Analyzing the causes of dropout of children with disabilities from mainstreaming primary school in Bangladesh

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Study Conducted by:

Disabled Rehabilitation & Research Association (DRRA) &

Asian Centre for Inclusive Education (ACIE), Bangladesh

In association with: Liliane Fonds

Technical Partner: UNESCO- Dhaka

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Executive Summary

This study on exploring the dropout causes of children with disabilities is conducted by, DRRA,ACIE (Asian Center for Inclusive Education) and UNESCO Dhaka. The study aims to identify the challenges faced by students with disabilities to continue their education and suggest strategies to address the issues effectively and efficiently to prevent them from being dropped out. As the conceptual framework this study has taken the broader concept of inclusion in education that has four thematic indicators: presence/access, active participation, learning achievement and acceptance. The conceptual frame is aligned with the Lilliane Foundation's global framework of disability inclusion that promoted 4As. The broader understanding of equity and inclusion aims to achieve equity and social justice for all citizens in every aspect of life including education. Such concept of inclusion was first formally articulated in the Salamanca Statement and Framework for Action on Special Need Education (UNESCO, 1994) that aimed to reducing all sorts of exclusion in education for achieving quality education for learners from different backgrounds.

This study incorporated mixed method, which is widely accepted as a reliable method of data collection in social studies. From the philosophical view of realism, to explore the dropout scenario of Children with Disabilities this study goes for a holistic approach of data collection by reaching to all the stakeholders related to education of Children with Disabilities. Both the served and un-served area of DRRA has been chosen to examine the intervention quality and explore the real situation behind the dropout issue of Children with Disabilities. Semi-structured interview, Focus group discussion, survey questionnaire and Likert scales have been used to collect data from participants. The triangulation of data sets revealed multiple contradictions along with common perceptions on themes, nonetheless, were equally important to consider.

The current educational context of children with disabilities in Bangladesh some observations have been made. Policy support has been found from both national and international perspective for the education of children with disability and reduction of dropout rate. However, various causes of dropout have been found through this study. School in long distance, inaccessible school road, difficult to carry the child to the school because of weight, family is unable to bear school expenses, migrated to other place, negative attitude towards education of persons with disabilities, negative attitude towards education of girls with disabilities, assuming that education have no future benefit, less positive behaviour of school

teachers and peers, moderate skill of teachers to teach all in the same class, less family support, giving importance in others engagements, lack of education materials or assistive devices, decrease of health condition after enrolling school are found as the major causes of dropout of children with disabilities.

Moreover children with disabilities who are in schools are also facing different challenges in continuation of their education in different stages. Though govt. has taken initiatives to make school accessible for all, but accessibility as well as distance problem still remain as major challenges regrading drop out. The physical facilities of school premises have been improved by PEDP-2 and PEDP-3 initiatives but outside environment have not been improved. Most of the teachers noted that in terms of physical infrastructure the newly build school buildings are accessible for the children with disability with ramps, disable friendly wash blocks and adjustment in playground.

However, the scenario of the old schools is unsatisfactory Educational expense is another challenge for the children with disability to continue their education. In our county, primary education is free. Hidden cost is one of the major issues associated with educational expenses. Furthermore, though overall attitude towards disability is found as positive in this study, but still negative attitudes of school stakeholders is a major challenge for the students with disability to maintain their participation in educational setting. Lack of teacher's skill, less family support to take the child in the school, lack of supportive resource (both physical and human resource) in school are other challengesfound in this study faced by students with disability to continue their education.

Based on the identified causes and challenges at the end of this report some policy and advocacy recommendations have been made which would assist the government and relevant NGOs in the intervention design for decreasing the rate of dropout rate and enhance the scope of education for children with disabilities.

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List of Abbreviations

AAB	Action Aid Bangladesh
ACIE	Asian Centre for Inclusive Education, Bangladesh
APSC	Annual Primary School Census
ASPR	Annual Sector Performance Report
AUEO	Assistant Upazila Education Officer
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BEHTRUWC	Basic Education for Hard-To-Reach Urban Working Children
BPS	Brac Primary School
CC	Children Circle
CMC	Centre Management Committee
CPP	Child Protection Policy
CRC	Convention on the Rights of the Child
CRT	Community Resource Team
DAM	Dhaka Ahsania Mission
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
DRRA	Disabled Rehabilitation and Research Association
EFA	Education For All
ESP	Education Support Programme
ESP	Education Support Program
FFE	Food For Education
FGD	Focus Group Discussion
GDP	Gross domestic product

GOB	Government of Bangladesh
GPS	Government Primary School
HEB	High Energy Biscuit
ICE	International Conference on Education
IE	Inclusive Education
IER	Institute of Education and Research
IFPRI	International Food Policy Research Institute
KII	Key Informant Interview
MDG	Millennium Development Goal
MoE	Ministry of Education
MoLJPA	Ministry of Law Justice and Parliament Affairs
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NER	Net Enrolment Rate
NFOWD	National Forums of Organizations Working with the Disabled
NFPE	non-formal primary education
NFPE	Non Formal Primary Education
NGO	Non-Government Organization
PEC	Primary Education Completion
PEDP 3	Primary Education Development Program-3
PEDP 4	Primary Education Development Program-4
PEDP II	Primary Education Development Program-II
PESP	Primary Education Stipend Programme

PTI	Primary Training Institute
RNGPS	Registered Non-Government Primary School
SBK	Sishu Bikash Kendro
SCE	Second Chance Education
SCE	Second Chance Education
SDG	Sustainable Development Goal
SFP	School Feeding Program
SLIP	School Level Improvement Plan
SMC	School Management Committee
SPSS	Statistical Package for Social Science
TEIP	Teacher Efficacy for Inclusive Practices
UEO	Upazila Education Officer
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	UN Convention on Rights of Persons with Disability
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Emergency Fund
USCEP	Urban Slum Children Education Program
VERC	Village Education and Resource Centre
VERC	Village Education and Resource Centre
WB	World Bank
WFP	World Food Program

Chapter 1
Introduction

Chapter 1

Introduction

Background and Rationale

The United Nations has fixed seventeen Sustainable Development Goals (SDGs) for ensuring human development and specifically aimed at reducing vulnerability of exclusion in different stages and extents of life (UN, 2015). More specifically, the Goal 4 has clearly articulated that every nation has to ensure equitable, inclusive and quality education for all learners and promote lifelong learning and it has to be achieved by the year 2030 (UN, 2015). Globally primary education systems have success stories in ensuring high enrolment rate of school age children. Even enrolment rate in developing countries has reached up to 91 precent (UN, 2016). Despite such progress, UNICEF (2016) reported that globally there are over 59 million primary school-age children who are either being out of school or dropped out from primary education and majority of them live in sub-Saharan African and South-East Asian Countries. In addition to that, the progress in increasing enrolment rate has slowed down since 2007 and keeping children in school has been considered as a constant challenge.

UNESCO's EFA Global Monitoring Report 2015 (UNESCO, 2015) indicates that among the primary age out-of-school children, 20 per cent have some schooling but dropped out. Besides, UNICEF (2016) progress report on primary education indicates that children who are enrolled in schools dropout in each grade completion. Among the 560 million primary school age children, 120 million children do not reach Grade IV. EFA Global Monitoring Report of UNESCO (2015) further reported that the majority who are either left out of school or dropped out from education for various reasons include children from ethnic and language minority groups, ultra poor families, nomadic communities, children from conflict zones, working children, slum dwellers, and children with disabilities. Singal (2017) claimed that globally one in three out of school children have disabilities. International research findings (Ahsan, Deppeler & Sharma, 2013; Forlin, Loreman, Sharma, & Earle, 2009; Kim, 2011; Shade & Stewart, 2001) also claimed that despite various initiatives taken for preparing teachers for diversity focused inclusive classrooms teachers still feel less confident in including children with disabilities in the regular classrooms.

Roger Slee (2013) argued that inclusion of children with disabilities require an all-inclusive social movement to reform the whole

While implementing inclusion in education, both Western (Croser, 2004; Mittler, 2004) and Southern (Ahsan, Sharma & Deppeler, 2012; Daniels, 2010; Sharma, Forlin, Deppeler & Guang-xue, 2013, Singal, 2010) countries (i.e. Bangladesh) are facing several challenges and there is a huge socio-demographic difference in southern countries with the contexts of the West (Sharma, 2011; Singal, 2010; 2014).Where there is a good number of research done in the western contexts, very few studies have been done in the southern countries. Therefore, research must be carried out to identify the causes of dropout children in different geographical contexts of the world. Eventually, exploring and analyzing the causes of dropout of children with disabilities in Bangladesh is a timely demand to ensure equitable, inclusive and quality education for all, specifically in the primary education sector.

In Bangladesh context, the situation is nothing different from the global challenges regarding primary education scenario. The Annual Primary School Census (APSC), 2016 reported that the Net Enrolment Rate (NER) in Bangladesh is calculated 97.94% [Boys 97.10% and Girls 98.82%] which is quite impressive (MoPME, 2016). However, like the global trend, still the dropout rate is very high as the APSC (2016) report claimed that the overall primary cycle dropout rate in the year 2016 is 19.2 % [boys 22.3% and girls 16.1%] (MoPME, 2016). Among the children who are out of school for many reasons, majority of them have disabilities. A study conducted in 50 government primary school catchment areas by the Plan International Bangladesh (Ahsan et al., 2014) also found that 53% of out of school children have visible disabilities. Like the global trend of slower progress in enrolment rate in recent years, the national data in Bangladesh also indicates that the number of enrolment of children with disabilities has doubled between the time periods of 2005 to 2011, but it started declining since 2013 and continued to decrease until 2016 as per the report of APSC 2016 (MoPME, 2016). Hence, it is clear from the above data that it is necessary to revisit intensively to analyze the causes of dropout children globally as well as in the context of Bangladesh, specifically for those children with disabilities who dominates the out of school children group.

Government of Bangladesh has enacted the National Education Policy 2010 (MoE, 2010), where inclusive education has been considered as a viable strategy to eradicate exclusion to achieve literacy. The overall goals and objectives (Objective Number 10) of the NEP 2010 as described in the Pre-primary and Primary Education Section of the "Education Policy 2010" further emphasized, "Equal opportunities have to be ensured for all kinds of disabled and underprivileged children" (MOE, 2010, p. 12). Recently, Bangladesh enacted the "Rights of the Persons with Disabilities and their Protection Act, 2013" for ensuring all rights of persons with disabilities (MSW, 2013). Bangladesh developed a functional definition of inclusive education through a consultative workshop in more than 15 years ago (2001), which was organized by UNESCO-Dhaka with different stakeholders that define inclusive education as:

> Inclusive Education is an approach to improve the education system by limiting and removing barriers to learning and acknowledging individual children's needs and potential. The goal of this approach is to make a significant impact on the educational opportunities of those: who attend school but who for different reasons do not achieve adequately and those who are not attending school but who could attend if families, communities, schools and education systems were more responsive to their requirements (Ahuja& Ibrahim, 2006, p. 6).

Currently, the Ministry of Primary and Mass Education has included the concept of Inclusive education which has been accommodated in Primary Education Development Plan (PEDP) and Directorate of Primary Education of Bangladesh is implemented Primary Education Development Program III (PDEP 3) in association with different development agencies. The Government is going to design the PDEP 4 programme document. Yet dropout of children from the mainstream primary education, which is specifically dominated by the children with disabilities, is considered an unreachable challenge for the government through the PEDP 2 and 3 initiatives. Hence, an in-depth study to explore the possible reasons behind such challenge at this period could contribute in designing the PEDP 4 programme more efficiently for reducing the dropout rate of children with disabilities from primary education in Bangladesh. This study is an attempt to explore the challenges in education faced by children with disabilities and identify

possible causes of dropout of children with disabilities for mainstream primary schools in Bangladesh.

Objective of the Study:

The study aims to identify the challenges faced by students with disabilities to continue their education and suggest strategies to address the issues effectively and efficiently to prevent them from being dropped out.

Specific Objectives of the Study:

1. To explore current educational context of children with disabilities in Bangladesh.
2. To explore possible causes of drop out of the children with disabilities.
3. To identify the challenges that the children with disabilities are facing in continuation of their education in different stages.
4. To identify challenges associated with continuing education at primary level?
5. To suggest strategies for addressing the challenges of continuation of education.

Conceptual Frame of the Study:

This study has taken the broader concept of inclusion in education as the conceptual framework. The broader understanding of equity and inclusion aims to achieve equity and social justice for all citizens in every aspect of life including education (Ainscow, 2005; Ballard, 2003; Sen, 2005). Such concept of inclusion was first formally articulated in the Salamanca Statement and Framework for Action on Special Need Education (UNESCO, 1994) that aimed to reducing all sorts of exclusion in education for achieving quality education for learners from different backgrounds through whole school improvement approach. The concept of Whole School Development claims that inclusion is more than just physically placing children with diverse backgrounds into mainstream schools (Booth, Nes, & StrØmstad, 2003; Forlin, Cedillo and Romero-Contreras, 2010). Rather, it is more focused on ensuring access, participation and achievements by improving the whole school system and teaching learning approaches to attain quality education for all learners (Forlin, 2008, 2010; Sharma, 2011).

While introducing inclusive education as a strategy for reducing exclusion, a gap in the conceptual understanding about inclusive education and its practices in different country contexts has been noticed that could also be a cause of in-school exclusion. An analysis of implementation strategies of inclusive education in different countries in the Asia Pacific Region indicates that due to having fragmented concept of inclusive education, education systems have not yet embedded the concept of inclusive education as a part of reform initiatives for achieving quality education (Kaplan & Lewis, 2013), rather it has been understood and implemented as isolated, medical-view dominated and standalone initiatives in most contexts. The deficit/medical model views differing abilities of learners as deviance and suggests that those differences have to 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). In relation to exclusion due to the rigidity in the system Paolo Freire in his famous book "Pedagogy for the Oppressed" mentioned that:

> "The truth is that the oppressed are not 'marginal', are not people outside society, they have always been inside –inside the structure which made them 'being for other'. The solution is not to integrate them into the structure of the oppression but to transform that structure so that they can become 'being for themselves' …" (Freire, 1970, p.34).

Ainscow (2016) further mentioned that the recent trend of international educational reforms revealed that greater competition, choice and increased school autonomy has resulted in greater segregation and inequality within, between and beyond schools. Therefore, the notion of inclusion is not yet successful for reducing exclusion inside schools. In contrast, schools are playing double roles through promoting both inclusion and exclusion (Slee, 2013). Consequently, many countries have progressed a lot in reducing exclusion in access and enrolment; but did not take initiatives for reducing exclusion in school participation, learning achievements and acceptance issues yet (Kaplan & Lewis, 2013; UNESCO, 2015).

Wide-ranging research studies (Ainscow, 2004; Ainscow & Hargreaves, 2015; Ahsan et al., 2012; Avramidis & Norwich 2002; Azam, 2015; Mullick, et al., 2013; Singal, 2016; Slee, 2013)

conducted in different parts of the globe further indicated that there are various micro level factors such as teacher readiness, resource allocation, parent and community acceptance and participation, peer acceptance, children's voice, leadership roles, school administration, physical environment, teacher-student ratio, instructional strategies followed and school policy that may have influence on success or failure of an inclusive schooling. Ainscow (2005) further argued that inclusion has to be ensured in presence, participation and achievements of pupils in local neighbourhood schools. Therefore, the above arguments indicate that the nature of inclusion in education can be categorised into four major thematic areas:

  a. **Access/Presence**

  b. **Active Participation**

  c. **Ensuring Learning Achievements**

  d. **Acceptance**

Countries situated in southern geographical region (i.e. Bangladesh) have some typical challenges like large class size, poverty, lack of sound policy frameworks and resources, poor inaccessible infrastructures, stigma that may make the educational context very much different than the countries situated in the west (Ahsan, & Mullick, 2013; Sharma, 2011; Singal, 2010; 2014; UNESCO, 2016). Research studies show that various factors could affect the *Access* to schools. In southern countries like Bangladesh (Ahsan, 2014; Ahsan et al., 2015), Pakistan (Singal, 2014) and India (Singal, 2010; 2013) inclusion in access can be hampered by policy barriers, inaccessible infrastructure and inadequate understanding of inclusive education among local educational administrators. This leads to irregular attendance and dropout of the children, specifically those who have disabilities (Ahsan et al., 2015; Miles & Singal, 2010; Peters, 2003; Singal 2014).

Active Participation in education in southern countries could be determined by regular attendance, active presence in classroom activities, participation in other school activities (i.e. co-curricular activities) (Ahsan, 2016; Ahsan et al., 2015). Thus the variables that influence such inclusion include adequate preparation of teachers, well-managed large class size, reducing poverty related challenge, considering children's engagement in income generating activities while educational planning, teachers being introduced towards twin-track teaching learning approaches or inclusive pedagogy (i.e. cooperative learning), use of multisensory teaching

learning materials, cooperation of teachers, peers, community and family, promoting social-model of disability/inclusion, promotion of democratic practices in schools (i.e. acknowledging student voice/choice), use of student-centred learning environment (Ahsan, 2014; Ahsan et al., 2015; Eleweke & Rodda, 2002; Singal, 2014, Sharma, Forlin, Deppeler & Guang-xue, 2013).

Inclusion in Learning Achievement is determined by achievement results, successful completion of education cycle, and reducing repetition/retention of academic-year (Ahsan, 2016; 2017). Such inclusion can be hampered by the variables such as traditional written test based evaluation system, rigid summative assessment process, lack of flexibility in time and process while performing assessment (Ahsan, 2016; 2017; Peters, 2003).

