life.
- 100 health workers will receive special training so they are able to provide appropriate therapeutic services to people with disabilities in the community.



8. Educational access and quality for young people with disabilities

There are a few studies conducted to explore the educational access and quality for children with disabilities in Bangladesh. A pioneering study conducted by the DPE and CSID in 2002 to explore the educational situation of children with disabilities in Bangladesh by collecting data from 12 districts from 6 geographical divisions claimed that about 89% of children with disabilities left out of educational opportunities. Among the children enrolled in schools, children with physical disabilities were the most (55%), followed by the children with hearing and speech disabilities at 15%. The children with visual and intellectual disabilities had enrollment rate of 13% and 10% respectively. Some common challenges identified by this study include negative attitude of peers and teachers and schools were not welcoming children with disabilities. As a result, a majority (73%) of children with disabilities faced problems in enrolling into educational institutes. The study further reported that the government supported integrated schools are residential, the scope for enrollment is limited, which was even worse for girls than boys (DPE & CSID, 2002). However, no study was conducted so far to explore the special education situation in Bangladesh for different types of children with disabilities.

Current situation of children with disabilities regarding participation in education has been improved a bit. Several policy documents have been enacted as well as revisions have been made in favour of education of children with disabilities. In addition, initiation of several educational programs that include PEDP II & III to promote inclusive education is



another example of positive changes. However, yet as a result of discriminatory positions against children with severe or profound disabilities through those policies, enrollment scope of those children into primary schools has officially been closed. The *Primary School Census 2010* of DPE (2011b) reported that only children with mild disabilities were enrolled in the primary schools totaled 83,023 of which 47,029 were boys and 35,994 were girls. This census claimed increase of the enrollment of children with mild disabilities since it was found in the Baseline Survey in 2009, in which the total was 45,680 (DPE, 2011b). Despite such increase in numbers, the enrollment of children with disabilities in primary education is yet very low taking into account the total number of children 1,69,57,894 enrolled in primary schools. Moreover, recent *Bangladesh Primary Education Annual Sector Performance Report 2012* (DPE, 2012) of reported that five types of children with disabilities (physical, visual, hearing, speaking and intellectual) are enrolled into education and their enrollment rate was increase by 5% per year compared to the baseline level in 2005. However, several recent studies (Ahmmed et al., 2012; Ahsan, 2013; Ahsan et al., 2011, 2012, 2013 2013a) claimed that teachers are not yet adequately trained to deal with children with disabilities due to lack of training, resource constraints and negative attitudes.

The recent situation analysis study (MSW & UNICEF, 2014) on children with disabilities in Bangladesh reported that the PEDP III has introduced stipends to support marginalized and disadvantaged children, including those with disabilities. As a result of those initiatives, some positive changes have been indicated. For example, the Bangladesh Primary Education Annual Sector Performance Report 2013 reported that the

number of children with disabilities enrolled in GPS and registered NGPS had increased significantly, exceeding the target set in the PEDP II. However, this was particularly true for children with physical disabilities and visual impairments (MSW & UNICEF, 2014). Further to this, the Ministry of Primary and Mass education has developed and approved an inclusive curriculum, pre-primary education materials and teacher training manual. From January 2014 the new text books are being supplied to pre-primary children (MSW & UNICEF, 2014). The Ministry of women and Children Affairs has also made mandatory the inclusion of children with disabilities in all its early childhood centres (MSW & UNICEF, 2014).

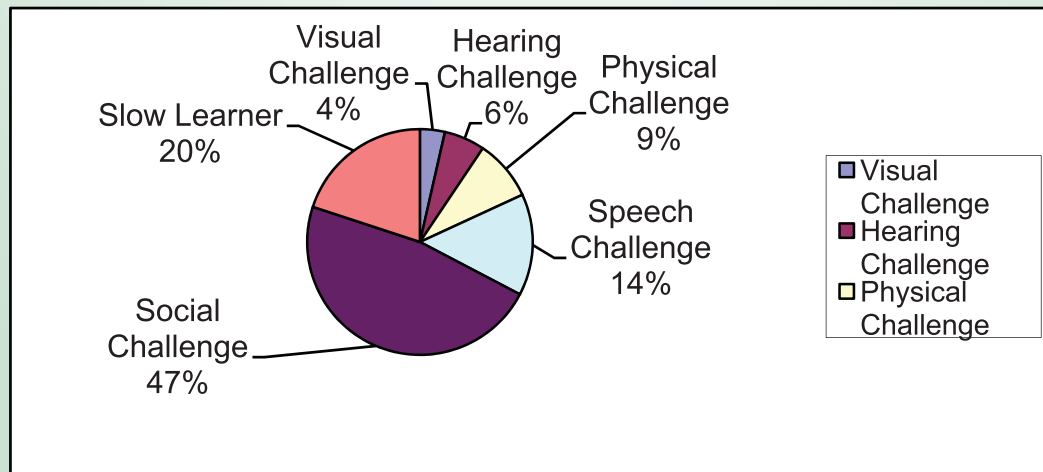
Very little study was conducted to explore the diversity in education of children with disabilities in Bangladesh based on gender and geographical locations. A recent study by DPE (2012) reported that according to the 2010 Child Education and Literacy Survey (CELS) published in 2012, out of 3-14 years old children, 118,575 children with disabilities were enrolled in schools. Among them 58.4% were boys & 60.8% were girls. One remarkable observation was that the rate enrolment for rural children with disabilities was higher (60.7%) than urban children (54.3%). Among seven geographical divisions Rajshahi had the highest enrollment (63.4%) and Sylhet had the lowest (51.9%) enrollment (DPE, 2012).

Another milestone study was conducted by Ahsan (2013) for the Plan International Bangladesh in 2013 on out of school children age 5-13 years by the purposively selected households in five Upazilas (sub-districts). Upazilas include Dhaka city (Dhanmondi, Mirpur, Motijheel & Saiedabad Thana areas), Borguna Sador, Hatibandha-Lalmonirhat, Jaldhaka-Nilphamari, and Kulaura-Moulavibazar. Data were collected in 50 school



catchment areas in five Upazilas. In those locations 872 (around 4% of total school age children) children were found not attending to school. Among the 872 educationally excluded children, the majority (n=405) were in the 7-11years age group, another 211 children were in pre-school age 5-6 years and the rest 256 children were in the 12-13 years age group. The most remarkable finding of this Ahsan (2013) study was that among the 872 educationally excluded children 53% (n=459) were reported to have disabilities. The household survey data indicated that 4% children had visual challenge, 6% had hearing challenge, 9% had physical challenge, another 14% had speech challenge and another large portion (20%) were reported to be in the slow learner category. The rest 47% children were excluded due to various socio-economic causes. Even though there are a significant number of children with various disabilities in the area some indicated visible behavioural challenges among children. About 24% children were reportedly having such behavioural issues. The following figure (Figure 8.1) provides the picture of children with disabilities who are out of school.