Furthermore, *Acceptance* is found to be another important factor that may lead to welcoming attitudes of different stakeholders about inclusion. Specifically, positive attitude of teachers (Ahmmed et al., 2012; Ahsan & Mullick, 2013; Boer, Pijl & Minnaert, 2011; Forlin 2008; 2010; Sharma et al., 2011), peers (Adibsereshki, 2014; Habib, 2016), parents and family members (Ahsan et al., 2014; 2015; 2016; Peters, 2003), educational administrators (Azam 2015; Gathumbi, 2015), school leaders (Devecchi, 2010; Mullick et al., 2012), community people (Ahsan et al., 2015; 2016; Milner & Kelly, 2009) are the variables that can ensure access, participation and learning achievement of learners in an inclusive setting in a country like Bangladesh situated in Southern region. In each of these four factors, there are various **challenges** in ensuring inclusion in those four dimensions of inclusion. This study would use those four concepts of inclusion and the challenge aspects as the framework for analyzing the causes of dropouts for children with disabilities in education

Lilliane Foundation globally follows a 4A disability inclusive education approach, which includes Acceptability, Availability, Accessibility and Adaptability (Lilliane Foundation-LF, 2017). According to the LF approach, Accessibility refers to recognition of children as a subject of rights, enforcement of minimal standards and parental choice of education. Hence, **Acceptability** is very much aligned with the understanding of the **Acceptance** theme of the conceptual frame of the study. **Availability** refers to fiscal allocation, matching schools and needs, teacher capacity and those are very much aligned with the theme **Active Participation** of

the conceptual frame. Additionally, **Accessibility** refers to favourable policies and legislation, appropriate implementation of existing policies, attitudes of stakeholders towards children with disabilities and infrastructure facilities distance and transport as per the 4A frame (LF, 2017). These issues are clearly covered in the **Accessibility** theme as well as **Active Participation** theme of the conceptual framework. Besides, the **Adaptability** refers to curricular adjustment to children needs, appropriate teaching-learning materials and use of technology and devices. Therefore, this **Adaptability** issue has been addressed in the **Active Participation** theme of the conceptual framework. It is, therefore, evident that the 4A approach of disability inclusive education of LF (2017) has been completely addressed in the conceptual framework of this study.

Chapter 2

Review of Literature

Chapter 2

Review of Literature

Global policies in ensuring education for Children with Disabilities

All over the world, as human Right education has been seen a major component. However, the scenario was not like today few years ago. In 1933-1939 a series of discriminatory laws were passed in Germany (the "Laws of April" and the "Nuremberg Laws") which progressively exclude some people from the right of education (CISV,2013). But, in 1948 by passing the Universal Declaration of human Rights world leaders emphasize on the right of education and declared it as one of the human rights. Later in 1960's the world agreed on The Convention against Discrimination in Education which was adopted by the UN Educational, Scientific and Cultural Organization (UNESCO) where all human being has been given equal stand in education. After that, in many of the conventions and declarations focus has been given only on education and asked for a non-discriminatory education system especially for the people with disabilities. Some of the major turns were found in the history along with the recent time where the education and person with disability issue were positively merged. The major events of the right of education for person with disability is described here :

- **The Declaration on the Rights of Disabled Person: 1975**

United Nations Declaration on the Rights of Disabled Persons, statement adopted by the United Nations (UN) General Assembly on December 9, 1975. In essence, the Declaration on the Rights of Disabled Persons states that all persons with disabilities have the same rights as other persons. Provisions of the declaration include the definition of "disabled person" as anyone who cannot ensure "the necessities of a normal individual and/or social life, as a result of deficiency in physical or mental capabilities," a non-discrimination clause applying the rights to all disabled persons regardless of "race, colour, sex, language, religion, political or other opinions, national or social origin, state of wealth, birth," or other situation, and a statement regarding disabled persons' "right to respect for their human dignity." Further provisions spell out specific rights and the measures that would enable them to exercise the civil and political rights. (UN, 1975)

- **Convention on the Right of Children: 1989**

The **United Nations Convention on the Rights of the Child (UNCRC)** is an international agreement setting out the **civil, political, economic, social** and **cultural rights** of every child, regardless of their race, religion or abilities. The UNCRC has **54 articles** that set out children's rights and how governments should work together to make them **available to all children**. (Save the Children Uk, 2015). Articles 28 and 29 give emphasize on education by stating, 'All children have the right to a primary education, which should be free.' and ' education of the child shall be directed to the development of the child's personality, talents and mental and physical abilities to their fullest potential' (UNCRC, 1989), Whereas, in Article no 12 the convention also stated that,

> *'State Parties recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development' (UNCRC, 1989)*

- **Education For All- EFA: 1990**

Among those international policy levers that contributed in gaining momentum in inclusive educational reforms, The Education For All (EFA) (UNESCO, 1990) comes foremost. EFA 1990 in Jomtien, Thailand first declared that all nations around the world have to ensure equal right to education for all citizens, which can be considered as the founding policy framework for inclusive education. The Jomtien Declaration recommended to improve the quality of basic education for all primary school-age children and announced to ensure equity in education for girl children as well as other marginalised children. In response to EFA declaration (UNESCO, 1990), Bangladesh enacted *the Compulsory Primary Education Act 1990* (Ministry of Primary and Mass Education [MOPME], 1990).

- **Standard Rules on the Equalization of Opportunities for Persons with Disabilities: 1993**

This is a nonbinding instrument, which provides guidance to Governments on how to increase opportunities for people with disabilities. While not binding, the disability community rallied around the Standard Rules and they focused attention on the human rights of persons with disabilities. (UNICEF, 2007) this initiative was taken by the General Assembly on 20 December 1993. The rules serve as an instrument for policy-making and as a basis for technical and economic cooperation. The Standard Rules consists of 22 rules. The Rules incorporate the human rights perspective which had developed during the Decade. The 22 rules concerning persons of disabilities consist of four chapters – preconditions for equal participation, target areas for equal participation, implementation measures, and the monitoring mechanism – and cover all aspects of life of persons with disabilities.

- **The World Conference on Special Needs Education (Salamanca Declaration): 1994**

The Salamanca Statement is considered to be the most significant international document for promoting inclusive education. UNESCO organized the World Conference on Special Needs Education in Salamanca in 1994 and enacted *"The Salamanca Statement on Principles, Policy and Practice in Special Needs Education"*, which was signed by 92 governments and 25 international organizations. This statement raised the voice to include children with special educational needs into the existing framework of the "Education for All" (EFA) initiatives. As a result of such initiatives, inclusive education has gained its recognition as a strategy to achieving the goals of EFA. Bangladesh is one of the signatories of the Salamanca Framework and committed to implement the framework for making an inclusive school environment into education. One remarkable achievement of Bangladesh after signing the Salamanca Framework was that a *'Persons with Disabilities Welfare Policy 1996'* was developed by the Government. This policy helped to enact the *'Bangladesh Persons with Disabilities Welfare Act 2001'* later on.

- **World Summit for Social Development: 1995**

At the World Summit for Social Development, held in March 1995 in Copenhagen, Governments reached a new consensus on the need to put people at the center of development.

This convention calls upon governments to ensure equal educational opportunities at all levels for disabled children, youth and adults in integrated settings (UNICEF, 2007), by stating that, 'Expanding and improving opportunities for continuing education and training by means of public and private initiatives and non-formal education in order to improve opportunities for people living in poverty, including people with disabilities, and in order to develop the skills and knowledge that they need to better their conditions and livelihoods' (UN, 1995)

- **Millennium Development Goal (MDG): 2000**

On 2000 the United Nation declared the millennium development goals with considered as a pathway of development of the era of 2000. Millennium development goals include 8 major goals with 17 specific targets. However, the step towards the person with disabilities are not recognized and technically withdrawn from the goals. Some represent this evidence as the 'lost opportunity' to address the pressing social educational health and economic concerns of millions of the world's most marginalized citizens. Positively, in 2010 for the first time, disability was expressly included in the MDG Progress Report with specific mention in Goal 2 on education of children with disabilities who are out of school, as well as in the Outcome Document of the High-level Summit of the Millennium Development Goals (MDGs). Furthermore, the General Assembly at its sixty-fifth session adopted the resolution, "Realization of MDGs for persons with disabilities for 2015 and beyond", another reflection of the momentum for mainstreaming disability in all aspects of development. The resolution also calls for convening a High-level Meeting on disability and development during the sixty-seventh session of the General Assembly in 2012. (UN, 2011)

- **Convention on the Rights of Persons with Disabilities (CRPD): 2006**

The Convention on the Rights of Persons with Disabilities also known as the UNCRPD was ratified by the United Nations General Assembly in March, 2006. This UNCRPD is considered to be another notable policy document to ensure rights of persons with disabilities around the world. The UNCRPD clearly articulated that every state party is responsible to ensure the implementation of inclusive education for achieving EFA. Specifically, *Article 24.1 and 24.2* of this convention discusses the issues related to inclusive education through proclaiming non-

discrimination, ensuring equal rights and enhancing quality of education of person with disabilities

- **Sustainable Development Goals (SDG): 2016**

The Sustainable Development Goals (SDGs) are a proposed set of targets relating to future international development. They are to replace the Millennium Development Goals once they expire at the end of 2015. The SDGs were first formally discussed at the United Nations Conference on Sustainable Development held in Rio de Janeiro in June 2012 (Rio+20) and the new target for achieving the goals has been set as the year 2030. In the proposed goals of SDG, Inclusive Education is one of the major goals that promote the values of including all type of children in education in the following way (UN, 2015): *"Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*.

Concept and Definition of Inclusive education: International context

Inclusive education is not a separate education system. It is not an educational method as well. Globally it is accepted as a process to the Generally, Inclusive Education is considered as an educational endeavour to reform existing education system to improve its quality so that every learner's learning needs are addressed by it. Therefore, it is a process of removing barriers in the education systems by welcoming all children into regular schools irrespective of their diversity to ensure equity in education. The Salamanca Framework (UNESCO, 1994) defines the target group of inclusive education as:

> The guiding principle that informs this Framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.
>
> (UNESCO, 1994, p. 11)

While defining the characteristics of an inclusive school, the Salamanca Framework (UNESCO, 1994) further articulates:

> The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities (UNESCO, 1994, p. 11-12).

Inclusion is now considered more than just including children with disabilities into regular education (Booth, Nes, & StrØmstad, 2003; Forlin, Cedillo and Romero-Contreras, 2010). Many educationists (e.g. Ainscow, 2005; Ballard, 2003; Sen 2005) opined that the broader objective of inclusive education is to achieve equity and social justice for all citizens in every aspect of life including education. Mel Ainscow (2003) defines inclusive education as,

> "the process of addressing barriers to the presence, participation and achievement of pupils in local neighbourhood schools".

The recent guideline prepared by the UNESCO (2009) based on the *International Conference on Education* [ICE] *2008* described IE as a

> "process aimed to offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (p. 18).

Hence, it is clear from reviewing the definitions of inclusive education that the values of inclusive education have broadened its radius beyond disabilities to include all children into education. Moreover, it is also important to note that inclusion does not mean just enrolling children into schools; rather it demands full and equal participation as well as completion of a quality education for all children.

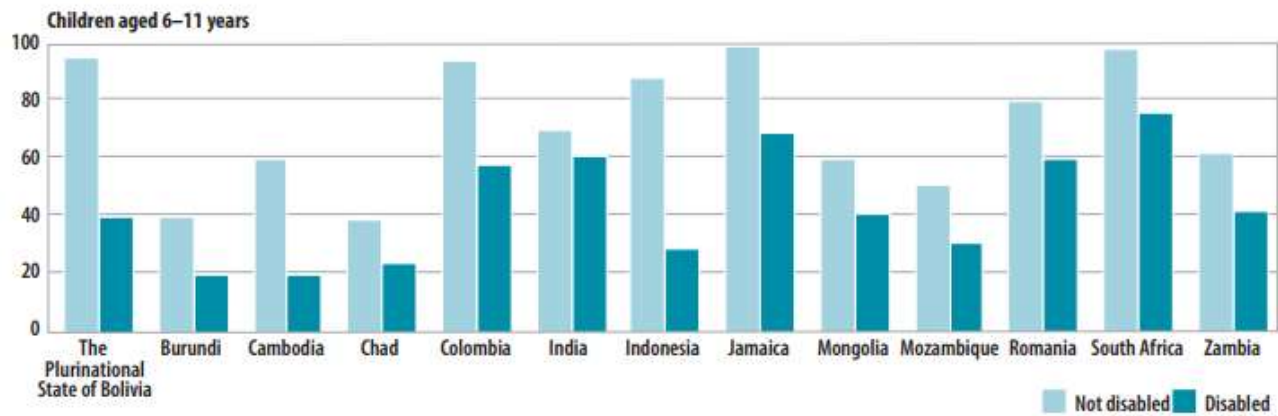**The Drop-out scenario of Children with Disabilities**

According to (Filmer, 2008; WB, 2009) as cited in WB, 2011, 'In general, children with disabilities are less likely to start school and have lower rates of staying and being promoted in school. The correlations for both children and adults between low educational outcomes and having a disability is often stronger than the correlations between low educational outcome and other characteristics – such as gender, rural residence, and low economic status' etc. However, the concern is the number of person with disability is raising. On a study Graham, (2014) revealed that, more than a billion people (or 15%) in the world experiencing disability. Estimates for the number of children (0-14 years) living with disabilities range between 93 million and 150 million. That means a huge number of people are or were in danger of being out of school. The situation gets shoddier when it comes in the poorer countries. World Bank, (2011) in their World Report on Disability shows that, person who have disability from the low income country are less likely attend school then person with disabilities in high income country.

Individuals	Low-income countries		High-income countries		All countries	
	Not disabled	Disabled	Not disabled	Disabled	Not disabled	Disabled
Male						
Primary school completion	55.6%	45.6%*	72.3%	61.7%*	61.3%	50.6%*
Mean years of education	6.43	5.63*	8.04	6.60*	7.03	5.96*
Female						
Primary school completion	42.0%	32.9%*	72.0%	59.3%*	52.9%	41.7%*
Mean years of education	5.14	4.17*	7.82	6.39*	6.26	4.98*

Source: World Bank Report on Disability, 2011

The global monitoring report of EFA, (2014) also supported the World Bank, 2011 report and shows that, in 14 out of 15 low and middle income countries, people of working age with disabilities were about one-third less likely to have completed primary school. In Zambia 43% children with disabilities completed school compared to 57% children who have no disabilities. In Paraguay it is 56% and 72%, in India, children with disabilities are five and a half times more likely to be out of school. Almost three-quarters of children in India with severe impairments are out of school, compared with about 35% to 40% among children with mild or moderate impairments. The most likely to be excluded are children with mental illness. In Malawi and the United Republic of Tanzania, having disabilities doubles the probability of children never having

attended school, and in Burkina Faso it increases the risk of children being out of school by two and a half times. In Bulgaria and Romania, net enrolment ratios for children aged 7 to 15 were

Children aged 6–11 years

over 90% in 2002 but only 58% for children with disabilities. The chart from World Bank report (2011) also can clearly distinguish the difference of enrolment rate in primary level between children with and without disabilities. However, there is also a presence of divide in literacy rate upon the type of disabilities. The EFA monitoring report (2014) stated that, 'In Uganda, around 60% of young people with no identified impairment were literate, compared with 47% of those with physical or hearing impairments and 38% of those with mental impairments. In the United States, those without basic literacy skills were more than twice as likely as an average adult to have multiple disabilities. In the United Republic of Tanzania, the literacy rate for people with a disability was 52%, compared with 75% for people without a disability'.

Existing policy, laws and strategy in Bangladesh

Chapter 3

Methodology

Chapter 3

Methodology

This study incorporated mixed method, which is widely accepted as a reliable method of data collection in social studies (Cohen, Manion, & Morrison, 2007; Creswell, 2008; Johnson & Christensen, 2008). From the philosophical view of realism, to explore the dropout scenario of Children with Disabilities this study go for a holistic approach of data collection by reaching to all the stakeholders related to education of Children with Disabilities. Both the served and un-served area of DRRA has been chosen to examine the intervention quality and explore the real situation behind the dropout issue of Children with Disabilities. This study also got the exposure to uncover the context both from external and internal dimension from different sources. Semi-structured interview, Focus group discussion, survey questionnaire and Likert scales have been used to collect data from participants. Scales allowed to explore the level of confidence and efforts from educators, whereas, interviews and FGDs assisted to draw a holistic picture on current practices from all the stake holders' perspectives. Following constructivist approach (Cresswell, 2008), the data sets revealed multiple contradictions along with common perceptions on themes, nonetheless, were equally important to consider.

Sources of data Collection:

Overall, all the Children with Disabilities of school going age are the population of this study. Thus, direct communication was conducted with the Children with Disabilities by following the children group/ non-adult group ethical consideration. Moreover, according to the holistic approach the indirect sources of data collection, which are closely related with Children with Disabilities, were also communicated. As the primary sources of data, this study relied on the dropout Children with Disabilities, school going Children with Disabilities, Parents of Children with Disabilities, School teachers, School management Committee members, community people, primary level government education officer, district education officer, education specialist and policy makers.

Moreover, the study alsofocused some secondary data sources which were based on the dropout factors of Children with Disabilities i.e. situation analysis, published books, existing study reports, research works, journals and newspapers. Some information was also collected through internet browsing. The experience of the implementation of the activities of education program of DRRA wasalso considered as a reliable source for both quantitative and qualitative data.

Sampling of Data Sources:

Random sampling technique and Stratified random sampling procedure were used as a technique of maintaining the reliability of the study. However, purposive sampling technique was also used for ensuring samples covering all characteristics of socio-economic structure. 20 Upazila (sub-district) and 8 districts from 4 DRRA working divisions have been selected as study area. Afterwards, 100 government primary schools and parents of dropped out Children with Disabilities were selected randomly from that selected areas. To get the data from non-dropout and dropout children with disabilities, this study followed Stratified random sampling, where the strata and placement of Children with Disabilities were pre-defined in the recent previous work of DRRA. Among the identified Children with Disabilities this study interviewed 512 respondents, where 256 children were non-dropout and 256 were dropped out. Additionally, Purposive sampling technique and for time constraint ,feasibility and availability of data convenient sampling technique were also been used for selecting School teachers, School management Committee members, community people, primary level government education officer, district education officer, education specialist, policy makers and secondary source of data.

Table: 3.1 Sample size and sampling technique

Sample head	Sampling technique	Sample size within 4 division				Total
District	Purposive sampling	2	2	2	2	8
Sub-district	Purposive sampling	5	5	5	5	20
GPS	Random sampling	25	25	25	25	100
Children with disabilities (Dropped Out)	Stratified random sampling	65	65	65	65	260
Children with disabilities (Non-drop Out)	Stratified random sampling	65	65	65	65	260
Children with Disability for Case Study	Purposive sampling					30
Parents of Children With Disabilities	Stratified random sampling /Random Sampling	9	16	8	11	44
Community People	Purposive	14	17	10	14	55
School teacher	Purposive after randomly selected the schools	27	27	27	27	108
Classroom & School Observation	Purposive	2	2	2	2	8
SMC member	Purposive	5	6	6	6	23
Upazila education Officials	Convenient	2	2	2	2	8
District Education Officials	Convenient	2	2	2	2	8
		From population				
Education Specialist	Purposive sampling	2				2
District level Consultation	Purposive sampling	2			2	
National Consultation		1			1	
Secondary Source	Purposive sampling					

i)   **Selection of Secondary Source:**

Secondary data source covered National policies, frameworks, strategies and reports on Education, Drop-out, Protection and Child Rights Governance; indicators and research from government agencies, UN agencies, and Institute/university/research agencies like BBS, DPE,

BENBEIS, UNICEF, and NGOs (e.g. school enrolment data, research on accessibility and participation of Children with Disabilities in education, child protection and child rights governance issues); planning and budget information of government (central and local), donors and other organizations (including communities" own plans) detailing resources invested in realizing child rights focusing on education, DRRA documents on education and Children with Disabilities. However, **the specific criteria for document selection included:**

- ✓ International Policy Documents relevant to Human/Child/Education/Inclusive Education/diversity/Rights Issues
- ✓ National Policy Documents since EFA 1990 relevant to Education/Quality education/Inclusive Education/Equity/Human and Child Rights
- ✓ Interventions related to IE and their outcomes taken under PEDP 2 & PEDP 3
- ✓ Recent Studies (in last 15 years' time period) on Inclusive Education/diversity
- ✓ Relevant other recent government documents prepared during the period of PEDP 2 & PEDP 3

A. Analysis Process:

A mixed mode of thematic analysis (both inductive & deductive) procedure was followed in the document review process. Themes extracted from the reviews include:

- ✓ Explore the current understanding of the concept of IE in policies/interventions in the context of Bangladesh and compare it with the global contexts
- ✓ Identify consistencies and inconsistencies in the policies and interventions related to IE
- ✓ Identify gaps & required revisions in the policies & interventions related to IE
- ✓ Identify challenges to implement policies and interventions related to IE
- ✓ Identify Strategies to address those challenges

Data collection tool:

Data has been collected through direct interview method (with both open ended or close ended questions), Case stories, Focus Group Discussion with children with Disabilities, parents,

community people, education officials at Upazila and District level, decision-making level government officials, educationists and policy makers. Checklist has been used to collect data from secondary sources and TEIP tool was used to measure the confidence level of the teachers about Inclusive Education. For easy understanding at first a brief description of the quantitative data gathering tools and then the qualitative data gathering tools are given below

i)   Quantitative tools:

a. Survey questionnaire:

Two separate survey questionnaires were developed as data collection instruments from pre-identified dropped out and non-drop out children with disabilitiesto explore the situation of education of children with disabilities and from the perspective of Inclusive Education. The household context of children with disabilities with demographic information, school experiences, the perception and causes of dropout, problems and barriers facing at school, family, attitude etc were tried identified through this questionnaire. Data was analysed through using SPSS software and both descriptive and inferential statistics were applied to interpret data. The study team provided an orientation to DRRA research assistants on survey tools, data collection ethics and consideration and DRRA volunteers were engaged to pilot and collect the household survey related data in the catchment area. A total number of 512 Children with disabilities were interviewed to collect the data. While analysing the data both inferential and descriptive statistics have been done through data analysis software like, SPSS and STATA.

b. Teaching-efficacy scale:

To collect data on demographic information of regular school teachers and teacher educators such as age, gender, educational qualification, experience in teaching children with special needs, experience in dealing persons with special needs previous training on inclusive/special education, level of teaching (primary/secondary) knowledge about inclusive education policies and length of teaching experience a series of questions were asked. In the second part the TEIP scale consists of 18 items (e.g. I am able to provide an alternate explanation or example when students are confused.) that measure perceived teaching-efficacy for IE. This scale uses a six-point Likert scale of Strongly Disagree (1) to Strongly Agree (6). The TEIP scale yields a total-

score, the value of, which can range from 18 to 108. Higher scores indicate high magnitude of perceived teaching-efficacy of teachers for IE. The reliability for the total scale was 0.89 (Sharma et al., 2011). The TEIP scale was developed by collecting pilot sample of pre-service teachers from Australia, Canada, and India (N= 558), and then validated on in-service teachers (n= 134) and also on pre-service teachers (n= 109) in Indonesia. This scale was previously applied in Bangladesh perspective as well.

Translation and Reliability of the scale in Bangladesh context.

The two-part survey questionnaire was translated in Bangla language and then applied on large number of teachers (n=1623) from both primary and secondary levels in Bangladesh by Ahsan, Sharma and Deppeler (2012). The TEIP scale reliability, after using it in Bangladesh, was recalculated as 0.85, which was quite high and alpha coefficients for Factor 1, 2 and 3 were calculated 0.61, 0.77 and 0.78 respectively (Ahsan et al., 2012). Teacher-efficacy data were analysed by using SPSS software. Descriptive statistics (Cresswell, 2008; Johnson & Christensen, 2008) such as Frequency analysis, Percentile, Means and Standard Deviations were calculated for the total score as well as factor scores.

ii)   **Qualitative tools:**
     a. **Focus group Discussion:**

To crosscheck data on the reasons of drop out, present situation of children with disabilities in schools, community view about the enrolment of children with Disabilities in schools, School management committee's view about Children with Disabilities etc. four Focus Group Discussions (FGD) were conducted with parents of dropped out children with disabilities, non-drop out children with disabilities, community people and SMC members in purposively select areas. FGD sessions were designed with specific guidelines focusing on the dropout scenario and reasons of Children with Disabilities. General questions about personal information of the participants were asked to start the session, allowing each participant a chance to share their views.A thematic analysis procedure was followed to analyse theFGD data. Thematic analysis provides researchers opportunities with analyse the interviews transcriptions by extracting themes from the data by coding (Denzin & Lincoln, 2000). Objectives of the study and the literature review were the guiding principle for analysis of the FGD data.

b. Semi- structure interview:

The Semi-structure interview procedure allowed to create rapport with the interviewees and to keep the interview on right track (Cohen, Manion& Morrison, 2007; Creswell, 2008). UpazilaEducation Officer, District Primary Education officer, Educationalist, Policy maker were asked the pre- structured questions to get the necessary data. Objectives of the study and literature review guided to develop interview schedules. All interviews were audio-recorded and transcribed in local language (Bangla). A thematic analysis procedure was followed to analyse the interview data. Objective of the study and the literature review guided the principles for the analysis of the interview data. Moreover, in consideration the validity of the study, one co-researcher was also prescribed for analysing the same data.

Table: 3.2: Data collection tool and data source

Data Collection tool	Data Source	Per Division	Total
FGD	Children with Disabilities (Non-drop Out)	2*4	8
	Parents of Dropped out Children with Disabilities	2*4	8
	Community People	2*4	8
	SMC member	1*4	4
Key Informant Interview (KII)	Primary Education Officer	2*4	8
	District Education Officer	2*4	8
	Education Specialist		2
	Teacher	2*4	8
household Survey	Children with disabilities (Non-drop Out)	65*4	260
	Children with disabilities (Dropped Out)	65*4	260
Teacher Efficacy Scale	School teacher	25*4	100
Classroom and School observation	Classroom and School	2*4	8
Case Study	Children with disabilities		30

Data triangulation and Conceptual issues:

All data derived from different tools used in quantitative and qualitative methods were triangulated after analysis with a view to check reliability and authenticity of the data as well as their interpretations. Conceptual equivalence is critical to maintain in every step of the process of translating the concepts and analysing the data. As mentioned in previous sections, this study solely reclined on the qualitative data, there is always a possibility remains of researchers' perception reflects during the analysis of participants' responses, effecting the objectivity of findings. Hence, the researches were much aware throughout the data analysis process; they kept open to receive any thought, perception or positionality of the respondents, from an objective point of view. Therefore, the data analysis were conducted by two study team member and cross checked. On the other hand, the translation process of the codes, themes, concepts and quotes may consist of some minor conceptual gaps. To avoid this, the translated versions were triangulated by three native speakers of the external research team.

Ethical Consideration:

Social research possess several ethical issues that include informed consent, confidentiality, originality of the work, demonstrate respect, risk and harm minimization, voluntary participation, keep away from deception and so on (Cohen et al., 2007; Johnson & Christensen, 2008). Nowhere in this report, have the identity of the participants or their organizations been mentioned. They have been noted by their organizational position (following a number) in order to avoid exposing their identity. All the participants were given consent note individually and the purpose of the research was explained accordingly. A common consent note was signed for FGD by every member. Only after participants signed the consents paper, the data collection procedure took part. For children, since they are minors, consent letter were signed by the principle of the schools. It was carefully noted that none of the FGD items include any component or concern which is offensive or stressful for students to talk about. Data collectors arranged a friendly FGD environment to make students feel comfortable to share their thoughts with all freedom. The research team members and the data collection team also aware about Child Protection Policy. The research team maintained all CPP issues in this research. Lastly, this study is an integral part of the intervention program, separate permission from the organization was not required.

Chapter 4

Analysis of the Findings

Chapter 4

Analysis of the Findings

This chapter includes the analysis and findings of relevant document review, collected data from Parents' Opinion Survey, Teachers Efficacy Scale, FGD tools and Key Informant Interview tools. This chapter is divided in two sections.

Section A: Relevant document review

Section B: Qualitative and Quantitative data findings

Relevant Document Review Findings:

This Section includes the analysis and findings of relevant document review from secondary data source. Secondary data source covered National policies, frameworks, strategies and reports on Education, Drop-out, Protection and Child Rights Governance; indicators and research from government agencies, UN agencies, and Institute/university/research agencies like BBS, DPE, BENBEIS, UNICEF, and NGOs (e.g. school enrolment data, research on accessibility and participation of Children with Disabilities in education, child protection and child rights governance issues); planning and budget information of government (central and local), donors and other organizations (including communities" own plans) detailing resources invested in realizing child rights focusing on education, DRRA documents on education and Children with Disabilities. Following paragraphs show the scenario of the document review findings.

National Provisions

- **The Constitution of Bangladesh**

The constitution of Bangladesh, directly endeavour free and compulsory education for all of its children. In the section of 17, 'Free and Compulsory Education' Bangladesh government noticeably declared that, 'The State shall adopt effective measures for the purpose of – (a) 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; (b) relating

education to the needs of society and producing properly trained and motivated citizens to serve those needs; (c) removing illiteracy within such time as may be determined by law. (MoLJPA, 2010)

- **National Policy on Disability 1995**

In accordance with all national and international commitments/obligations, and under the purview of the National Constitution, the Bangladeshi government developed a National Policy on Disability in 1995. This policy embodies the first official recognition by the government of the issue of disability as part of development agenda. This policy gives the parameter for identification, education, rehabilitation, research, and other facilities and management of national programs for the welfare of the persons with disabilities. On the basis of this policy on 4th April 2001 Bangladesh government took another major initiative to legalize this policy by announcing the 'Disability Welfare Act'.

- **The Persons with Disabilities Welfare Act 2001**

By defining term disability, Bangladesh government has given equal right to the person with disabilities. In this act, Bangladesh government created a pathway on how Bangladesh government can create a better place for person with disabilities. By giving importance on health, education, transportation, training, empowerment, culture, social security etc. this Act was the first complete memorandum for the person with disabilities in Bangladesh. Moreover, In case of education this act, stated that, special treatment will be taken, To encourage establishment of Specialized Education Institutions to cater to the special needs of the special categories of children with disabilities, to design and develop specialized curriculum and write special text books and to introduce Special Examination System, to 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, to endeavour opportunities for integration of students with disabilities in the usual class-set-up of regular normal schools wherever possible, to undertake programs for imparting vocational training for the disabled, to arrange trainings for the teachers and other employees working with the disabled, 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 and to arrange

easy transport facilities for up-down journey to school for the students with disabilities. (GoB, 2001).

- **National Education Policy 2010**

National Education Policy 2010 is an important and prominent document for ensuring right of all children into education. About the drop-out scenario of children the national education policy claimed that, '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' is one of its major goals and fully supported inclusive education system. This policy recommended inclusive education as a strategy to achieve education for all and mentioned about all the target groups of IE in the context of IE. 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 different education providing ministries as well as educational settings (i.e. inclusive, special and integrated settings).

- **Trust Act for the Protection of the Rights of the Persons with Neuro-Developmental Disorder-2013**

This act has been enacted by the Bangladesh National Parliament in2013 and proclaimed that both inclusive education and special education opportunities have to be introduced as per the individual demand for the children with Neuro-Developmental Disorders in Bangladesh.

- **Person with Disabilities Rights and Protection Act 2013**

This act is a very important legal framework for education of people with disabilities. In 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. Moreover, in Section 22 (a) of the draft Act clearly declared that any school refusing to enrol 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. Successful implication of this act can eradicate any sort of discriminations against children/persons with disabilities in enjoying their equal right that include educational rights.

From the above paragraphs, it is apparent that Bangladesh has proclaimed a significant number of acts and policies for promoting inclusion and ensuring right of children with disabilities into education and beyond. Therefore, the policy level acceptance for inclusion specifically for children with disabilities seems to be there in paper.

- **Non-formal Education Act 2014**

2.2According to the Act, Non-Formal Education means structured teaching-learning process that continuing to the lifelong education for the people who dropped out from the formal education and underprivileged. (Source Page: 19668, Bangladesh Gadget Act no 14 of 2014)

4.2 According to the Act, Children from 8 to 15 years those who never went to school or dropped out from school before completion of the primary education will be the target age group of the Non-Formal Primary Education (Source Page: 19668, Bangladesh Gadget Act no 14 of 2014)

4.3According to the Act, People (both male and female) above 15 years those who never went to school or dropped out from primary school before completion and/or they newly literate and they want to continue their life skill based achievement will be the target age group of the Non Formal Adult and Lifelong Education (Source Page: 19669,Bangladesh Gadget Act no 14 of 2014)

6.(ক- খ)According to the Act, Providing opportunity of similar basic education or second chance of education through non formal education for the children who left out of primary education and/or for the adolescent boys and girls who dropped out or never went to primary school (Source Page: 19670, Bangladesh Gadget Act no 14 of 2014)

6. (ঘ- চ) According to the Act, Non formal education has to be ensured for the disadvantaged people who live in the socio-economic and geographically underprivileged zone like ethnic minority, hawor area, char area, hill tracts area, coastal area, tea garden area or similar, underprivileged people (i.e. Street Children, Slum dwellers, Jobless young people both male and female, low income labors etc.) and for the children with disability and persons with disability. (Source Page: 19671, Bangladesh Gadget Act no 14 of 2014)

8. (1-3) According to the Act, The medium of instruction for the non -formal education should be in Bangla but in case of the requirements of the ethnic children their own language can be introduced, at the same time for the children with disability sign language can used and finally based on the need of learner any language can be used as medium of instruction. (Source Page: 19672, Bangladesh Gadget Act no 14 of 2014)

Based on the above claws it means that the Non-formal Education Act 2014 of Bangladesh promotes Inclusion.

- **Bangladesh Scenario:**

On 2015, The Independent, one of the famous newspaper in Bangladesh, claimed that, 'In Bangladesh, children with disabilities are less likely to start school and if they do, their overall school attainment and possibilities for transition into lower secondary schooling remain very low. Disabled children were more likely to drop out relative to other children in Bangladesh.' About 53,303 students aged 6-11 years, out of 1,735,121 children, with various disabilities including physical disability, visual impairment, hearing/speech impairment, and mental retardation wasfound to be as student at RNGPS and GPS in 2007. (DRRA, Undated). Nevertheless, Bangladesh government has been trying hard to enhance the enrolment rate On the Annual report of Primary Education, 2015 Bangladesh government published a slight growth of

	Boys	Girls	Total
Govt. Primary Schools	27,312	22,056	49,368
Newly Nationalized Schools	10,223	8,202	18,425
Regd. NGPS	29	18	47
Non-regd. NGPS	345	282	627
Experimental Schools	13	11	24
Community Schools	13	23	36
ROSC School	496	337	833
Shishu Kollyan Primary School	53	37	90
Total	**38,484**	**30,966**	**69,450**

enrolment of Children with Disabilities in Schools. The chart below is the enrolment scenario of children with disabilities in schools.

This clearly shows that, the rate of enrolment of children with disabilities in primary schools has been increased in the past few years. The reason might lies in different policies and commitment of the Government of Bangladesh related to their education. However, Khan and Anisuzzaman, (2011) revealed that, Among the children being enrolled can't complete their primary education due to various reasons like lack of public transportation, inaccessible transportation, absence of trained teachers, absence of accessible toilet in schools, inaccessible school environment, negative attitude of parents, teachers and peer children, absence of specific policy, no or low implication of the existing policy related to education of children with disabilities etc.