Figure: 8.1 .Plan International Bangladesh’s study findings about Disability and Out of School Children in Bangladesh (Ahsan, 2013).



The Plan International Bangladesh Study (Ahsan, 2013) further found that when the five areas were compared in the household survey findings, it was found that large numbers of children in Dhaka Sador (within 5-13 years of age) are not going to school. Number of out of school children is lowest in Hatibandha Upazila compared to other areas. Comparatively more boys are found out of school than the girls in all regions. A possible reason that was explained in the study for the inflated number of out of school children in Dhaka Sador was due to its large population in the slum areas as well as the presence of homeless street children. This study also looked at the participation of out of school children in different social activities. The study reported that a large numbers of children (29%) do not take part in the socio-cultural programmes due to their disability.

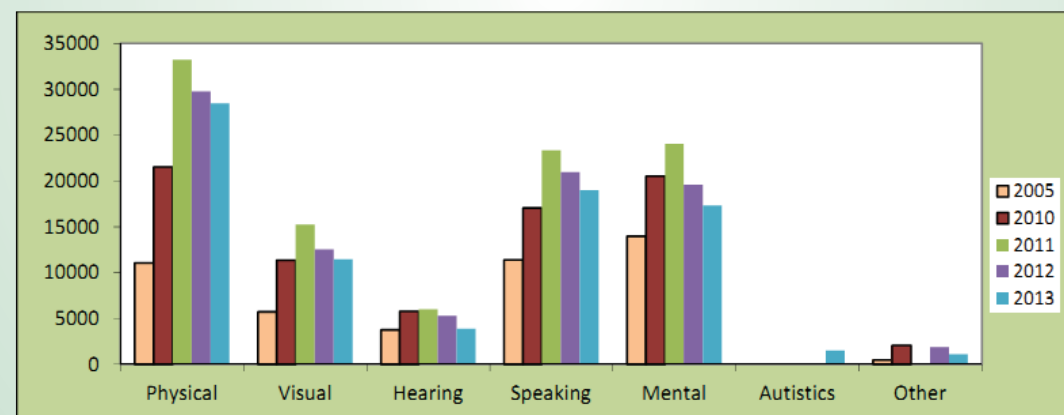
Annual Sector Performance Report [ASPR], 2014 (DPE, 2014). Directorate of Primary Education (DPE) has published the Annual Sector Performance Report (ASPR) 2014. The report indicated that the total enrolled children in all types of primary schools are 19,584,972, in which girl students number is 9,804,020. The ASPR 2014 (DPE, 2014) further reported that that the number of children with disabilities enrolled in different types of primary schools increased faster than the PEDPII. This number specifically increased in particular for children with physical disabilities and visual impairments. One striking finding of the ASPR 2014 (DPE, 2014) is that 50% increase in the numbers of physically impaired children between 2010 and 2011. The report claimed that the enrolment trend slightly declined in 2013 (82,708) compared to 2011 (90,960) and 2012 (89,994). The report recommended a further investigation to understand the underlying factors for these increases (such as



increased provision of the ramps for wheelchairs under PEDP II) over 2005/2011. The following Table (Table 8.1) provides information regarding enrollment of different types of children with disabilities as per gender and school-type. In addition, the following figure (Figure 8.2) presents the year-wise enrollment data of different types of children with disabilities.

Table 8.1: Number of enrolled children with disabilities as per ASPR 2014 (DPE, 2014, p. 73)

Type of disabilities	GPS			NNPS			GPS & NNPS		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
1. Physical	11,806	8,864	20,670	4,421	3,359	7,780	16,227	12,223	28,450
2. Visual	4,782	3,961	8,743	1,481	1,230	2,711	6,263	5,191	11,454
3. Hearing	1,368	1,295	2,663	643	598	1,241	2,011	1,893	3,904
4. Speaking	7,532	5,909	13,441	3,092	2,443	5,535	10,624	8,352	18,976
5. Mental	7,544	6,399	13,943	1,778	1,594	3,372	9,322	7,993	17,315
6. Other	608	513	1,121	209	174	383	817	687	1,504
6. Autistics	424	374	798	170	137	307	594	511	1,105
Total	34,064	27,315	61,379	11,794	9,535	21,329	45,858	36,850	82,708



Source: APSC, various years.

Figure 8.2: Number of enrolled children with disabilities as per ASPR 2014 ASPR (DPE, 2014, p. 74)

The ASPR 2014 (DPE, 2014) also presented data on children with disabilities based on the 2010 Child Education and Literacy Survey

(CELS) draft report published in 2012. This survey found that 118,575 children aged 3 to 14 years having disabilities were enrolled in various types of schools. This report claimed that this is not far from the APSC 2012 figure of 89,994 in GPS and NNPS combined (based on five types of disability), given that standard definitions are difficult to apply in the field of disability. Further to this the ASPR 2014 indicated that CELS also estimated the proportion of children in the population with a disability that were enrolled in school. It found that 59.4% of children (boys: 58.4%; girls: 60.8%) were enrolled, out of a total of 197,159 children with disability aged 3-14 years nationally. The enrolment rate for rural children with disabilities (60.7%) was higher than for urban children (54.3%). Among the seven divisions, Rajshahi had the highest proportion of children with disabilities enrolled (63.4%) and Sylhet the lowest (51.9%). This ASPR 2014 (DPE, 2014) data could be considered as the most recent status of education of children with disabilities in Bangladesh published by the Government of Bangladesh.

9. Additional analysis/information

Case Study 1: Kalyani Inclusive School

Bangladesh Protibondhi Foundation (BPF) is a voluntary organization working for the assessment, diagnosis, education and rehabilitation of children and adults with disability. Among its various development projects and services for the persons with disabilities, education features prominently. Kalyani Inclusive School of BPF is widely known for their services for functional education to children with disabilities and their peers mainly focused on the poorest and disadvantaged communities. BPF also runs an inclusive school, "Kalyani" at Mirpur, Dhaka City. The school provides non-formal education from pre-school level to grade 5. Children with intellectual disability, cerebral palsy, speech and



communication disorders, and hyperactivity attend the school along with other disadvantaged children from the neighborhood.

Inclusive pre-school education for children usually starts at the age of five. These children are deprived of any sorts of stimulation at their early ages. When they go to school, they usually lack behind in developmental domains. With this concept BPF started 4 Inclusive pre-schools within the community since 2000. A total (age 3-6yrs), 120 children (Boy 68 & Girl 52) were enrolled in pre-school. Inclusive Primary School is for the Class I-V. Here the curriculum of the National Curriculum and Text Book Board (NCBT) is followed by making it flexible according to individual child's need. The Instructional Strategies are child-centered, interactive and flexible. Children with and without disabilities appear in Terminal Examination (Shomaponi) and passed successfully and get admitted into the mainstream schools (High Schools).