Causes of Drop Out:

Household Factors Associated with Dropout

Family factors that included parents' education, parents disinterested in schooling, taking care of younger, early marriage, migration, poverty, etc. (54.3% of the dropout students) were identified as dominating factors to induce dropout (Khan & Samaddar, 2010). Parent's poverty is the main reason for children being out of school or being drop out considering their inability to bear the hidden costs of their children's education. Hidden cost causes challenges in terms of drop out, lower achievement level. Against any education system which is announced free or of fixed amount of cost, the hidden costs in education includes- schools uniforms, cultural program fee, lunch, transport, extra tuition fee, supplementary textbooks (Ahsan, 2012).

The average time that drop out children spent doing household work was 89 minutes compared with 55 minutes for children who remained in school. A higher proportion of parents whose children remained in school attended parent-teacher meetings, spoke with the teacher or had been visited by the teacher. This last association may indicate that where teachers visit households of those at risk of drop out, their interventions have the effect of reducing subsequent drop out. The education of parents of children who dropped out was lower than for parents of children who remained in school, and a higher proportion of parents of children who dropped out had unskilled

occupations, compared with children who remained in school. Children of parents with secondary or higher levels of education were 0.61 times less likely to drop out compared with children of parents with less than secondary education (Sabates, Hossain & Lewin, 2010).

Individual Factors Associated with Dropout

 Gender is associated with likelihood of drop out. Only 34 percent of children who dropped out were girls (Sabates et all, 2010). Shahidul (2013) examine data in Bangladesh and found that if a mother participates in the household's decision-making process, the dropout rate of girls is decreased. A gender impact appears to take place with the percentage of girls being higher than boys towards the end of the primary school stage, classes three to five. While girls do not tend to drop out as early as boys, early marriage remains an issue and was frequently discussed in the interviews (Ahmed, 2016). Age is also related to likelihood of drop out. Children who dropped out were, on average, older than those who remained in school. Changes in health status were not associated with drop out, but a higher proportion of underweight and overweight children dropped out compared with children who remained in education. Similarly, a higher proportion of children who did not play normally and those who were disabled dropped out (Sabates et al., 2010). Personal factors (34.2% of the dropout students) included disinterested to study, difficulties in following textbook, involvement in work, illness, etc. (Khan & Samaddar, 2010).

Educational Factors Associated with Dropout

Education factors (18.1% of the dropout students) included inefficiency of teacher, getting fear of teacher, irregularity of teacher, and language problem. School factors (14.5% of the dropout students) covered a variety of reasons including absence of benches to sit, absence of fan in classroom, leaking rain water, lack of drinking water, and lack of toilet (Khan & Samaddar, 2010). Ahsan (2012) found that negative attitudes and non-cooperative school authorities, Large class-size, lack of teachers' confidence due to not having adequate training and resources are reasons of dropout from school after admission.

Community Factors Associated with Dropout

The community factors (14.1% of the dropout students) are long distance and transportation problem, slum eviction and quarrels with neighbours (Khan & Samaddar, 2010).

Reasons of lagging behind

In general, there is not one single cause of drop out. Dropout is often a process rather than the result of one single event, and therefore has more than one proximate cause (Hunt, 2008 as cited in Sabates. et al., 2010). The researchers found that; poverty, high cost in school, opportunity cost of child labor, distance to schools, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism and, in the case of girls school safety, are common causes for school dropout (Colclough, et al. 2000). Banks, L.M. & Zuurmond, M. (2015) also said about mental barrier, where they stated that, 'children with disabilities faced numerous forms of discrimination, violence and social exclusion inside and outside of school. These experiences, in some cases lead to expressed feelings of low self-esteem and isolation among many of the children interviewed and could have impacts on their learning and social experience while at school. Sexual violence and other serious child protection issues also emerged as an issue requiring further attention'.

In Bangladesh, the reasons for lagging behind are found different but on the border scale teachers' preparedness; community, administrative body and teachers' less positive attitude towards children with disabilities and less facilitation in implementation process are found as in border lines. Studies revealed that, in most of the places teachers are poorly prepared about Inclusive Education approaches (Ahsan, 2013), less coordination in policy and practices among administrative bodies of division and sub-division level, (Ahsan et al, 2015) and the concept of inclusive education is still unclear to the stakeholders (Mattingly, 2010). Moreover, Mullick, Sharma and Deppeler, (2012) also indicates lack of authority, less supportive attitude of parents and community, teachers' resistance, limited professional development, limited resources and physical environment as the challenges for implementing Inclusive education in Bangladesh. Interestingly, behind teachers less preparedness present teacher student ration in government schools are found as one of the major impact factors. (Chowdhury & Hasan, 2013) In other sense CAMPE, 2011 stated that, 'Among the children being enrolled can't complete their primary education due to various reasons like lack of public transportation, inaccessible transportation, absence of trained teachers, absence of accessible toilet in schools, inaccessible school environment, negative attitude of parents, teachers and peer children, absence of specific policy,

no or low implication of the existing policy related to education of children with disabilities etc. Moreover, less attractive and effective teachers education module and training module (Ahsan, Deppeler & Sharma, 2013) and workload of primary teachers in relation with teacher's number are also considered as background malfunction of implementing Inclusive education and drop-out scenario of children with disabilities in Bangladesh.

Success stories

Success stories of inclusive education in Bangladesh are still now in progress. However, different countries are also trying to reach their success stories. To make the inclusive education system successful the European Agency for Development in Special Need Education, (2003) suggested five effective ways, these are: Co-operative teaching, Co-operative learning, Co-operative Problem-solving, Heterogeneous group and Effective teaching. In the context of South Asia the success stories are quite different. Three country stories are given below as success stories which are recognized by UNICEF.

Case study on ROSC

Reaching Out of School Children ROSC Phase - 2 is the government initiative of Ministry of Primary and Mass Education. This project aims to provide a second chance to education for the 8-14 years old children of who never had the chance to enroll in the primary schools or who had to drop out for reasons of other necessities. The main objective of the project is to reduce the number of drop outs children by creating scopes for (i) equitable access to primary education (ii) retention and (iii) completion of quality primary education.

Under this project the children get free books, education materials, exam fees, uniform and education allowance/stipend. Main feature of this project are:

- Ananda School Program
- Pre-Vocational Skill Training
- Urban Slum Children Education Program (USCEP)
- Child Domestic Worker education program
- Reading Skill Developments

ROSC is working in 148 Upazilas in the country and running 20,356 Learning Centers (Ananda School) where 690,206 students enrolled. One important achievement of the project is that 98,211 students passed primary school completion examination from 2009 to 2012 (ROSC-I student) which was 61% of the students appeared the exam and under ROSC-II, another 45,763 students passed the exam in two years which is 88% of the students appeared. Pass rate improved continuously from 43% in 2009 to 92% in 2015. At the same other programs are going on through pilot basis.

School Feeding Program

World Food Program (WFP) initiated School Feeding Program (SFP) in acutely food-insecure regions of Bangladesh with the collaboration of MOPME in 2002. The programs objectives were to increase enrolment, reduction of drop-out rates, linkup gender gap and facilitate children's concentration. With the support of WFP, in 2011 the Government of Bangladesh started National School Feeding Programme, providing micronutrient-fortified high energy biscuits (HEB) in poverty-stricken areas. Following the basic approach of SFP, the programme is supported in various parts of the country. According to the figure of 2012, an aggregate of 2.5 million children got School Feeding support from both the Government and WFP. Through the SFP the Government now intends to address the challenge of supporting about 16.4 million primary school students throughout the country (WFP, 2012).

In light of work in 2003, The IFPRI impact evaluation stated that SFP has increased school enrolment by 14.2 precent, raised school attendance by around 1.3 days a month and reduced the likelihood of dropping out of school by 7.5 precent (Ahmed, 2004).

To accomplish the Government's goal of achieving universal primary education, School feeding is contributing a lot. With the assistance of this programme the primary school enrolment rates are increased by 16 percent, similar tendency in school attendance rates, even reaching 100 percent in many supported schools. The dropout rates are also reduced on average by 6 percent in implementing areas (WFP, 2012).

PESP

In 2002, ongoing Primary Education Stipend Programme (PESP) was introduced replacing both The Food-for-Education (FFE) and Primary Education Stipends (PES). Encompassing the entire country, PESP's objectives were to increase educational outcomes among which is one of the important objective was to reduce the dropout rate. PESP functions in rural areas only. 40% of largest types primary school's (but not all) students are covered by this programme. As of 2010, it had reached 4.8 million students or 28% of students enrolled in all formal schools and madrasahs(Antoninis and Mia, 2013).

A very significant role has been played by the stipend programme in reducing dropout rates. Indicative estimate has been made about stipend Program's contributions to reduce dropout rates through the Students, Parents and teachers FGDs. The percentage of students who are probably going to dropout if the stipend program was to be ceased was evaluated to be 10 percent by Students, 7 percent by parents and 18 percent by teachers. Field teams evaluated that the percentage provided by students and parents was probably an underestimate since both these gatherings were keen to extend a picture of being highly inspired by education program. The percentage given by instructors was probably going to be a more practical marker of the feasible effect of the stipend on drop-out lessening. The variables through which the stipend infuses on drop-out lessening include: I) expanded children's' enthusiasm in schooling; ii) moderateness of regular costs, for example, stationaries that assists students to stay in school; iii) the likelihood of gaining access to private tution, serving to enhance student's confidence iv) Tight monitoring by guardians on school attendance as non- attendance implies loss of the stipend." (UNICEF, 2013).

Basic Education for Hard-To-Reach Urban Working Children

With assistance from UNICEF, Sweden and Canada the Basic Education for Hard-To-Reach Urban Working Children (BEHTRUWC) project is being actualized by a Project Implementation Unit at BNFE. Life skills-based non-formal basic education is offered for working children aged 10-14 years who have either never been or dropped out of school in the six largest cities through

this project. The general goal is to build open doors for urban working children and youths to meet their rights to education, security, development and participation. Children can keep on earning money to help their families while in the meantime making the most of their rights to education. Through 11,500 learning facilities about 346,000 children (aged 8 to 14) were given 24-month basic education course equivalent to grade 3 in the first phase which started in 1997 and finished in 2004. The time duration for 2nd phase was between 2004 to 2011 and in these period 166,000 children (aged 10-14 years) were served 40-month basic education course through 6,650 learning facilities to gain competency in English up to a functional level, up to the level of Grade 3 in Mathematics and up to the level of Grade 5 in Bangla and Environment & Life Skills (Antoninis and Mia, 2013).

2nd Chance Education:

Second Chance Education (SCE) acts as a safety net for children who do not enroll on time or do not complete their primary education. Through addressing the needs of children who have never enrolled in primary school, or who have dropped out of school, each child will be given a „second chance" to learn. The Government's commitment to SCE is reflected in its position as one of Primary Education Development Program 3 (PEDP-3)", Sub-components (sub-component 2.1.1 – Second Chance Education). In August 2014 it was decided that Directorate of Primary Education (DPE) would adopt responsibility for implementing SCE [8]. The Government of Bangladesh has approved the creation of a new division named Second Chance & Alternative Education Division within DPE in order to support the achievement of these goals. The International Consultant is being engaged to support the process of reviewing and identifying model(s) and modalities considering the national international experiences and context.

Case study on My School Project by Plan International Bangladesh

Plan International Bangladesh is implementing a project named "My School". Main area of focus of the project is a school is responsible to provide education to all the children within its catchment area. This project is mainly intervention based project implanting through an operational research.

The main focus of this activity is evaluating the overall understanding and situation of inclusive education in Bangladesh through secondary data analysis (Ahsan, 2013) and exploring the overall situation of fifty selected schools from five upazilas from the perspective of inclusive education(Ahsan et al., 2014). The objective was to develop a primary education implementation model within the existing system that can maximize the opportunity of quality and equity based education for all children by addressing day to day challenges. The following interventions are found to be present under the above projects.

a. **Child-friendly environment and accessibility**: To ensure child-friendly environment at school, a number of initiatives have been taken including making classrooms colourful, setting up classroom library and opinion box, and arranging sports facilities for both boys and girls.

b. **Different dimension in teachers' training: Capacity building training of teacher** through a specialized module and the main aspect of the training was the 3H (Heart, Head, Hand) theory. Through this, the conventional knowledge-based training concept has been replaced by the new concept of understanding and 'changing mind-set' with hands-on exercises. Moreover, two resource teachers per school have been provided with training on brail and sign language. The objective was to build teachers' capacity of communication and enhance their confidence level.

c. **Mentoring**: Considering the current practice and scope of monitoring, instead of sporadic effort, a continuous and interdependent mentoring mechanism has been installed which is playing a critical role to increase skills and confident of the teachers.

d. **Role of SMC and Student Council in school governance and management:** Along with improved school infrastructure and teaching learning process, School Management Committee and Student Council need to act more responsibly to make school a social institution as a whole. SMC involved in every school based activities including school renovation process, enrolment campaign, parenting and installing Shishu Bikas Kendra. Student council is managing classroom based libraries and children opinion box. They were also oriented on rights to education and social inclusion. Besides this task Community Resource Team (CRT) and Children Circle (CC) were developed at the community level as extended hand of SMC and student Council.

e. **Parenting and community based activities (Pto3) & Shishu Bikas Kendra (SBK):** This intervention ensures utmost services related to p to 3 years children's health, nutrition, sanitation, protection, stimulation, development and early learning. The objective of Pto3 is to maximize the opportunity of early childhood development and learning for the children aged conception to 3 years. Besides, parenting programme is also strengthen the relationship between community and school. To ensure early childhood development, early assessment of risks, early intervention and to create a strong foundation of inclusive education this parenting program is introduced specially for the parents and family members of children aged conception to age 3. SBK is another community based early learning and development centre for 3-4 years old children. Plan provides technical assistance by providing curriculum guideline and materials along with training to the caregivers to ensure quality. It may be mentioned here that curriculum and materials of SBK have been developed and examined on the basis of national pre-primary curriculum and Early Learning Development Standard (ELDS) so that it support to achieve the targeted aims of pre-primary.

f. **Action Research:** Action research has been conducted to investigate and evaluate if all the activities are going on as planned and if anything needs to be changed in view of the changing circumstances on the ground. The findings of this research is also important for tracking progress and capture evidences to do effective advocacy.

Plan International Bangladesh mainly provide technical support for implanting the project as well as provide financial support for capacity building for teachers & community and provide supplementary teaching materials. As a result of the interventions it has evident by different study, drop-out rate has been reduced, increasing number of enrolment and community involvement has been developed in the project areas

Case study on ACIE-AAB project

ACIE & ActionAid Bangladesh jointly conducted a project on *"Developing Advocacy Framework for Primary Level Teacher Education for Inclusive Education in Bangladesh"* from May 2015 to December 2016. Basically this project was intervention based and developing an advocacy framework to make the existing government primary teacher education program more

inclusive was the main aim of the project Four PTIs and NAPE was the project area. Organizing orientation training on IE, Sensitization workshop, operational research and continuous communication and networking activity with the different stakeholders (i.e. DPE, NAPE, PTIs, IER, NCTB, local and international NGOs related to IE) through Local Education Authority, PTI Experimental school and Enlisted Practicum Government Primary School was main interventions of the project. A training module has been developed in this project has some unique elements based on reviewing different modules that followed human rights approach, social model and suggested holistic recommendations for system change.

An operational Research has been conducted to explore the impact of the training on the participants showed a continuous progress in attitudes, skills, confidence and understanding levels of the participants (Ahsan et al., 2017). One five-day ToT module on inclusive education for Master trainers and teacher was prepared and implemented in this project as well as a one-day orientation module was also introduced for the policy people and practitioners. As a result teachers has become more confident in classroom and by using new methods classroom environment has become more joyful and (Source: ACIE, 2016; ACIE & AAB; 2016).

Case study on BRAC

BRAC runs primary school under BRAC education program. BRAC started one-room schools since 1985 and three years of schooling up to class 3, which was extended to class 5 later. The main objective was to develop a school model for the underprivileged and primary school dropout children, especially girls, to complete the five-year primary school syllabus in four years. In 1991, BRAC launched Education Support Program (ESP) to enhance the access to quality primary education opportunities for underprivileged children (of 9-12 years) in the most remote areas including char (riverine islands), haor (wetlands), tea garden areas and the Chittagong Hill Tracts. ESP builds partnerships with local NGOs and provides them with technical and financial support to replicate BRAC"s primary school (BPS) model. Thus, ESP supplements the government in achieving the goals of Education for All (EFA) in line with millennium development goals (MDGs) of education in Bangladesh.

School for dropped out children: School for dropped out children is a new project of BRAC piloted both in rural and urban territories. While the BPS program aims children who are never enlisted or dropped out of formal school within the initial three years, the school for dropped out picks out learners who have dropped out in class 2 or 3 from formal educational system. Instead of enrolling them into BPS, these children could be admitted into the schools for dropout children and decrease repetition by following five-year courses and furthermore spare a tutoring year. The main features of the programmes are: Children (aged 8 to10 years) from underprivileged background who have dropped out of regular school system are given another opportunity to education. An aptitude test is taken to measure potential student's proficiency and the students are put into fitting class through analyzation of test scores. On basis of the aptitude test score the intensity of the 'Bridge Course' is readjusted. BRAC developed curriculum (based on the national curriculum) is used for class 2 and 3, National Curriculum and government-issued books are used for class 4 and 5. Children are instructed to read, write, compute simple math and gain fundamental skills and social esteems.

Bridge course: For students to learn effectively, bridge course is a mandatory segment of   the school. It is a blend of English, science and basic arithmetic to invigorate fundamental knowledge, which students may have already gained. The course also assists students to enhance their competence and fill the existing learning gaps. It motivates students to maintain regular attendance and stresses on obeying school rules and regulation. In this school, a concise curriculum for class 2 is fulfilled in seven months; curriculum for class 3 is fulfilled in the following eight months. The allocated times for completing class 4 and 5 curriculums are 10 and 11 months consequently (School for dropped out children, 2016).