Most of the teachers have Masters' degree in psychology and Bachelors/Masters in special education. The school has made attempts to provide access to children with mobility difficulties and small ramps and walking rails have been built. There is a warm and friendly relationship among the children. They share a healthy give and take relationship. Care is taken to maintain a happy and relaxed atmosphere in the school. Children with difficulties in learning were seen seated in the front row, close to the teacher. Children sit on benches and share common working tables. Wheelchair users sit near the door. The teachers interact from the front of the classroom standing next to the blackboard. Children's work is displayed in the class and children take pride to point at their own and their friend's work. Children are given responsibilities in the class for



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the activities are done towards the goal of EFA (Education for All). Through the academic activities the students from both of the groups will gain the intellectual, physical, social and academic developments.

In this school the students can study up to the Grade-5 and then they sit for the PSC examination. After the completion of the primary level the students are enrolled in different schools in Grade-6 for mainstreaming. The enrollment rate for admission in class-6 is around 80%. Pre-vocational training is provided for the students who fail to enroll in class-6 for their profoundness or severity of disability. The NCTB curriculum is followed in this school and modification is done on the basis of needs for the children with disabilities. Sometimes the considerations related to the assistive devices and the teaching-learning materials are also adopted with the curriculum.

Other than academic, the school has a number of programs and supports for the welfare of the children. Some of the programs are: residence with food, recreation, pre-vocational trainings, different therapies etc. Basically the facilities for residence are available for the children with special needs.

The school spends around 55000 taka per special child yearly which includes the academic fees and the cost of food and accommodation, therapies, medical treatment, teaching learning materials and the assistive devices. For the general students the expenditure is taka 10000-15000. The school authority generates the money mainly from the donations given to CRP.



For the mainstreaming of the children with special needs to education, vocation and society the school has a number of activities. For mainstreaming in education all academic supports for preparation is given during the time of study. For mainstreaming in the vocations a number of pre-vocational training is given. Guidance and encouragements are also given for self-employment. For their employment and mainstreaming in the society, setting up small shop, nursery, poultry farm training is done through the assistance and financial support of the school. William and Marie Taylor School is working to ensure Education For All through their activities and can be considered as one of the successful organizations who are implementing inclusive education programs.

Case Study 3: BRAC Inclusive Education Program

Introduced in 1997, pre-primary education is a critical strategic intervention for promoting the quality of primary schooling especially for children with illiterate parents. The main objective of the program is to prepare underprivileged children for entry to mainstream primary school. BEP provides a basic academic foundation, and the crucial emotional and physical development required for success in primary schools. Besides education, children with disability are also provided with medical support, and necessary assistive devices. Every pre-primary schools of BRAC enroll at least 1 child with disabilities and the maximum number is 5. After completing the one year pre-primary course, all graduates are enrolled in the nearest government or registered non-government primary schools. BRAC staff keeps a track of these children up to the completion of primary education. They call the GPS the “Mother school”. The students from BRAC also get the same advantages that any government school student



gets in that mother school. BRAC was involved in developing IE related books of DPE.

BRAC primary schools started in 1985 with the opening of 22 one-room schools providing three years of schooling up to Grade III, which was later extended to grade V. The main objective of non-formal primary schools is to develop a school model for the underprivileged/primary school dropout children, especially girls, and to complete the five year primary school syllabus in four years.

In collaboration with the government, BRAC initiated secondary teaching training services in 2001 to bring a qualitative change in teaching and learning in secondary schools, thus enhancing the capacity of non-government rural secondary school teachers in core subjects and pedagogy. BRAC also provides training for School Management Committees, head teachers/assistant head teachers and teaching staff to complement government efforts.

Skills Training for Advancing Resources (STAR) works with adolescents who have dropped out of school, helping them attain a decent employment by providing technical and vocational education and training.

The Adolescent Development Programme (ADP) started in 1993 as a subset of BRAC's school for older children. In order to retain the literacy rate and life skills that many girls lose after primary schooling, BEP opened Adolescent Clubs giving girls the chance to socialise, play indoor games, sing, dance and exchange views and experiences - all activities



that were frowned upon in their homes. It works with MoWCA and Department of Youth Development under the Ministry of Youth and Sports. Moreover, MoWCA signed a MoU with BRAC to replicate the ADP model at the country's seven districts of seven divisions where ADP is providing its entire technical support.

BRAC Education Program				
BRAC Pre-Primary Schools	BRAC Primary Schools	BRAC Education Programme's on Secondary Level	Skills Training for Advancing Resources (STAR)	The Adolescent Development Programme (ADP)
<ul style="list-style-type: none"> BRAC Pre-primary Schools (BPPS) 15,164 (Including 3164 schools by UNICEF) Number of students: 433,658 (61.29 percent female) Teachers: 15,164 (100 percent female) Course completed students to date: 4.35 million Students transfer to class I to date: 4.31 million Transfer rate 99.07 percent 	<ul style="list-style-type: none"> Total Primary School: 22,618 Number of ESP partners (NGO): 441 Total students: 670,815 (63.93 percent females) Total course completed students to date: 4.95 million (65.53 percent females) Transfer to formal schools to date: 4.66 million (65.21 percent females) Transfer rate of total course completed students: 94.14 percent Total teachers: 22,699 	<ul style="list-style-type: none"> Training & Workshops Programme Computer Aided Learning (CAL) Programme Mentoring Chhatrabandhu Medhabikash 	<ul style="list-style-type: none"> 992 learners graduated in 2012 under 486 master craftsman persons. 17 learners were people with disabilities (9female and 8 male) among these graduates. 983 are employed, with a monthly income ranging on average from BDT 2,000 - 12,000. 	<ul style="list-style-type: none"> Adolescent Clubs (Kishori Kendro) Adolescent Peer Organised Network (APON/Life Skill based Education) Livelihood Training courses Communication , Awareness and Advocacy

Table 9.1: BRAC Education Programs

There is a **Bridge School Education Program** which provides primary education to street children in Dhaka city from whatever education level they have completed and tries to teach two to three level of education in a



minimum duration, through which students can attend PSC examination. BRAC has different types of educational programs. They have “**Shishu Niketon**”, “**Shishu Polli**” schools.