Case study of Dhaka Ahsania Mission:

Dhaka Ahsania Mission (DAM) delivers education programs to reach children who are missing out on school. DAM provides opportunity to the out-of-school children access to education in community centers and youth clubs. These children attend more classes and achieve higher grades than their peers in formal primary school. DAM coordinates providing education to children during emergencies, ensuring that particularly vulnerable children in association of UNICEF.

Case study of Save the Children:

Save the Children is an international organization they work for better future of the children. In the Save the Children established learning centre in 2013 to provide second chance education through the SHIKHON ("Learning") Program, jointly with their local implementing partners in Bangladesh Village Education and Resource Centre (VERC), are providing cost-effective, quality, non-formal primary education (NFPE) to children from disadvantaged communities. SHIKHON has been financially supported by European Union and this model of reaching out children from disadvantaged communities has been acclaimed nationally. The initiative follow the national curriculum but in alternative different approach.

Please use very relevant study findings and focusing these study objectives ????

The interventions are designed in a flexible way to overcome the barriers and challenges for which the children are not able to attend school so that they get the second chance for educating themselves. A total of 100,000 out-of-school children aged between 8 and 14 from 3 districts will be enrolled under Second Chance education. It is anticipated that learners would progress at least one grade from their entry level and to proceed towards completion of primary education cycle. A total of 4 models would be implemented by 3 partners. BRAC and Dhaka Ahsania Mission (DAM) would work with lead agency Save the Children to implement Second Chance Education (SCE). All these shifted in book reveiwe and add one page fact finingds on the study belongs with Bangladesh and related with our objectivise or just add no such study done in Bangladesh ?????

Qualitative and Quantitative data findings

This Section includes the analysis and findings of collected data from Parents' Opinion Survey, Teachers Efficacy Scale, FGD tools and Key Informant Interview tools. By thematic analysis some major themes along with some sub-themes were derived in this section. At first, a brief of demographic information from Parent's Opinion Survey is given below:

Demographic Status:

A total number of 100 teachers from 8 districts have been participated in the teacher survey as teacher efficacy where 38% teachers were male and 62% were female, 45% were the assistant teacher and rest of them were head teachers Majority of the teacher's academic qualification is graduation and a very few number of teachers (13%) are found H.S.C passed or below H.S.C.

Besides the teacher survey a total of 520 parents of children with disabilities were surveyed to get the data of children with disabilities. The parents were identified in the previous studies of DRRA which has been mentioned in the methodology chapter. In this study many of the children with disabilities are found with multiple disabilities. The tables below showed the disabilities types and the percentage of children with disabilities under these types. However, the study team would like to mention that, as some of the children had multiple disabilitiesthat is why the percentage might be a bit larger than the totalsample size.
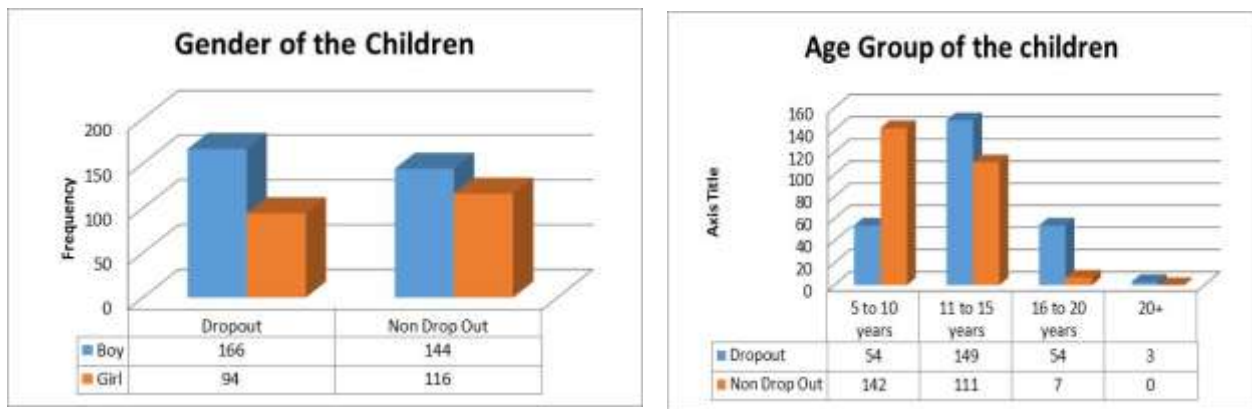
Figure 4.1: Gender and age group of the children (Source: Parents Opinion Survey_)

Based on analysing of the demographic data, the number of surveyed children with disabilities was 520 and among them 310are boys and 210 are girls.It has been also found Most of them are between 11 to 15 years age. By analysing the demographic data it has been also found that most of surveyed children have 2/3 siblings but in few cases the children have more than 5 siblings. A very few number of surveyed children have siblings they have disabilities. Most of the families in both served and un-served area are father headed family very few number of the families in both cases less 10% are mother headed. Majority of respondents are Muslims and in the served area dropout case 0.67% dalit&0.67% ethnic minority and 0.77% dalit child found in non-dropout case. Majority of the respondents live in the mud made and tinshade house and very of

them live in concrete and semi paka house. The table below shows the number of children with disabilities and drop out and non- dropout status from each district and besides served area and un-served area also.

Types of Disability		Served		Un-served	
		Non-Dropout	Dropout	Non-Dropout	Dropout
1	Autism or autism spectrum Disorders	0.75	1.89	0	6.94
2	Physical Disability	27.61	16.67	15.07	18.06
3	Mental illness leading to disability	0.37	2.27	4.11	6.94
4	Visual Disability	10.45	6.06	13.7	2.78
5	Speech Disability	14.93	14.39	16.44	15.28
6	Intellectual disability	19.03	32.95	32.88	29.17
7	Hearing Disability	8.58	5.3	10.96	6.94
8	Deaf-blindness	0.75	0	0	1.39
9	Cerebral Palsy	15.67	15.15	6.85	6.94
10	Down Syndrome	0.37	4.17	0	4.17
12	Others	1.49	1.14	0	1.39

Table 4.1: Types of children with disability percentage (Source: Parents Opinion Survey_) Based on the above table it has been found that, in both dropout case and non-dropout cases. Intellectual disability and Physical disability are leading. In served area (non-dropout case) physical disabilities are found 27.61 %and (dropout case) intellectual disabilities are found 32.95%,

Type of Disability	Chittagong		CoxsBazar		Dahka		Dinajpur		Gaibandha		Jessore		Manikgaj		Shatkhira	
	N.D	D	N.D	D	N.D	D	N.D	D	N.D	D	N.D	D	N.D	D	N.D	D
Autism	0	0	3.23	6.06	0	0	0	5.56	0	3.33	0	0	1.89	2.13	0	5.26
Physical Disability	34.09	27.27	35.48	12.12	14.29	7.5	14	14.81	18.37	20	11.11	9.68	32.08	25.53	34.62	15.79
Mental illness leading to disability	0	0	0	6.06	0	0	8	3.7	0	10	0	6.45	0	0	0	3.51
Visual Disability	13.64	4.55	25.81	18.18	8.57	5	10	5.56	10.2	0	3.7	3.23	9.43	2.13	9.62	5.26
Speech	11.36	11.36	9.68	15.15	28.57	25	14	16.67	20.41	10	7.41	6.45	18.87	10.64	9.62	17.54

Disability																
Intellectual disability	18.18	38.64	25.81	36.36	17.14	25	36	22.22	36.73	43.33	0	16.13	16.98	40.43	15.38	35.09
Hearing Disability	9.09	4.55	0	6.06	11.43	10	12	7.41	10.20	3.33	3.7	0	13.21	6.38	7.69	5.26
Deaf-blindness	0	0	0	0	0	0	0	1.85	0	0	0	0	1.89	0	1.92	0
Cerebral Palsy	13.64	9.09	0	0	17.14	15	6	9.26	4.08	10	62.96	58.06	3.77	4.26	21.15	12.28
Down Syndrome	0	4.55	0	0	0	7.5	0	9.26	0	0	0	0	1.89	8.51	0	0
Others	0	0	0	0	2.86	5	0	3.7	0	0	11.11	0	0	0	0	0

Table 4.2: Types of children with disability found in district wise (Source: Parents Opinion Survey_)

Moreover, the above table also illustrates that, Maximum number of children with disability are found in Shatkhira and Dinajpur district area in both dropout and non-dropout cases. In this regards Physical disability and Intellectual disability are leading.

Monthly Income	Non Dropout		Dropout	
	Served	Un-served	Served	Un-served
1 to 5000 Taka	32.35	32.69	34.2	35.42
5001 to 10000 Taka	46.27	40.38	44.56	47.92
10001 to 15000 Taka	11.94	13.46	10.36	12.50
15001 to 20000 Taka	6.47	5.77	7.25	4.17
Above 20000 Taka	2.99	7.69	3.63	0

Table 4.3: Monthly family income of the parents (Source: Parents Opinion Survey_)

Main Profession of the family	Non Dropout		Dropout	
	Served	Un-served	Served	Un-served
Agriculture	19.23	7.69	25.48	7.69
Day Labor	23.08	42.31	3.29	53.85
Service Holder	13.46	11.54	11.06	15.38
Business	22.12	23.08	17.31	17.31
Servant	10.58	7.69	2.88	1.92
Van/Rickshaw/Bus/Truck Driver	2.88	0	7.21	3.85
Others	8.65	7.69	5.77	0

Table 4.4: Main Profession of the parents (Source: Parents Opinion Survey_)

Academic Qualification of Parents

	Primary	Secondary	Higher Secondary	Honors	Masters	Illetarate	Others
Dropout Mother	51.75	18.29	1.56	0.39	0	20.23	7.78
Dropout Father	46.4	17.2	4.8	2.4	0.4	24.4	4.4
Non Drop Out Mother	50.19	25.87	2.32	1.54	0.39	15.44	4.25
Non Drop Out Father	46.61	23.9	5.58	1.59	0.8	17.93	3.59
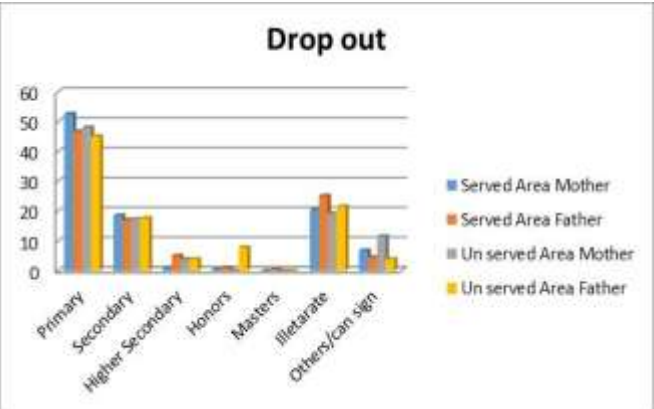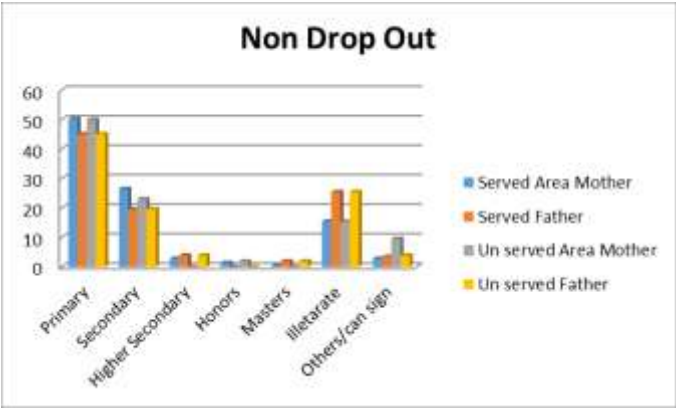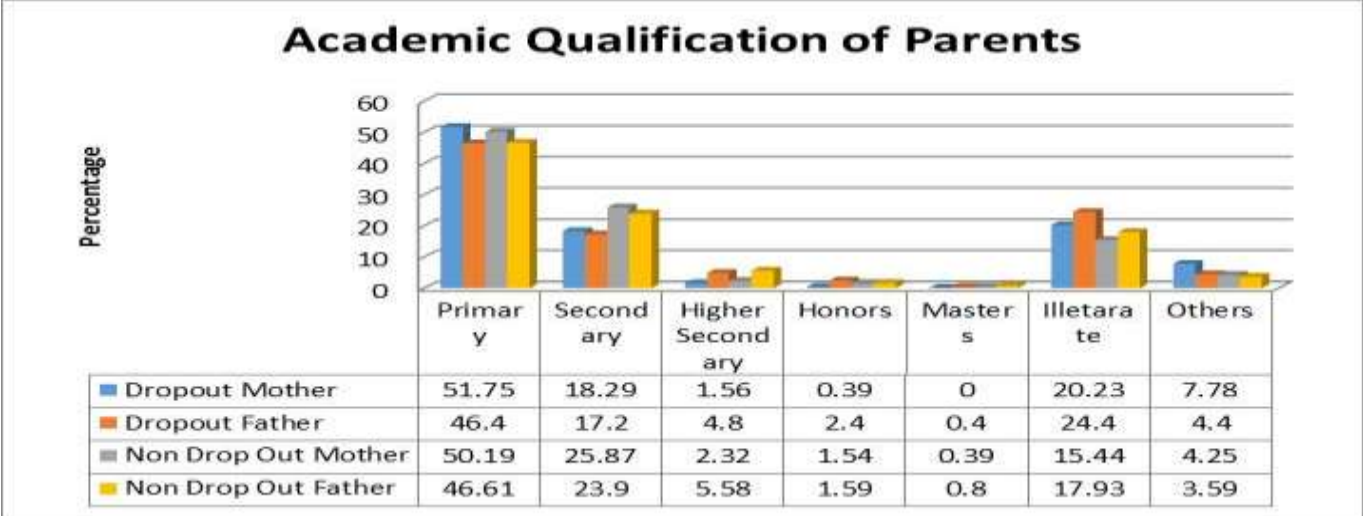
Figure 4.2: Academic qualification of the parents (Source: Parents Opinion Survey_)

Among the parents most of the parents are primary graduate and illiterate. Additionally, the most common professions among them are found agricultural activity, day labourer, small business and service provider. From parents opinion survey it has been also found that, almost 75% families earn 10000/- taka or then 10000/- taka for both dropout and non-dropout cases. The above graphs & tables show the academic qualifications, income and professions of the parents.

Based on the conceptual framework of this study four major themes and sub themes were derived from Parents' Opinion Survey, Teachers Efficacy Scale, FGD tools and Key Informant Interview tools. A connection were also tried to established in the major themes areas with internationally accepted Liliane Fond Framework which focused on four major themes, Acceptability (recognition children as subjects of rights, enforcement of minimal standards, parental choice of education), Availability (fiscal allocation, matching schools and needs,

teachers capacity) Accessibility (policies and legislation, Implementation of existing policies, attitudes towards children with disabilities, distances, transport & infrastructure), Adaptability (curricula adjusted to children's needs, learning and teaching materials, technology and devices) The major themes and sub themes of this study are:

1. Accessibility:

1.1 Enrolment situation of Children with disabilities in the schools

1.2 Current infrastructural accessibility status of schools (class room, playground, ramp, drinking water, toilet etc.)

2. Active Participation:

2.1 Attendance scenario of children with disabilities and efforts of teachers to maintain regular attendance

2.2 Students participation in Co-curricular activities

2.3. Teaching-learning method

3. Acceptance:

3.1 Students' own perception

3.2 Parents perception

3.3 Teachers' readiness

3.4 Policy and stakeholder attitude

3.5 Support (parents, community, GO, NGO and transportation support)

3.6 Awareness raising Initiatives towards disability.

4. Achievement

5. Other Challenges:

5.1. Shortage of physical resources

5.2. Insufficient human resource and shortage of capacity-building activities

5.3.Hidden cost of education

5.4. Accessibility and Distance

5.5 Inadequate health & nutrition support

1. Accessibility

The theme reflects the existing accessibility situation of the schools. Though different initiatives have been taken by the govt. and local authorities to remove physical, sensory and cognitive barriers to ensure the accessibility for everyone however, children with disabilities are still facing accessibility barriers in many of the areas. This theme is divided into two major sub themes: enrolment status and infrastructural status of schools for accessibility of children with disabilities in schools

1.1. Enrolment

District wise dropout percentage

	Chittagong	Coxsbazar	Dhaka	Dinajpur	Gaibandha	Jessore	Manikganj	Satkhira
Pre Primary	15.38	0	46.15	5.13	19.23	34.62	33.33	5.13
Class 1	17.95	34.62	19.23	33.33	50	0	17.95	33.33
Class 2	28.11	23.08	11.54	15.38	19.23	15.38	12.82	25.64
Class 3	28.21	7.69	15.38	23.08	0	26.92	10.26	5.13
Class 4	7.69	15.38	7.69	5.13	7.69	11.54	17.95	20.51
Class 5	2.56	19.23	0	17.95	3.85	11.54	7.69	10.26

Figure 4.4: District wise drop-out scenario of children with disability (Source: Parents Opinion Survey_)

Dropout Scenario		
	Served	Un-served
Pre Primary	20.67	11.54
Class 1	23.08	36.54
Class 2	20.67	30.46
Class 3	14.9	15.38
Class 4	12.98	7.69
Class 5	7.69	15.38

Table 4.3: Class wise dropout scenario in served & un-served area (Source: Parents Opinion Survey_)

From the above table it has been found that, a total of 260 children with disabilities are found dropped-out from the schools and most of them are dropped out in served and un-served area from pre-primary, grade 1 and from grade 2 that means the early years of the school.