In 2003 BRAC started the **Children with Special Needs (CSN) unit** to integrate children with disabilities into BRAC schools. By 2009, BRAC provided support to access to schools (pre-primary & primary) and services to nearly about 100,000 children with mild to moderate degrees of disabilities. (BRAC Website, 20 December 2012) (<http://education.brac.net/children-with-special-needs-csn>). There are currently 46,261 CSN students enrolled in BRAC schools across Bangladesh. (Inclusivity for unrecognised stars, December 2, 2013 by Anushka Zafar) (<http://blog.brac.net/tag/education/page/2/>)

In 2001 BRAC established the **Education for Ethnic Children (EEC)** to meet the needs of indigenous children. At class 1 level the students of EEC schools use their own native language. At class 2 they use 80% native language and 20% Bangla in their learning process. At every level the percentage of using Bangla increases. At class 5 they use only Bangla as they have to ace the PCS exam. The teachers here are bilingual. So they are able to teach the students in both of the languages.

The whole education program is an IE program. 99% students have passed the PSC examination. There are resource teachers who go to students' home if they are that much unable to school. Teachers also bring these students to their own home if they are more than 1. Junior

section specialists also do this job sometimes if needed. BRAC provides assistive devices, braille books, and braille books made by mud where dots are made by 6 marbles or made by wood or tip (decoration materials), or different handmade teaching aids, magnifying table lamp. BRAC is also building RAMs. They also suggest one companion to come with the children with disabilities, thus they will come easily to schools. And any obstacle that comes in the way of school is being tried to be removed (trees on the way of schools are being cut down). BRAC builds mud houses which are sound resistant. There are double boards or a big board (just a foot above the floor) and yellow marks around the boards to make it easy accessible for children with visual impairment. The funding of BRAC Education Programme II (BEP II) 2009- 2014 is supported by a donor consortium that includes five donors (AusAID, CIDA, DFID, Embassy of the Kingdom of Netherlands and Oxfam NOVIB).

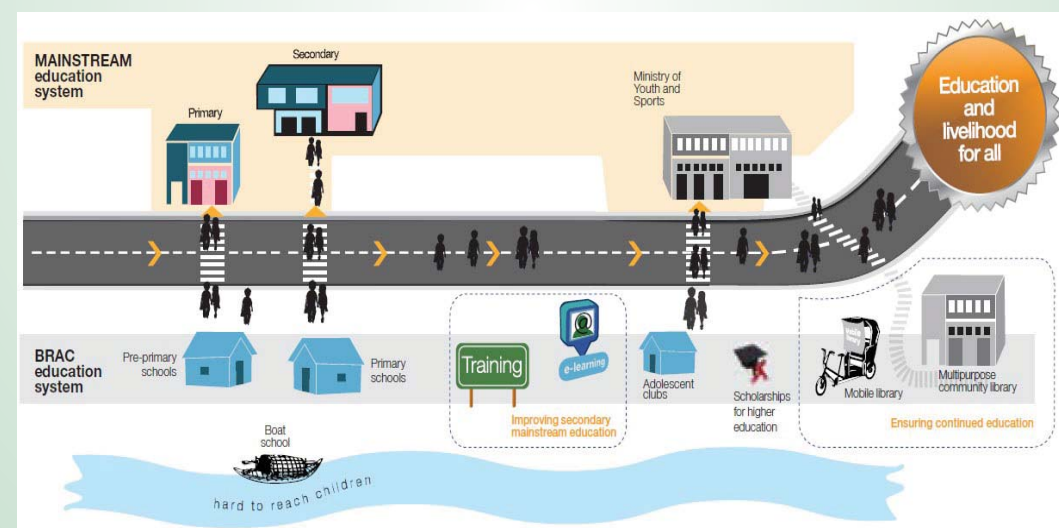


Figure 9.1: BRAC Inclusive Education Programme (Source: BRAC webpage, <http://education.brac.net/82-bhp/brac-projects>)



Case Study 4: Experiences from the Plan International Bangladesh's project titled *Developing a Model of Inclusive Education in the Government Primary Schools in Bangladesh*

Plan International Bangladesh (PIB), a child centred INGO, has been working to strengthen the mainstream primary education for about thirteen years. Through its unique strategy named school improvement plan (SIP), Quality Primary Education Program (QPEP) PIB emphasises on access, governance and quality in primary education addressing all children regarding their race, culture, ability and gender.

As mentioned, PIB is working for 3-11 years old children by addressing three different age groups through different interventions named SBK, preschool and primary school where inclusion is a compulsory issue as per CSP III and global education strategy of PIB. At present PIB is working with more than 300 mainstream primary schools, running more than 700 preschools (for 5-6years old children) and 1800 Shishu Bikash Kendra (SBK) (For 3-5 years old children) in six districts named Dhaka, Gazipur, Nilphamari, Dinajpur, Lalmonirhat and Barguna. To enhance the quality of learning various supports are given to the mentioned primary schools, preschools and SBKs like teachers training, materials supply, children participation through library & adolescent groups, school health & sanitation support, awareness raising, advocacy with local and central government etc. According to Plan's Country Strategic Plan III (CSP-III) access, quality and governance are referred as key working areas for QPEP which shows Plan's passion to include all excluded children in to regular schools and continue their education with quality. Presently

QPEP addressing inclusion issues in its working schools and centers with scattered activities. Children who have difficulty to achieve learning outcomes are receiving different academic supports according to their demands. Enrolment rate is also satisfactory in Plan's working areas. But Plan is struggling to develop a standard inclusive school where all stakeholders will be ready to play their roles to ensure quality education for all children especially for the children with disabilities. By this time, through its QPEP, Plan is trying to raise awareness among the teachers, parents, communities & education officials on enrolling children with disabilities and addressing their diverse educational and developmental needs but these are not sufficient to address the education of children with disabilities effectively. Recently PIB has started a new project titled Developing a Model of Inclusive Education in Government Primary Education in Bangladesh. This Case study is based on the experiences of the project gained so far.

It has been clarified that PIB only works in government schools in coordination and collaboration with government's mainstreaming approach as a technical organization. It doesn't implement its programs directly. It assigns partner organizations who work with government schools for implementing the programs and capacitates them. Implementing quality primary education is one of the biggest works that Plan is doing now. Initially it is working for most marginalized group and excluded group in the community. In the mainstream education program the children who are still out of school of the catchment areas in the project location, such as children with disability, ethnic or children from ultra-poor families or out of geographical location, through mapping they are identified and ensured



with needs and rights. PIB has taken special initiatives to bring them to school:

- **Community based intervention:** This design was based on a study. Following the study stigma or challenges of a community is being identified. And taking those into account Plan identifies excluded or out of school children through a program called Community Out of Reach Program.
- **School based intervention:** At the same time schools are also addressed. There are certain barriers because of which children don't join school or even after joining they don't continue their study. Here schools can get ready and improve or develop every capacity to address out of school children.
- **Supervision based intervention:** Plan develops a clear understanding within those people who supervise and manage the schools and monitor them. And also organize programs on sensitizing, building up capacity and enhancing monitoring support

Working in these three comprehensive layers starting from 2012, PIB is trying to develop an effective, innovative, participatory and inclusive primary education implementation model with government primary school by-

- Addressing access, governance and quality: **WHOLE SCHOOL DEVELOPMENT**
- Involving all credible stakeholders and
- Based on government's policies, strategies and initiatives that maximize the result compare to investment.