Causes of Drop out (Parents' view)

Served Area
Non Served Area (N)
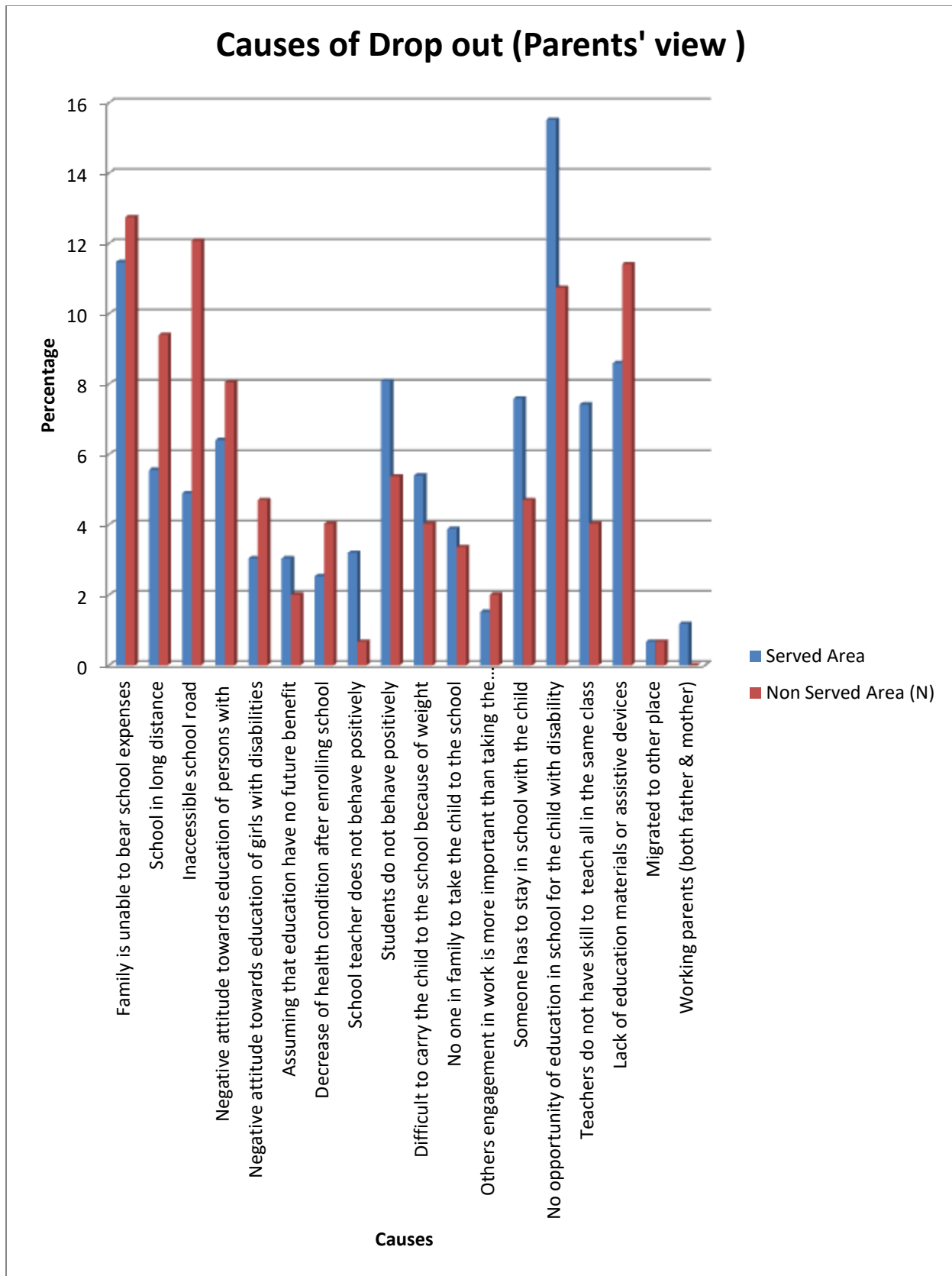
Figure 4.5: Causes of dropout from parents' survey(Source: Parents Opinion Survey_)

Based on the survey findings it has been found that different causes identified by the respondents in reference to dropout in both served and un-served area. In both cases the respondents identified different causes for dropout. In most of the cases the respondents identified family is unable to bear expenses of school and peer group behaviour is not good and there is not sufficient arrangement of school for children with disability. By analysing the question no 32 it has been also found that most of the drop out children can't do anything just stay at home (N=206 out of 260), some of them help their family and very of them involved with some income generated activity (N= 15) after drop out from school.

Besides, it has been also found by analyzing the non-dropout case. The respondents identified different answers in response to the cause of regular schooling. Most of the reported, their children like school for learning new thing, joyful learning environment, peer group interaction.

Causes of dropout for children with disability (teacher's view)

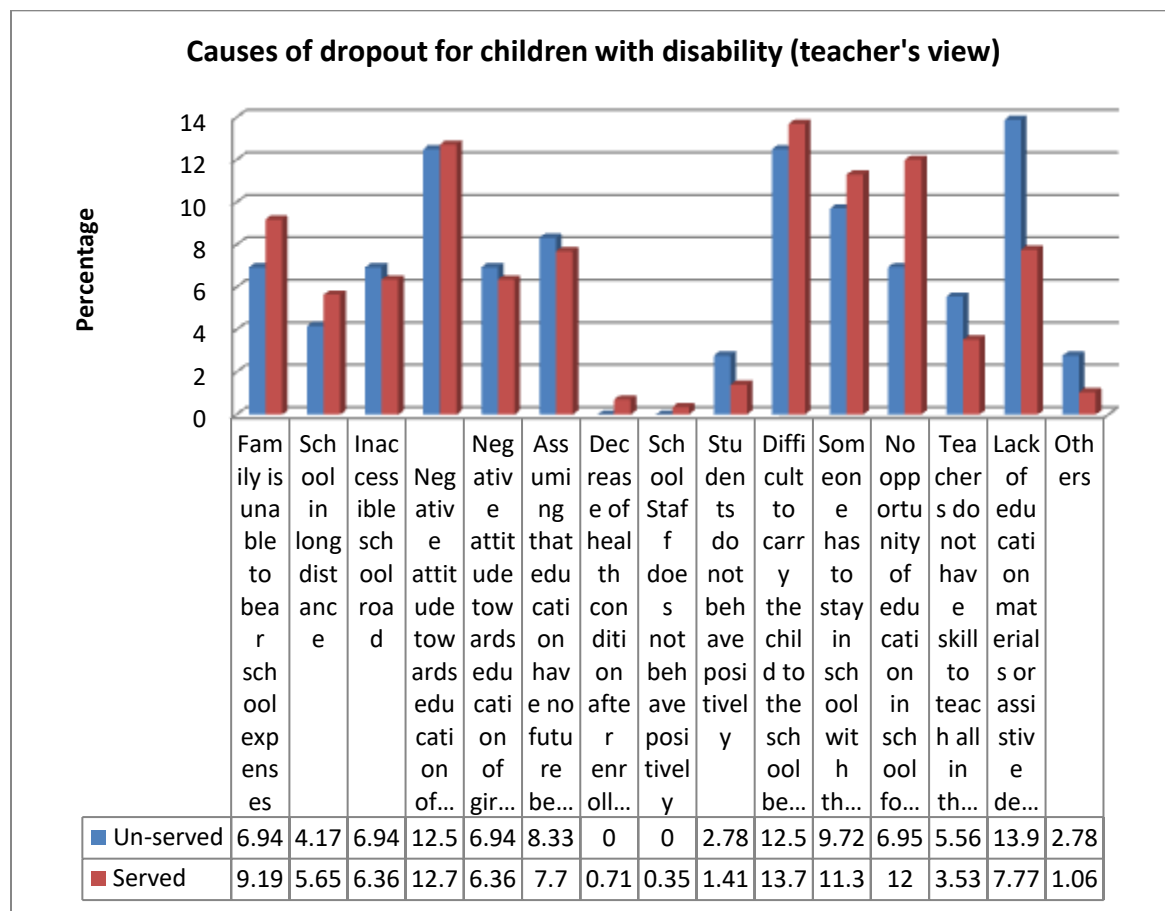|	Fam ily is una ble to bea r sch ool exp ens es	Sch ool in long dist anc e	Inac cess ible sch ool roa d	Neg ativ e attit ude tow ards edu cati on of…	Neg ativ e attit ude tow ards edu cati on of gir…	Ass umi ng that edu cati on hav e no futu re be…	Dec reas e of heal th con diti on afte r enr oll…	Sch ool Staf f doe s not beh ave posi tivel y	Stu den ts do not beh ave posi tivel y	Diffi cult to carr y the chil d to the sch ool be…	Som eon e has to stay in sch ool wit h th…	No opp ortu nity of edu cati on in sch ool fo…	Tea cher s do not hav e skill to teac h all in th…	Lack of edu cati on mat erial s or assi stiv e de…	Oth ers
■ Un-served	6.94	4.17	6.94	12.5	6.94	8.33	0	0	2.78	12.5	9.72	6.95	5.56	13.9	2.78
■ Served	9.19	5.65	6.36	12.7	6.36	7.7	0.71	0.35	1.41	13.7	11.3	12	3.53	7.77	1.06

Figure 4.6: Causes of Dropout for children with disability (Source: teachers' Survey)

Based on the teacher survey findings it has been found that different causes identified by the respondents in reference to dropout in both served and un-served area. In both cases the respondents identified different causes for dropout. Majority of the cases the respondents identified negative attitude towards education of persons with disability to school, difficult to carry the child to the school because of weight and some on has to stay school for the children with disability.

From interviews and FGDs, the causes of dropout have been found similar. The causes of dropout was identified as parents unconsciousness, hidden cost, assuming no benefit in future, seeing disabled children as burden, shortage of specialized teachers, transportation problem, financial problem, bullying of peers, lack of having company, lack of support and assistance and children's lack of interest in study. One of the parents from Manikgonj stated:

> *"My children do not go to school because of his classmate make fun of him".*

A teacher from Jessore uttered that Parents' not being serious about the importance of educating their children, transportation problem for the disabled children, due to low income children get dropout of school. One of the Education officers echoed that,

> *"Parents unconsciousness, cost of education, no result in future, seeing disabled children*
> *as burden for the society, transportation problem etc are the main causes of dropout."*

Dropout causes have been also found from FGDs with community people. One of them mentioned that:

> *"Due to having lack of support and assistance and in some cases due to having lack of*
> *interest for study are contributing in children's dropout."*

Causes of drop out of non disable children

	Financial crisis of family	Lack of Social awreness	Lack of parents education	Inadequate school	Distance and inaccesibility	Others
■ Served	42.22	8.89	33.33	2.22	8.89	4.44
■ Un-served	30.81	26.89	32.97	0.54	7.03	2.16
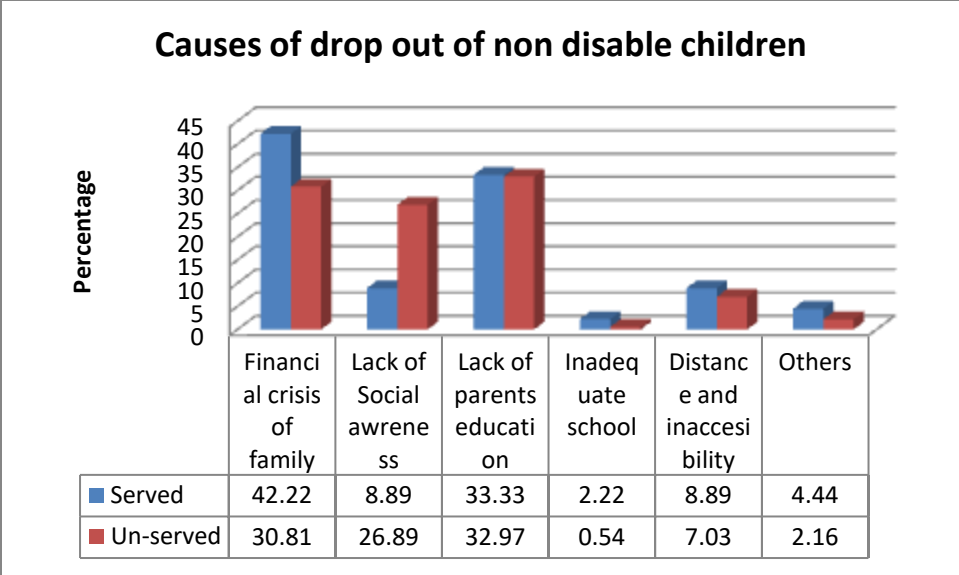
Figure 4.7: Causes of Dropout for non-disable children by teachers'opinion (Source: teachers'Survey)

Besides that, teachers also identified some causes of drop out for the non-disable children By analyzing the question no 24 it has been also found that most of the cases children has been drop out for the financial crisis of family and lack of parents education and social awareness.

Interestingly, from the teachers' interview and other stakeholders' opinion, it has been found that, all the teachers pointed disable students could get admission in their schools and they always motivate the parents and provide counsellingto send their children at school. One teacher from Gaibandha opined:

> *"We do admit disabled students at the school. We inspire and motive the parents having disabled children to let them admit in to school."*

Further, they carry out survey across the catchment areas every year in terms of finding out disabled students.

> *"We carry out door to door survey and make a list of disable students and try to admit them in school."* (Teacher CTG)

Now days, Students with disability can get enrolment in the regular school easily. In terms of enrolment scenario, it can be said that it is satisfactory.

1.2. Infrastructure/ Physical accessibility

This sub theme refers to the scope of accessibility for each child in every corner of schools based on the current condition of the school premises concerning about school building, toilet, classroom arrangement, ramp facilities, drinking water accessibility etc.

Based on the respondents opinion about the school environment in parents opinion survey, physical accessibility i.e. ramp, painting status, accessibility to drinking water and toilet, accessible playground has been found that the accessibility scenario is quite satisfactory to the parents.

School Environment

	Acessible School building	Acessible Drinking water	Acessible Toilet	Electricity facility	Sufficient light	Sufficient ventilation	Separate assesment for CWD
Yes	75	77.5	75.5	95	85	84	12.5
No	25	22.5	24.5	5	15	16	87.5
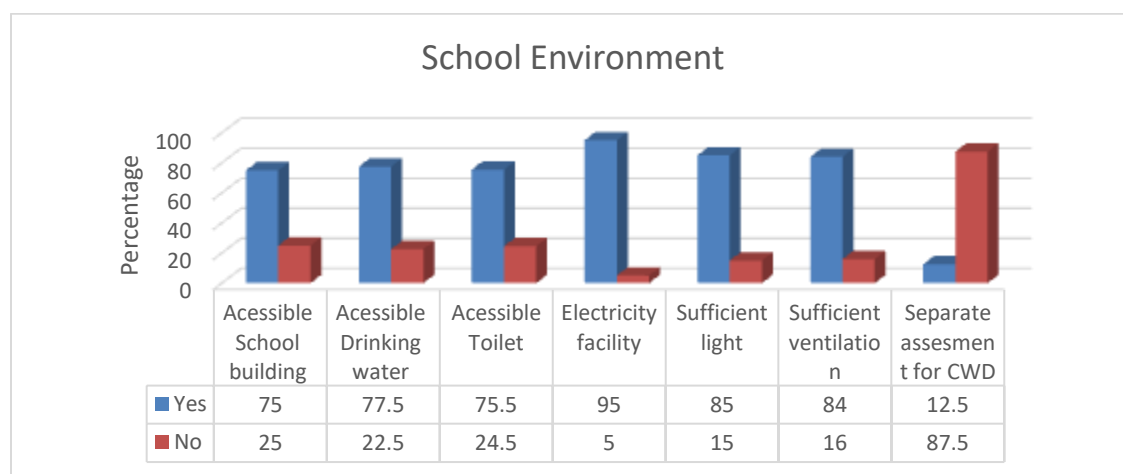
Figure 4.8: Accessibility of school (Source: Parents' opinion Survey)

In the above graph majority of the dropout and non-dropout parents' reported from both served and un-served area that, the school is accessible for their children, there have accessible drinking water and toilet facility, and there was electricity facility, sufficient light and ventilation.

In the interview and FGD data respondents also reported similar satisfactory data. Most of the teachers reported that newly developed schools are accessible for the students with disability but the old schools are less accessible for them. They also stated that they did not receive any training on special education in terms of infrastructural perspective. Moreover, all the teachers appreciated recent government steps to make the schools accessible for all children. Interestingly, at the same time they feel stressed on taking more actions about improving the accessibility and feel that, the taken initiatives are not adequate as current situation is very poor. One of the teachers from Satkhira uttered that,

"Although government has taken different initiatives to make school physically accessible but those are inadequate against their needs."

Notably, in this study it has been also found that, some of the schools conceptualized the physical accessibility in narrow sense. In some of the schools, initiatives such as arranging class in ground floor, fixing specific seat for disabled children in classroom has been taken to ensure physical accessibility for all. One of the teachers from Cox's Bazar stated that:

"We arrange classes in ground floor for the disabled children. We also have fixed seats for the disabled children in our classroom."

The DPEOs and UEOs had similar point of view on infrastructural facilities as the teachers. However, a contradictory statement about establishment of ramp is found from the education officer of Satkhira:

"The schools which have been made under PEDP-III are accessible. We are making the ground floor more accessible for the children with disabilities. Moreover, despite having no ramp in some schools, entrance and corridor are made suitable for wheel chair user."

Nevertheless, they noted that schools have been made accessible for Children with disabilities through setting up ramps, disable friendly wash blocks, reserved seats, and adjustment in playground. One UEO from Manikgonj reported that for making school infrastructural environment more accessible government are now paying more attention on the old schools.