Considering the dynamics of exclusion through rigorous study, Plan initiated a project for developing an implementation model of inclusive education in close collaboration with the government of Bangladesh (DPE) that complements PEDP III objectives. To create an equitable inclusive primary education system for all children, Plan's project adopted following principles:

- For quality primary education and 100% attendance with zero exclusion, this special initiative is now serving for the development of a model of inclusive education, as after these generic approaches the most marginalized boys and girls - the bottom 2-6% of the population are included where no approach worked to bring them to schools.
- The catchment area to define this coverage must correspond to a reasonable sized unit of government administration to ensure its replicability in the public system.
- The implementation model should be able to address diverse barriers to meaningful and sustained engagement of boys and girls using universal design principles and incorporate specific accommodations and adaptations in a common setting.

This project has been formed through categorically study to identify which children are out of reach from certain catchment areas for whatever the reason is for not attending the school and bring them to school. And not only bringing them but also ensuring their continuation in the school, cycle completion and achievement of competencies. Plans works in government schools in five different locations. At the Upazilla level were Plan works that is in 10 schools per location. Plan generates evidence of the locality,



local costs. Using local credible evidence which is being generated about existing government resources shows how to maximize the uses, mobilize the community, ways mobilizing community resources which can help to achieve the targets of PEDP III. Thus a demonstrative model of inclusive education system can be developed.

Living in the Government system this project uses the government's policies, strategies, opportunities, facilities, government human resources, governments' school based interventions. Along with these existing situations no new initiatives has been taken, so that a model will be developed within this system to reach maximum number of out of school children, and gradually 100% children of school catchment areas can have the services, even the children with disabilities or ethnic or ultra-poor, all students can get services from the school.

The government has not taken any initiative for children with severe and profound disabilities. But Plan works for every student who is in the catchment area of Plans project areas. Working in comprehensive approach Plan is training teachers, building community awareness, ensuring school readiness, reducing stigma within the communities, focusing on social model of inclusion, through which children are not leveled with their physical ability or mental ability. Whatever diversity the child is facing, Plan focuses only on his/her educational challenges. Plan is concerned with existing educational materials and don't produce any material.



Plan has developed a localized guideline based on the universal principle to make the school accessible and country level guidelines and implementing the guideline gradually. Plan is using generic child friendly approach in the schools. There are some issues with accessibility, and work is going on. 1st round intervention has already been conducted for making the schools accessible. Such as physical accessibility like entering from road to school, going to toilet, ensuring drinking water facility, entering classroom; move freely everywhere in the school and can use wheel chairs that has been ensured. A disability friendly toilet has been ensured where a wheel chair can enter, ensuring use of playing grounds. And for every child the schools have decorated to attract students, make them child friendly, use color contrast, make the classrooms colorful, make the boards visible, and build proper light contrast in the classroom. These works have been done already as per as the guideline.

The interventions have been designed to properly identify educational challenges of the children with disabilities but not with physically disabilities. So here is no physically disability identification screening tool. Here Plan has developed a kind of screening tool or guideline to identify the challenges and the risk factors. Here Plan works for teachers' capacity building and provides guidelines and tools. This intervention is in community level but not in school level. At first it has been introduced to Pregnancy to three years group level. Gradually it will run in three to five years, then in five to ten years gradually.

Among the children who are being out of reach 53% are children with different disabilities. The learning challenge group has been identified



greater in number from the study, and then it was said from perception that other children are children with vision impairment, severe and multiple disabilities. The study identified 872 out of school children of age 5 to 13 years as educationally excluded (around 4% of total number of school age children) of which 536 were boys and 336 were girls.

Plan schools have many good examples. Such as,

- The head teacher if highly motivated then the presence of children with disabilities is higher, and the students drop out less.
- If community supports then education of children with disabilities can be better ensured.
- In schools the peer group is a great support. If the children with disabilities attend SBK, the friendship with peer group also motivates them to continue their study.
- There are students who come from out of the catchment area. It has been identified that some schools have 14-15 more students than the total target. And the total presence of students is great. This has been possible because of child friendly teachers, enough playing materials, parents' involvement.
- Other schools who are not in the intervention process of Plan sometimes invite it to do programs on their schools.

The focus of Plan is access quality and performance. When access is concerned it can be showed from the evidence of the study that Plan schools have higher enrollment rate than the average national enrollment rate. And for quality and governance it has been seen with the results of a



standardize tool, the rate of competency achievement is higher than average. And the same study shows that, school management indicator for internal efficiency indicates that compare to other school plan school management system better. There the SMC, parents are more active, students' participation is also high.

Progress so far.....

- Practical comprehensive strategy developed for quality inclusive education through mainstream primary education system
- Technical design and necessary guidelines, manuals developed following standard
- Accessibility audit conducted at 50 schools with the participation of children, teachers, SMC, parents, AUEOs, UEOs and NGO representatives. Based on this, school based accessibility plan developed
- 50 schools physically renovated and decorated following UDG to ensure accessibility to ALL as per local plan
- All the teachers of the intervention schools are trained through an innovative package, motivated and now proactively engaged in actions to make school inclusive. Classroom is the first priority for teachers.
- All the SMCs and Student council members are oriented and passionately engaged to improve school as inclusive
- Community Resource Team and Children Circle formed in each school catchment area to provide support to SMC and student council. The members received orientation and are in action now in the school catchment area 6 parent's group formed in each school



catchment area and are under training now to start parenting and community based early learning.

- Children managed classroom library installed and in use from May 2014.
- Upazilla resource pool formed with government officials, members received training and technical support and thus a mentoring support system created at respective project areas
- Enthusiasm and momentum created among the school related stakeholders in developing a true model of Inclusive school.
- Project receiving continuous support from the renowned technical organizations i.e. IER, CDD, CRP, CBM, Plan Australia and Monash University, Australia
- Receiving recognition and endorsement from the Directorate of Primary Education (DPE)

What's Next:

- Plan's next training focus is inclusive pedagogy. For inclusive pedagogy inclusive teaching learning materials are needed.
- Plan will also work on the 2nd round like the 1st round and gradually schools will be made inclusive.
- If any school really faces trouble because of noise pollution, then it will be considered. But till now in generic approach sound pollution hasn't been addressed. This problem can be faced where traffic is just beside the school. This will be addressed school based if this kind of situation comes.