Additionally, most of the parents, members of SMC and community people had shown positive views about the infrastructural accessibility facilities of school premises. But they had expressed their concerns about the accessibility facilities outside school environment. One of the parents from Dinajpur shared that,

"There was no problem in school, but road was not safe." (Parents Dinajpur)

However, parents are also concerned about the entrance as some of the schools as the schools have no boundary as well as no entrance. One of the parents told that there was no direction for blind children in the school. A parents from Cox's Bazar pointed that school field and play ground was suitable for her child but toilet and corridor was not so. From the classroom observation it was also found that, the condition of the classroom, playground, drinking water and toilet are far less below of satisfactory line rather in average line. Interestingly, these initiatives are also found maintained more rigorously than other initiatives. The graphs below

from classroom observation present the condition of classroom, playground, drinking water and sanitation system of the schools.

Acessible Classoom Scenario

	Disability friendly classroom at ground floor	Classroom Sign Indicators	Wheelchair Classroom
Unsatisfactory	12.5	87.5	62.5
Avearge	37.5	12.5	12.5
Satisfactory	50	0	25
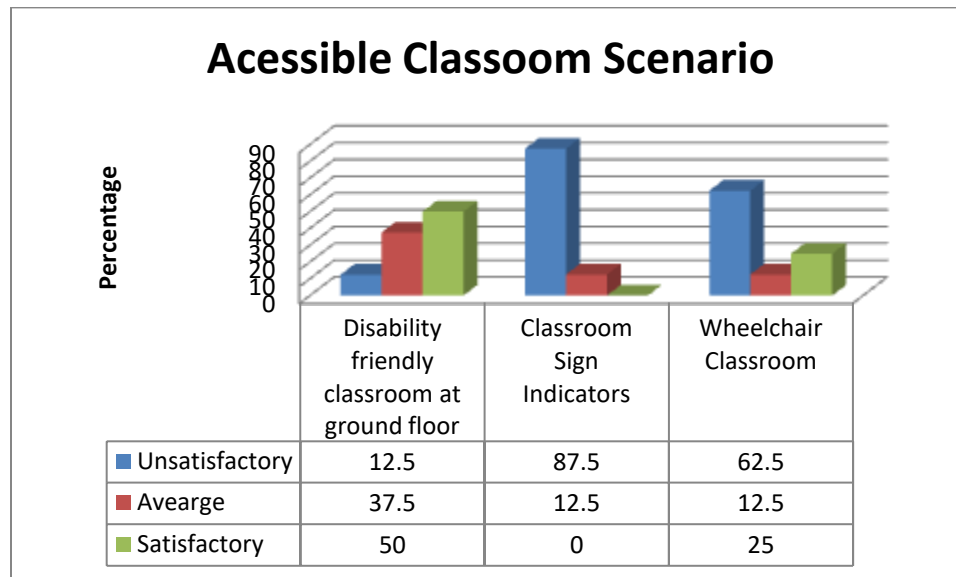
Figure 4.9 Accessible Classroom scenarios (Source: school observation)

From the above graph it has been found that, disability friendly classroom in the ground floor is quite in satisfactory level is the schools whereas; classroom sign indicators and the wheelchair accessibility of the classrooms are almost unsatisfactory. More vast data on the accessibility in classroom observation also illustrated similar data.

Accessibility scenario of school

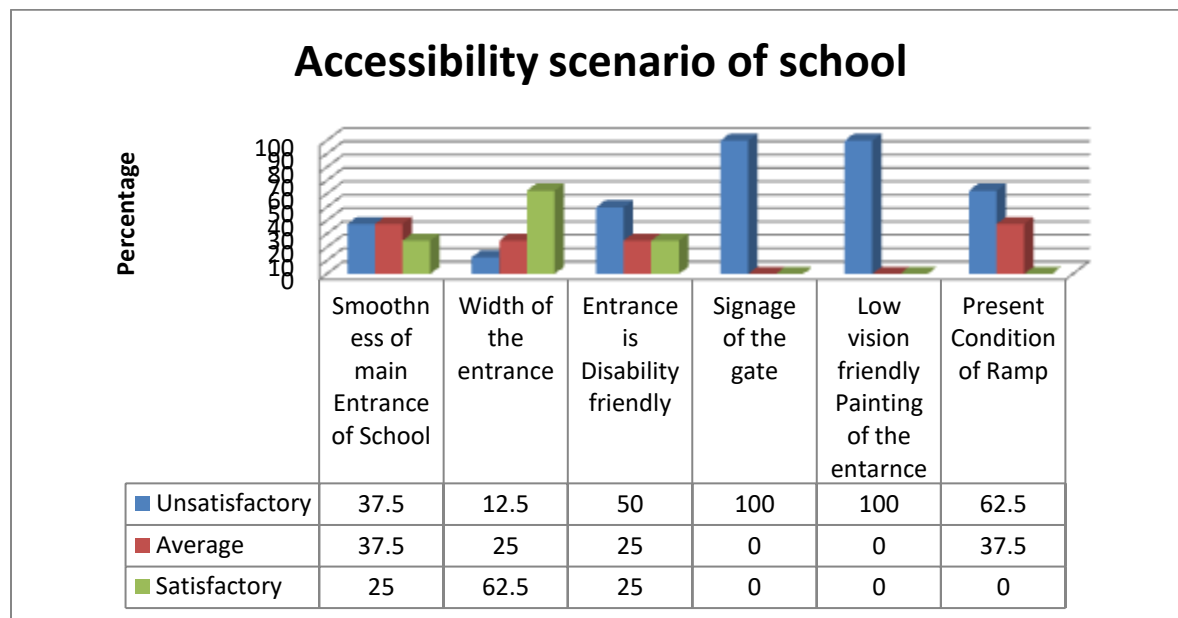|	Smoothness of main Entrance of School	Width of the entrance	Entrance is Disability friendly	Signage of the gate	Low vision friendly Painting of the entarnce	Present Condition of Ramp
Unsatisfactory	37.5	12.5	50	100	100	62.5
Average	37.5	25	25	0	0	37.5
Satisfactory	25	62.5	25	0	0	0

Figure 4.10 Accessible Classroom scenarios (Source: school observation)

Based on the above graph it has been found that, in most of the cases the accessibility scenario is not satisfactory instead of the width of the entrance.

Accessibility of the playground

	Unsatisfactory	Average	Satisfactory
Play Ground	37.5	37.5	25
Wheelchair accessible playground	37.5	37.5	25
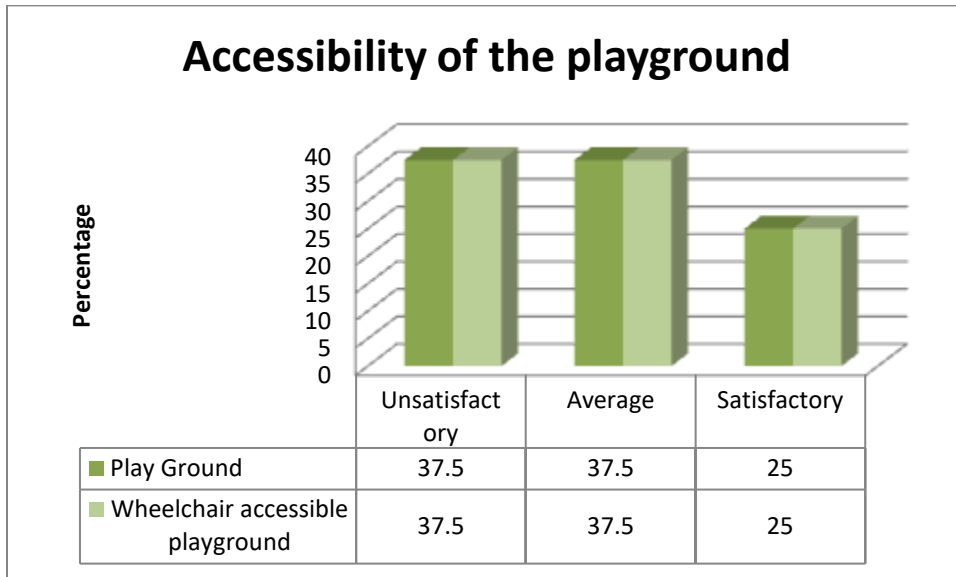
Figure 4.11: Accessibility of Playground (Source: school observation)

Based on the the above graph the observers reported the present condition of the schools play grounds are average and the ground are somewhat accessible for the wheelchair users

Conditition of Drinking water

	Unsatisfactory	Average	Satisfactory
Walkway to drinking water	50	50	0
Supply & availability of drinking water	37.5	62.5	0

Figure 4.12: Accessibility Condition of drinking water (source: school observation)

In case of drinking water the above bar graph shows that ,walkways to the drinking water spot of schools are not accessible in the majority of the cases and supply and availability of the drinking water in the school are average condition, it need more improvement.
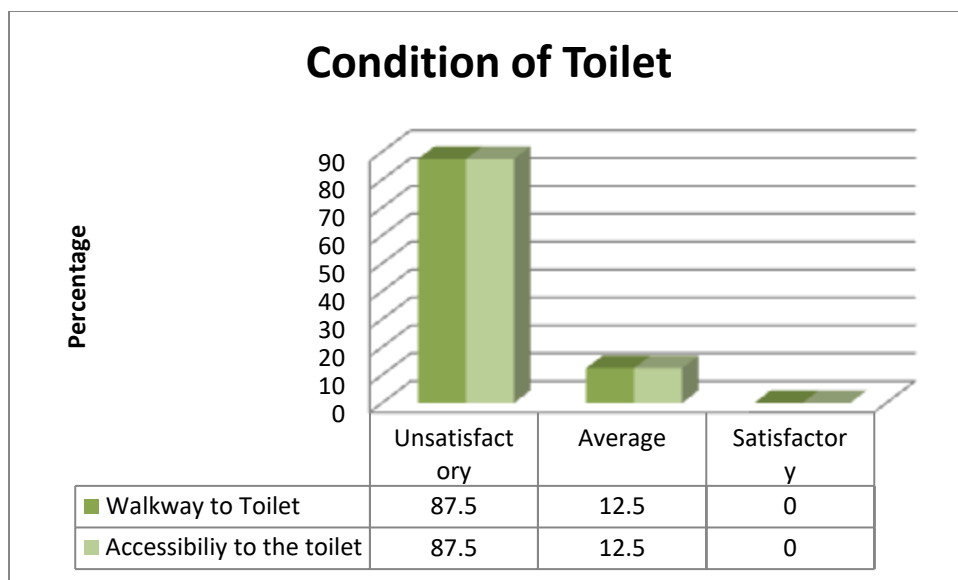
Figure 4.13: Accessibility Condition of toilet (source: school observation)

About the condition of the toilet, it has been seen that the walkway to the toilets of schools and accessibility inside the toilet were not satisfactory in the majority of the cases.

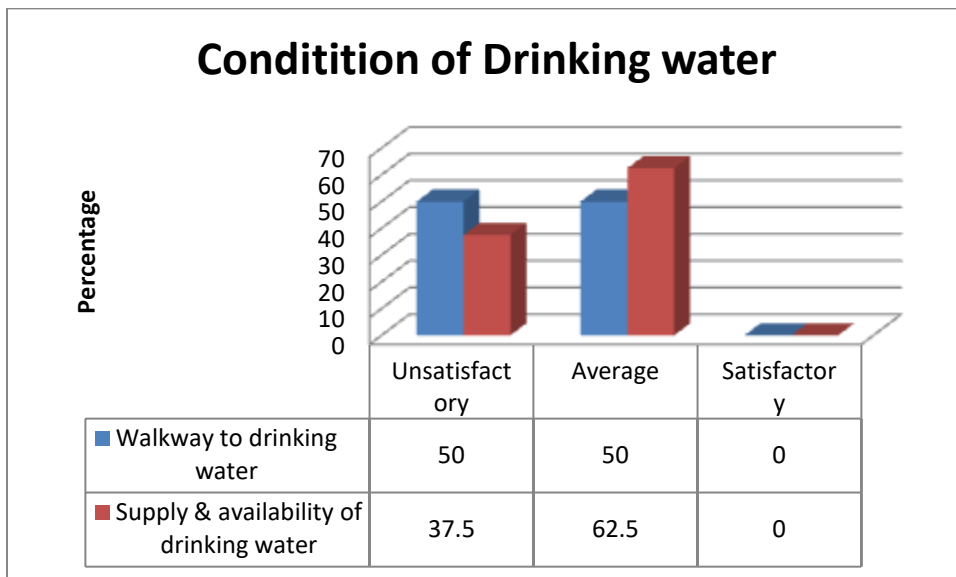To conclude, it can be said that in terms of infrastructural accessibility the overall situation is quite unsatisfactory. Though the conditions of newly built school buildings are good but renovations are needed in the old schools.

2. Active Participation

The theme reflects the Active participation of children with disability in all aspects of the school life. Their attendance, taking parts in different co-curricular activities and in teaching learning methods are discussed in light of active participation.

2.1. Attendance

It has been found that students with disability are irregular compared to other students. Teachers reported that at early stage they come to school regularly but as times flow their tendency towards absence grow.

According to the parents,

Who takes the child to the school

	Own self	Father	Mother	Siblings	Uncle	Aunt	Servent	Others
Served Area Non Dropout	58.72	6.38	27.66	3.4	0.43	0.43	0.43	2.5
Served Area Dropout	35.77	11.54	43.85	4.62	0	1.15	0	3.08
Un served Area Non Dropout	73.02	4.76	17.46	1.59	0	0	0	3.17
Un served Area Dropout	57.41	3.7	35.19	1.85	0	0	0	1.85
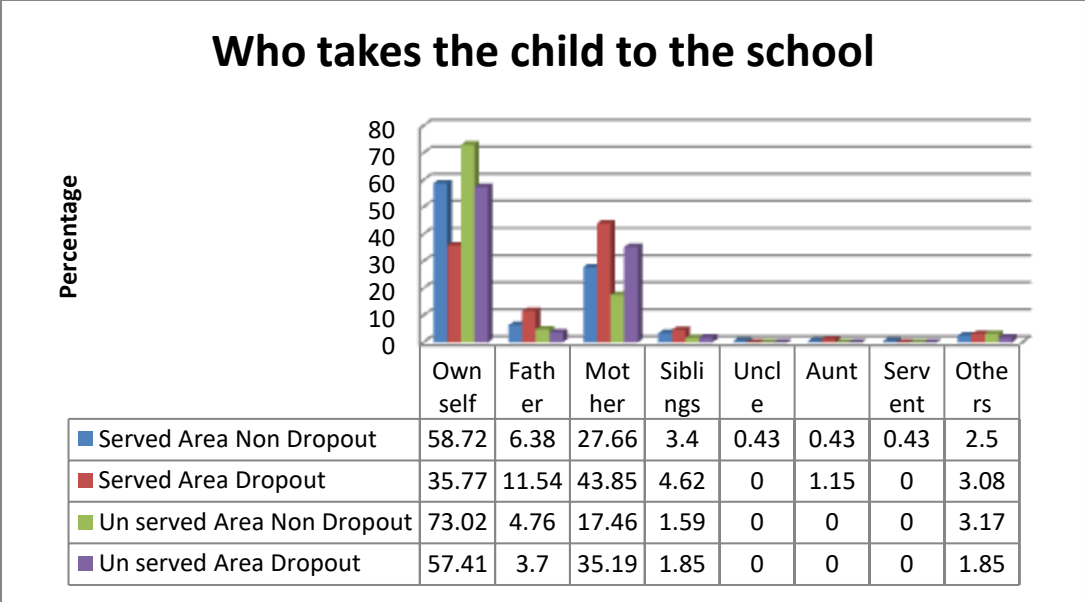
Figure 4.14: Taking child to school (Source: Parents opinion Survey)

Based on the above graph it has found that, in majority of the cases, from both served and un-served area children go to school own self by the view of non-dropout parents. At the same time, in both served and un-served area most of the children go to school by own-self and mother take their child to school by the view of dropout parents.

Waiting at school for the child

	Served Area		Un served Area	
	Non Dropout	Dropout	Non Dropout	Dropout
Yes	30.86	63.25	40	60
No	69	11.54	60	40

Figure 4.15: Waiting at school for the child (Source: Parents opinion Survey)

Based on the issue of waiting at school for the child it has been found that, parents/care givers need to wait at school for the child in the dropout case from both served and un-served area, besides opposite scenario has been found in the non-dropout case.

Based on the issue of transportation it has been found that in most of the cases in both out and dropout and non-dropout majority of the student go to school by walk, few of the students go to school by rickshaw and some of them go to school by riding his\her parents lap.

According to the teachers, students with disability are irregular in school mostly because of unaware parent, lack of intention to come to the schools and physical and psychological weakness. One of the teachers stated that:

> *"It does entirely depend on disabled students' intention. In some occasion, parent's reluctant tendency is also liable."* (Teacher- Gaibandha)

DPEOs and UEOs had similar view on student's attendance situation. UEO from Gaibandha said:

"Physical and visual impaired students are irregular due to their physical weakness."

They pointed that the teachers are always sincere in preventing student's intention to be absent. They go to their house, talk with the parents and motivate the students to go school regularly.

> *"Now a days teachers are devoted to reduce absenteeism tendency of the students. Teachers arrange discussion session with students' mother regularly."* (DPEO-Satkhira)

Being irregular in school activities leads to dropout. School infrastructure, teacher's number and quality about teaching students with disability also are the causes of students being inattentive and thus eventually they drop out from school. Moreover, students with severe disability are dropping out due to lack of need based facilities in the classroom.

2.2. Co-curricular activities

Co-curricular activity is a significant denominator to evaluate students' learning beyond classroom. Referring to the development of skills and attributes in a wider range, this idea cannot be separated from the academic curriculum, rather required to be implemented with equal importance. This subtheme reflects the co-curricular practices of the sample schools shedding light on the forms and extents of such activities.