- Severe and profound students with visual impairments are not being addressed. But in the 2nd round some colour and tactile marking will be placed around the schools for low vision and children with visual impairment. These all are in accessibility guideline.



Figure 9.2: PIB's Development of a model of Inclusive Education in the Govt. Primary School Project at glance.

[Source: Ahsan (2013); Ahsan et al. (2013) and Plan International Bangladesh (2014). Journey towards Quality Inclusive Education: A case from Plan International Bangladesh]

Case Study 5: Sightsavers Supported Inclusive Education Programme in Bangladesh

Because of the obstacles like poverty, ignorance, un-acceptance, feeble infrastructure etc, Bangladesh is struggling to ensure inclusive education



for the children with disabilities both in rural and urban areas. A number of local and international organizations are working against of those obstacles and some wonderful stories of success have been created. Sightsavers an international organization for development is one of them.

The specific objectives of the initiatives are, enrolling children with visual impairment into mainstream primary schools, create physical and educational environment for children with disability, advocate at local and national level for inclusive education and strengthen organizational management capacity for IE. With the collaboration of its NGO partners and the permission from the Ministry of Primary and Mass Education (MoPME), Sightsavers is implementing inclusive education programs for the children with disabilities (especially blind and low vision children) in Bangladesh for last 10 years. Now the programs are being implemented in the districts of Narshingdi, Sunamganj, Shirajganj, Barishal, Coxbazaar and Dhaka.

Sightsavers has implemented inclusive education programs in 46 government primary schools in Narshingdi with its partner organization Assistance for Blind Children (ABC), 41 government primary schools in Sunamganj with Voluntary Association for Rural Development (VARD), 25 government primary schools in Sirajganj with National Development Program (NDP), 40 government primary schools in Barisal with Center for Services and Information on Disability (CSID), 25 government primary schools in Sirajganj with National Development Program (NDP), 214 government primary schools in Coxbazaar with Baitush Sharaf Eye Hospital (CBSEH) and 5 government primary schools in Dhaka, among them 3



receive direct support from Sightsavers and two other with Bangladesh Visually Impaired Peoples Society (BVIPS).

Services like capacity building initiatives through training of teachers and district based government officials on inclusive education (IE), provision for supply of educational materials, school adaptation, awareness-raising etc are being provided from the program. Simultaneously, advocacy initiatives at local and national levels continued, creating significant changes in education scenario of children with disabilities in selected mainstream schools with the effort of Sightsavers education interventions.

The supports and services of Sightsavers to implement inclusive education in the government primary schools in different districts are, training on IE for teachers and teachers trainers, Braille and sign language orientation, school and classroom adaptation demonstration, providing need based education materials, low vision devices/ assistive devices, e.g. - Braille set with stylus, Taylor board with types for mathematics practice, Braille textbooks and alphabet books, low vision education materials- reading stand, writing stand, signature guide, optical devices, signature pens, table lamps, hearing aid, wheel chair, white cane etc, establish ICT resource centre accessible for children with disabilities (particularly visually impaired) at mainstream schools and for other children as well, eye care support/referral for sight testing of school children and children with disabilities.

For strengthening this program Sightsavers has taken a number of initiatives to make the community involved. Family and community



sensitization/counselling on education for children with disabilities, strengthening school management committees with orientation on inclusive education, providing training on Braille, sign language and IE for self-help group (SHG) members, parents of visually impaired children and community people at local level to develop community based resource pool involving the SHG members & community volunteers to ensure sustainability, capacity building of self-help group members (SHG) and parents/ family members of children with visual impairment on Braille and sign language who will be involved in supporting Braille teaching learning techniques to the children with visual impairment at community level, networking with other organizations/INGOS/disability and education alliances to promote inclusive education for children with disabilities etc are some of them.

Collaboration and support from the administration is very important to make any program successful. Here to work with the administration Sightsavers does district level advocacy initiatives on IE with local government authorities, education officials, teachers, School Management Committee (SMC) members, union parishad members' elite persons, media etc. Again advocacy at central level education authority by demonstrating IE initiatives is also done.

Sightsavers has made a bright example of success in the enrolment of the target groups, and the sustainability of their programs. To ensure 100% enrolment of the children with disabilities (especially blind and low vision) Sightsavers runs door to door survey in their target areas with its partner organizations. Again all of its initiatives to ensure the supports from the



community have made the programs more sustainable. Sightsavers ensures the involvement of the community with all of its activities related to their programs which make the community leaders to think it as their own. All of the inclusive schools and the resources of the programs provided by Sightsavers are managed and maintained by the community leaders and it will be continued even after the completion of the projects.

The Department of Primary Education (DPE) and Department of Social Services (DSS) are highly benefited from the programs where they have worked jointly with Sightsavers. Through the programs of Sightsavers till the December of 2013, 1541 children with disabilities (boys 1021 and girls 520) are continuing education in 227 mainstream primary and secondary schools, 363 government school teachers and over 80 members of Self Help group received training on IE and Braille, a total of 69 persons including government Primary Teachers Training Instructors (PTI) of Cox's Bazar, Sirajgonj and Narshingdi districts and Upazilla Education Officers (UEO) and Assistant Upazilla Education Officers (AUEO) have been provided basic training on inclusive education and Braille, 112 AUEP and URC instructors under DPE received training on IE, Braille and sign language, 12 newly recruited government primary school teachers who themselves have visual impairment received training on inclusive education and need based teaching learning strategies, 24 Instructors and trainers of DSS are trained on IE, Established 16 ICT resource centres in Dhaka, Narshingdi and Cox's Bazar and Sunamgonj in government mainstream primary schools, 16 Resource Centers were established at 16 government integrated education programme (GIEP) for children with visual impairment schools under Directorate of Social Services. These



achievements have made a tremendous change for our country which could never be achieved alone by DPE or DSS.

Considering the achievements, enrollment rate, sustainability and the involvement of the government and the community, the programs for the inclusive education in the government primary schools in Narshingdi are set as the examples for the organizations working in this area in Bangladesh.



Chapter FOUR

Recommendations



Chapter Four

Recommendations

The analysis and synthesis of findings from the review of secondary documents, internet surveys, interviews, FGDs and case studies revealed a number of specific challenges, contradictions, gaps, confusions and lack of coordination as well as collaborations regarding policies and practices in relation to education of children with disabilities in Bangladesh. The following paragraphs in this chapter derive some specific recommendations based on the research findings and analysis.

A. Recommendations Regarding Educational Policies:

- The study identified several contradictory policies. Those contradictory policies should be revised to bring harmony among policies.
- There are some policies (such as, sections of the Compulsory Primary Education Act 1990, National Child Policy 2011, PEDP III) that clearly promote segregation. These segregating policies should be removed while revising the policy documents by the relevant government agencies.
- Policies should be made easier for understanding for the stakeholders and initiatives have to be taken by both Government and NGOs so that stakeholders become aware regarding educational policies for children with disabilities.
- Policies should emphasize coordination, collaboration and the joint efforts of different ministries.



B. Recommendations Regarding Education Provisions:

- This study found that there is no collaborative effort among different education provisions (inclusive/integrated/special education) from the ministry level to the school level. Therefore, collaboration strategies have to be developed so that these educational provisions can practice collaboration.
- It is important to make special education inclusive by bringing changes in the service delivery approaches and curriculums. Some models of inclusive special education have to be developed in both public and private sectors.

C. Recommendations for DPE Initiatives:

- DPE is the most important agency to ensure education of all learners including children with disabilities. Therefore, DPE has to take initiatives to bring different education provisions (inclusive/integrated/special education) come under their programme gradually.
- There are different divisions (i.e. training, monitoring & evaluation, planning) within the DPE. But this study revealed that inclusive education issues are only managed by the inclusive education cell of the DPE. Hence, reforms have to take place so that inclusive education issues are merged in different divisions as a part of their regular activities.
- As the DPE is maintain and contributing in the database of children's participation in education, then educational requirements (i.e. Braille Book, assistive devices) of each child has to be sorted out and sent to

the relevant departments to fulfill those demands. Therefore, there should be a data sharing strategies among different EMIS of the government.

- DPE has to take data from the NGO sectors as well to make the IMS updated and a GO-NGO collaborative approach has to take place to make data error free.
- Still there are confusions in the concept of inclusive education at policy and practice levels in different levels of education. DPE in collaboration with different stakeholders as well as NGOs has to take initiatives to develop a conceptual framework of inclusive education so that those confusions are removed.
- Still the enrollment rate of children with disabilities is very low. DPE should take initiatives to increase enrollment of children with disabilities into education.
- Universal design principles have to be followed by the DPE to make schools (classroom, school-compound, playground, drinking water facilities etc.) assessable for all learners.
- DPE has to work collaboratively with different key stakeholders from the government and NGO levels to develop an alternative assessment system that would promote multi-sensory approaches to address issues on multiple intelligences.
- DPE has the responsibility to explore different inclusive education models and learn from them to make regular schools more inclusive for all learners.



D. Recommendation for NCTB Initiatives:

- NCTB has to include issues related to education of children with disabilities in the Teacher guide as well as in the text books.
- There has to be a strategy so that NCTB asks for data about requirements of Braille books to the relevant government departments (i.e.DPE, DSS).
- Competencies of the curriculums set for the children of different abilities should be revised to address individual needs and abilities.
- NCTB has to develop a strategy to bring Special education curriculums in one umbrella and suggest strategies about how to modify and simplify those curriculums for addressing learning needs of different learners without minimizing the learning competency issues.
- Transition curriculums should be prepared for the following areas: Pre-primary to Primary, Special to Regular/Inclusive, Regular/Inclusive to Vocational, Primary to secondary education and education to employment sectors.
- Information regarding Sign language needs to be included in the teacher guide.

E. Recommendation for NAPE Initiatives:

- NAPE has various initiatives for human resource development and research. Inclusive education approaches should be an embedded part of those initiatives.
- NAPE has to develop collaboration among other government agencies (i.e. DPE, NCTB, DSS) regarding inclusive education related activities

so that a holistic change can take place among different implementing bodies.

- Still pre-service and in-service teacher education curriculums at primary level are not inclusive and medical-model dominated. NAPE has to take initiatives to make teacher education curriculums inclusive and social model based.
- NAPE should collaborate with DSS to bring their resource teachers as a trainer in their training programmes run by PTIs.

F. Recommendation for DSHE:

- DSHE has not yet taken the responsibility of education/inclusive education of children with disabilities on a large scale basis. Therefore, inclusive education strategies have to be embedded in different educational initiatives of the DSHE.
- DSHE has to take initiatives to make teacher education programmes at the secondary level.

G. Recommendation for DSS:

- DSS has to shift the educational responsibility of children with disabilities to the DPE.
- DSS has to redefine their roles for promoting inclusive education by providing support in the areas of disability assessment, educational materials, therapeutic assistance, supplying Braille material and Sign language assistance.
- DSS should allow the resource teachers at the district levels to work as a resource person for the PTIs and TTCs for Braille training.



H. General Recommendations:

- A National Coordination Committee on Inclusive Education (NCCIE) has to be formed by the Government through involving all identified service providing and coordinating bodies at both GO & NGO levels related to inclusive education and disability in Bangladesh.
- It has been found that development partners provide funding in many generic development issues. But education/inclusive education of children with disabilities are not addressed in those initiatives directly. A funding strategy/guideline has to be developed by the government that includes education of people with disability issues so that all development partners follow that rules while funding any initiative.
- Primary schools in Bangladesh still follow a very centre-based, bureaucratic management system, which is a barrier to inclusive practices. Top-down management system has to be revised to provide schools more freedom in decision making.
- More scopes of idea-sharing among different stakeholders have to be promoted to develop collaboration and cooperation among different stakeholders.
- Self-help groups also need to come forward to ensure the success of inclusive education.
- Some challenges identified in this study include lack of resources, negative attitudes of community and teachers, non-cooperation of schools etc. Hence, more intensive awareness raising initiatives have to take place to improve the overall situation regarding education of children with disabilities.



- National coordinating bodies such as NFOWD, NADPO, ACIE should work collaboratively with the government and develop a resource sharing service delivery approach to ensure a holistic approach for education of children with disabilities.

In addition to the above recommendations, several other recommendations have been made by the stakeholders from DPE, DSS, DSHE, INGOs, national and local NGO representatives in a findings sharing workshop organised by Sightsavers in Dhaka. Appendix 1 provides an overview of those recommendations raised in that workshop.



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Some useful websites reviewed in this study

Organization	Website
ACIE	www.ac-ie.org
ADB	http://www.adb.org/projects/
BANBEIS	www.banbeis.gov.bd
Bangladesh Jatiyo Totho Batayon	www.bangladesh.gov.bd
BPF	http://bangladeshprotibondhifoundation.org/educations.html
BRAC	www.brac.net
BVIPS	www.bvips.org
CAMPE	www.campebd.org/
CDD	www.cdd.org.bd
CRP	www.crp-bangladesh.org
CSID	http://www.csid-bd.com/
DPE	www.dpe.gov.bd
DSHE	www.dshe.gov.bd
DSS	http://www.dss.gov.bd/
MOE	http://www.moedu.gov.bd/
IISB	http://www.iisb-bd.org/
MOPME	www.mopme.gov.bd
MSW	www.msw.gov.bd
NADPO	http://www.nadpo.org/
NAEM	www.naem.gov.bd/
NAPE	www.nape.gov.bd
NCTB	www.nctb.gov.bd
JPUF	http://www.nfdp.gov.bd/
PLAN – Bangladesh	https://plan-international.org/where-we-work/asia/bangladesh/
Proyash	www.proyash.edu.bd
SIGHTSAVERS – Bangladesh	http://www.sightsavers.net/our_work/around_the_world/asia/bangladesh/default.html
UNICEF – Bangladesh	http://www.unicef.org/bangladesh/

Some other online document list reviewed in this study

Document	Web link
Australian Government Department of Foreign Affairs and Trade, 2014	http://aid.dfat.gov.au/countries/southasia/bangladesh/Pages/archive20140502.aspx
Australian Government AusAid, 2012, Australia–Bangladesh Aid Program Strategy (2012–16)	http://aid.dfat.gov.au/countries/southasia/bangladesh/Documents/bangladesh-program-strategy-2012-16.pdf
Bangladesh Policy Fund	http://devtracker.dfid.gov.uk/projects/GB-1-113310
Bangladesh Education Development Programme (BEDP)	http://devtracker.dfid.gov.uk/projects/GB-1-202123
DPE, June, 2011, Third Primary Education Development Programme (PEDP3): Main Document,	http://planipolis.iiep.unesco.org/upload/Bangladesh/Bangladesh_PEDP3.pdf
Delegation of the European Union to Bangladesh, Third Primary Education Development Programme (PEDP III)	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/22542_en.htm
Delegation of the European Union to Bangladesh, Budget support to Third Primary Education Development Programme (PEDP 3)	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/291406_en.htm
Delegation of the European Union to Bangladesh, Capacity Building For Equitable Quality Basic Education: UNICEF Technical Support to PEDP 3	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/295263_en.htm
Delegation of the European Union to Bangladesh, Promoting rights through community action: improved access to inclusive education for children with disabilities.	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/246477_en.htm
Delegation of the European Union to Bangladesh, SHARE: Supporting the Hardest to Reach Through	http://eeas.europa.eu/delegations/bangladesh/pr



Basic Education : Aloghar (Lighthouse).	objects/list_of_projects/262792_en.htm
Delegation of the European Union to Bangladesh, SHARE: Support to the Hard to Reach through Basic Education.	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/21533_en.htm
Delegation of the European Union to Bangladesh, Skills for Unemployed and Underemployed Labour (SkillFUL): Promoting sustainable training in the informal economy for poverty reduction.	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/231223_en.htm
Delegation of the European Union to Bangladesh, Support Urban Slum Children to Access Inclusive Non-Formal Education (SUSTAIN)	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/262810_en.htm
Delegation of the European Union to Bangladesh, Technical and Vocational Education and Training for Young People in the Informal Economy in Bangladesh.	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/231125_en.htm
Delegation of the European Union to Bangladesh, Unique Intervention for Quality Primary Education (UNIQUE II)	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/262796_en.htm
Delegation of the European Union to Bangladesh, AMADER SWAPNO (Our Dream): Adivasi and Monga Area Development through Education by Realising Schooling for Weak and Poorest Non-enrolled Children	http://eeas.europa.eu/delegations/bangladesh/projects/list_of_projects/262794_en.htm
English in Action	http://devtracker.dfid.gov.uk/projects/GB-1-107480
UKAID, 2014, Underprivileged Children's Education and Skills Programme	http://devtracker.dfid.gov.uk/projects/GB-1-203228/
UNICEF, Canadian International Development Agency (CIDA)	http://www.unicef.org/bangladesh/partners_5572.htm
Zafar ,A., December 2013, BRAC Blog: Inclusivity for unrecognised stars	http://blog.brac.net/tag/education/page/2/

Appendix

Appendix 1: Findings Sharing Workshop Recommendations

1. Improve policy and curriculum

- Consultation to propose national committee to review policy, curriculum to identify gaps on areas of – Access, Quality, Dropout, Retention, Follow-up, transition programme.
- Follow a consortium approach for the review process.
- Bring all govt., NGO and other stakeholders in this regard.
- Support the review and update of the National Policy for Persons with Disability 1996 in-line with the UNCRPD
- Support the process of finalizing the Rules for the implementation of the National Disability Rights & Protection Act 2013 by ensuring further consultation
- Support the review of all curriculum (Govt. and NGO) based on the need of disabled children and work on flexible curriculum where needed – advocacy and consultation
- Support the review of the assessment and exam systems etc – key concerns: uniformity and student-friendly

2. Increased awareness in the context of education of students with disabilities

- Support to increase the collaboration with DPOs and local education, SMC



- Use mass media, radio (utilising tools such as drama, songs etc (explore with UNICEF initiative focusing child protection and ensure participation of children with disabilities there
- Support developing/producing popular versions of all key Policies, Act, Rules targeting grass-roots people & persons with disabilities, parents and others
- Advocate and promote developing & placement of Citizen's Charter in front of all schools
- Create provisions for/support organizing courtyard meeting etc. if required use the initiatives of DSS in this regard.
- Place Billboard, banner, leaflet etc
- Enhance the coordination at various players (GO, NGO and others)
- Use religious institutions, chairman, members of up-upazila
- Arrange for TV advertisement on this issue
- Introduce Text in favour of inclusion & education in the text books
- Advocate for ensuring representation of disabled people, their organisations, parents of children with disability
- Explore with DPE to ensure inclusion in various child centered council, committee program should be increased children with disability (which they worked before in collaboration with UNICEF)
- Bus /public transport to have positive message on disability

3. System strengthening

- Build capacity in teachers training of the govt.
- Manual development support
- Collaboration with other NGO's, INGO's
- Life skill development –DSHE generation break through project
- We can provide information



- Educational material for low vision students and large print books
- Needs assessment at different districts for education and other materials
- Mathematics and science education and training material
- Research on math, science special for blind, low vision and hearing and speech impaired children
- IEC material- books
- Research assistive device
- National inclusive education forum

4. Recommendation form DPE participants

- Review different policy and curriculum by appropriate technical assistant and recommendation specifically about reform those documents
- Gender and inclusive education issues should be incorporated in different committees related to education like- representative of DPO disabled children should be confirmed in different committee
- In curriculum gaps should be identified closely and specifically regarding children with disabilities and the review should be combine with all other organization (GO, NGO's) who are working on this issues
- Assessment system would be flexible
- Different NGO's stakeholders may be involved with regular government awareness activities in the respective areas
- Sightsavers can be involved in regular communication activities (bill board, mobile messaging, poster, TV spot, documentary etc.)
- Master trainer should be developed in each PTI / UEO office on Braille and sign language
- Revised teachers training programmes are required.