In the parents opinion survey a scenario of non-participation in co-curricular activities was found where the children with disabilities do not to participate in the annual sports programs which are basically arranged in the playground. The parents' opinion survey showed that,
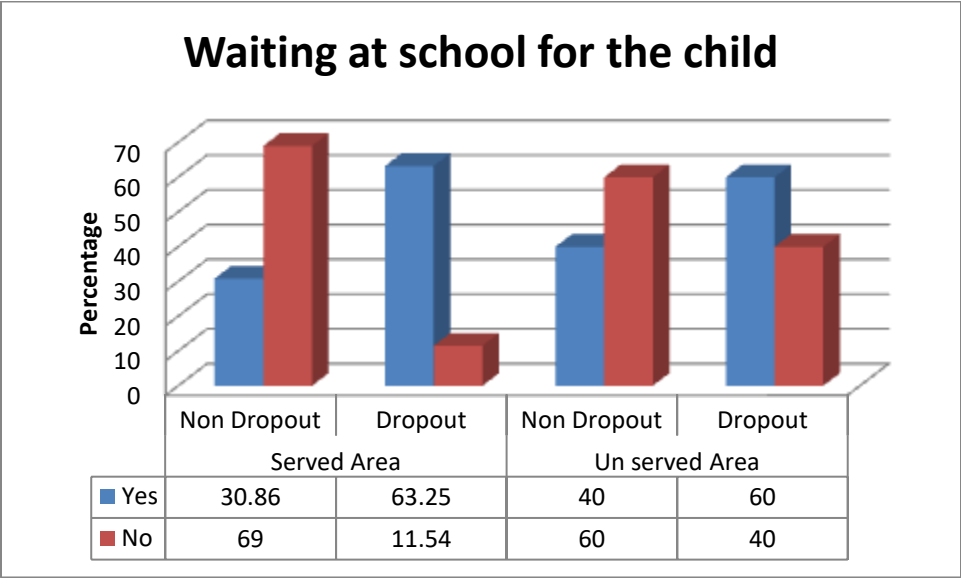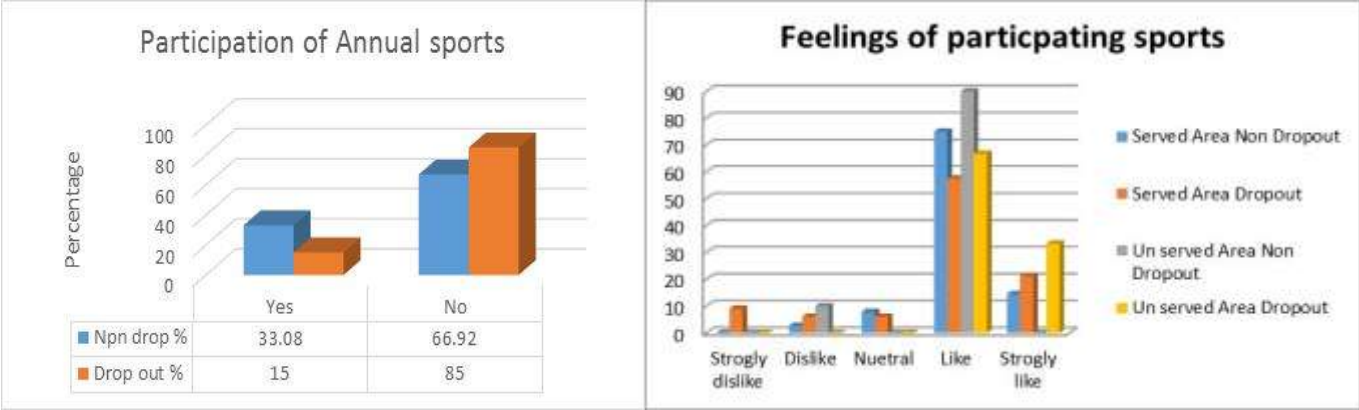
Figure 4.16: Participation of Annual sports (Source: Parents opinion Survey)

Based on the above graph it has been found that, majority of the parents reported their children did not participate in the annual sports. Very few of them reported positively regarding this issue. Their children like to participate in the sports. The following table provide the statics of the causes of not participate in annual sports.

Causes of not participation in sports	Served Area %		Un served Area%	
	Non Dropout	Dropout	Non Dropout	Dropout
No equal opportunity for all	15.02	12.87	17.5	12.5
No disability friendly game	33.2	29.95	50	37.5
Lack of reinforcement	1.19	2.23	10	5
Lack of Motivation from School	2.37	5.94	1.25	11.25
Lack of Motivation from Teacher	5.93	10.89	2.5	7.5
Lack of Motivation from Parents	13.04	14.36	0	2.5
Lack of Motivation from peer group	23.32	20.79	1.25	13.75
Others	5.93	2.97	7.5	10

Table 4.5: Causes of not participating in annual sports(Source: Parents opinion Survey)

Most of respondents reported in majority of the cases their children can't participate in annual sports. By analyzing the data in parents' opinion survey it has also been found that, there is no disability friendly games, lack of motivation from teacher and others is one of the major causes of not participating in the sports.

Form the interview and FGD data similar statement were found. The teachers reported that, most of the schools do not have any extra facilities for students with disability in co-curricular activity.

For students with disability most of the schools arrange indoor activities (drawing, singing, dancing, debating etc.) only. One teacher from Dinajpur stated:

> *"Every student, including students with disabilities participates in painting competition. In addition, speech and hearing disable students take part in different playing activities likewise other students."*

Most of the DPEOs and UEOs echoed with the teachers regarding participation of Children with disabilities in co-curricular activities.

> *"Disabled students can't participate in outdoor playing activities. Indoor games and activities have been arranged to inspire all the students including disabled kids."* (DPEO-Jessore)

On the contrary, one UEO from Manikgonj stated that the schools arrange outdoor games and the students with disability can participate in these games. They also consider the level of disability while choosing the games. One UEO from Satkhira reported:

> *"The students with disability participate in all types of school co-curricular activities such as tree plantation, classroom decoration, etc."*

One of the DPEOs also assured that through co-curricular activities the school management can aware the parents as well as the students.

One teacher from Manikgonj shared a success story of participating in co-curricular activities of a hearing impaired child.

> *"In our school, we emphasized on participating in different activities. One of our students, named Rani who is a hearing and speech impaired girl, she placed the first position in a national level dance competition."*

Overall, in most of the cases students with disability are participating in co-curricular activities especially in indoor activities. Alternative ways should be taken to engage them in different types of activities.

2.3 Teaching-learning Methods:

The teaching-learning process can be considered as the most important measure in the account to equip active participation in an inclusive classroom. To allow all students' participation in the lesson, it is a prerequisite considering the entire student's need while choosing teaching-learning method and designing the lesson. This theme will present the scenario of an inclusive

environment in classroom settings evaluating teaching learning strategies, use of materials and assessment practices.

Opportunity to seat in front

	Served Area		Un served Area	
	Non Dropout	Dropout	Non Dropout	Dropout
■ Yes	69.04	55.17	67.21	58.82
■ No	30.96	44.83	32.79	41.18
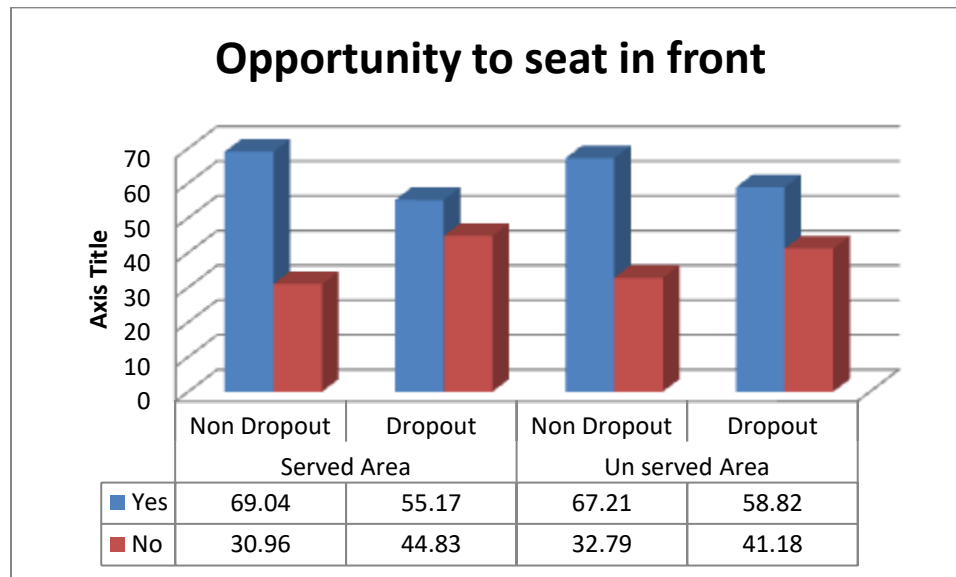
Figure 4.17: Opportunity to seat in front row (Source: Parents opinion Survey)

Most of respondents reported in majority of the cases their children with disability has been provided opportunity to seat in the front row in the classroom for both dropout and non-dropout cases.

It has been found that the teachers are quite confident about teaching students with disabilities in a same classroom but most of them do not use specific teaching learning strategies for children with disabilities. According to most of the DPEOs, UEOs and teachers, there is no specific teaching learning strategies for the Children with disabilities and the teachers follow same strategies for all the children.

> *There is no special teaching-learning method for the disabled children, teachers follow same arrangement for everyone..* (UEO, Chittagong)

Nevertheless, the parents' opinion survey indicates that teacher use separate teaching learning material and gives attention in the active participation of children with disabilities in the classroom. The graph below presents the situation of taking special action for children with disabilities in the classroom.

Special Actions taken for children with disability	Seating Arrangement	Teaching Learning Materials	Active Participation	Asssesment
Strongly Disagree	12.5	12.5	12.5	12.5
Disagree	25	12.5	12.5	0
Agree	37.5	75	75	62.5
Strongly Agree	25	0	0	25
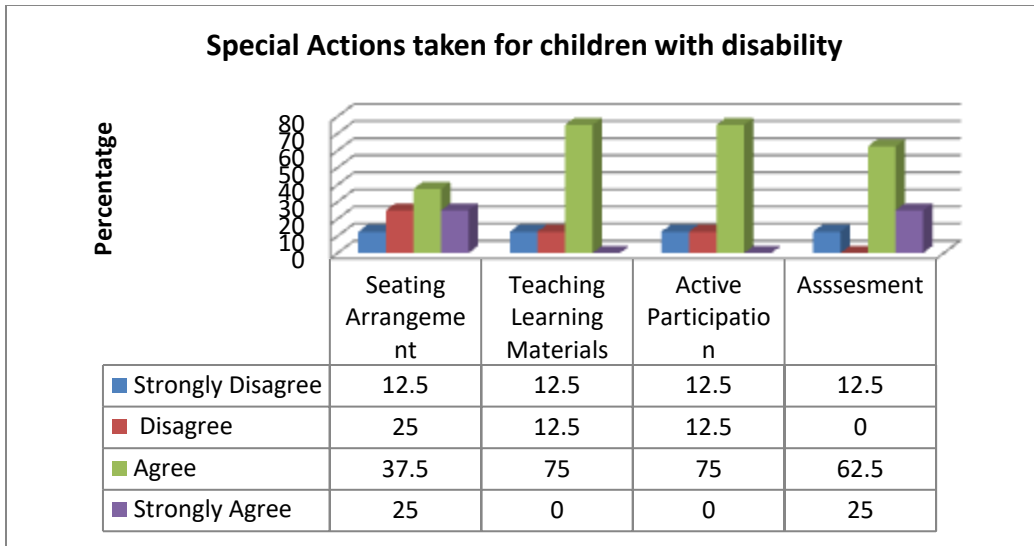
Figure 4.18: Special Actions takenfor children with disability(Source: Classroom Observation)

Based on the above graph show that in 87.5% cases seating arranges was friendly for the children with disability, teaching-learning method was appropriate for children with disability which was, opined by the observation team in 75% cases. It is also reported that in 75% classes' teacher ensure the active participation of children with disability was present. The trend also focuses special assessment methods followed on the same scenario. Moreover, the graph below also shows a positive practice of using special measures for backward students but also suggest about improving the teaching learning strategies for children with disabilities.
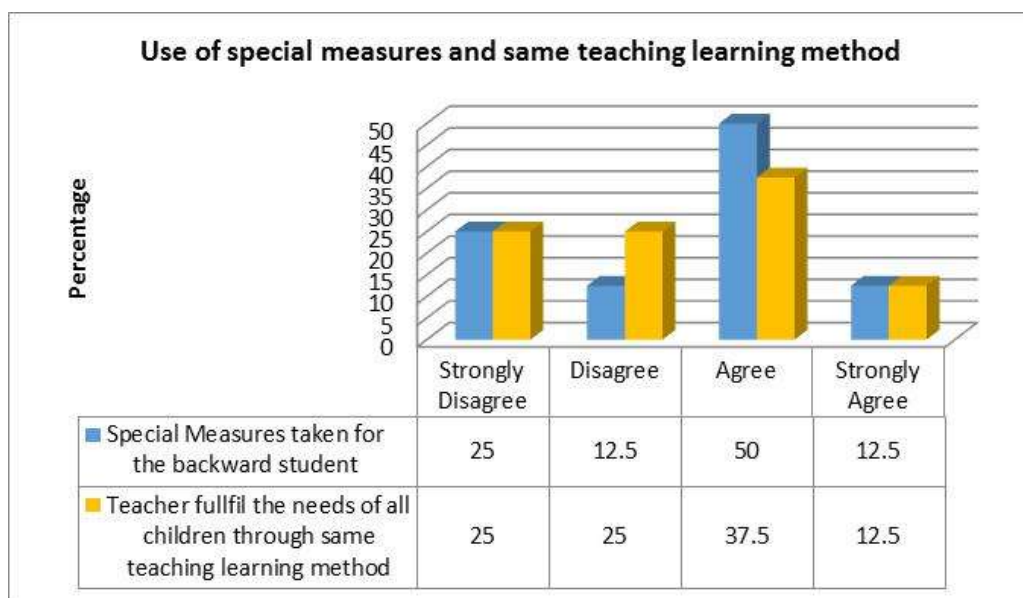
Use of special measures and same teaching learning method	Strongly Disagree	Disagree	Agree	Strongly Agree
Special Measures taken for the backward student	25	12.5	50	12.5
Teacher fullfil the needs of all children through same teaching learning method	25	25	37.5	12.5

Following the above bar chart, it is evident that special measures has been taken by the teachers for the backward students 62.5% agreed on it and 50% agreed the teacher fulfil the needs of all type children through same time with same teaching-learning activity.

Teachers acknowledged about the significance of providing extra time to students with disability. One teacher from Dinajpur said:

> "We allocate extra 20 minutes to every disabled students in order to complete their task. In addition, teachers provide extra time and care at the classroom if needed by disabled student."

Most of the cases, teachers had done preparatory work for presenting the lecture at classroom. Joyful learning can be described as children engaging and empowering themselves in a loving and supportive school environment and thus learning of content meaningfully through enjoyment.All the Children including children with disability   In some occasions, teachers had been trying to create delightful environment in the classroom by doing imitation, singing, reciting, painting picture on the board etc. One UEO from Gaibandha stated:

> "Teachers create delightful environment in the classroom in order to teach efficiently."

Joyful Environment

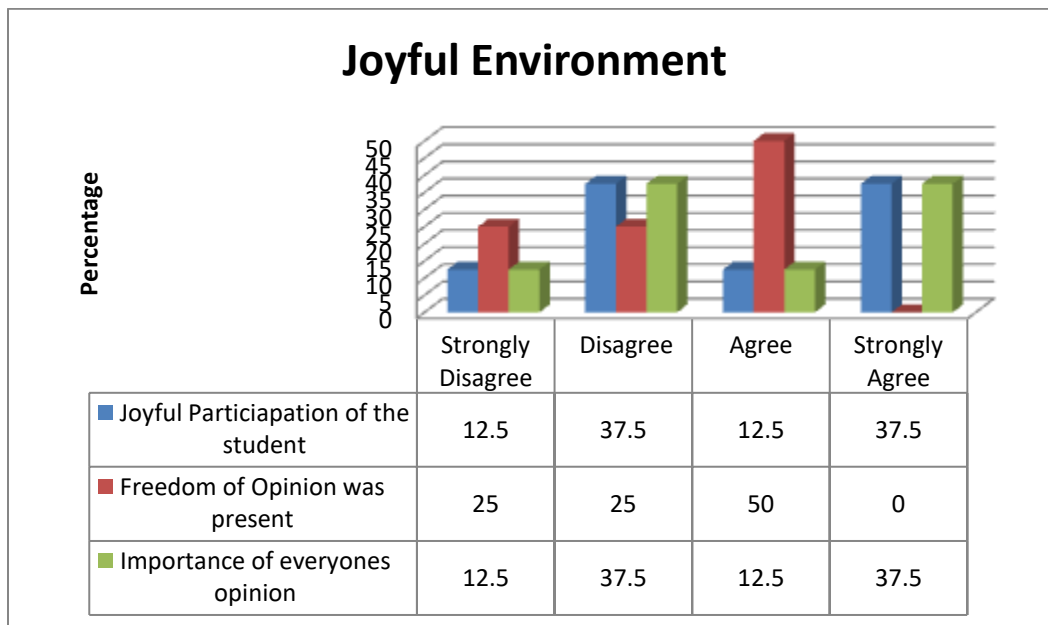|	Strongly Disagree	Disagree	Agree	Strongly Agree
Joyful Particiapation of the student	12.5	37.5	12.5	37.5
Freedom of Opinion was present	25	25	50	0
Importance of everyones opinion	12.5	37.5	12.5	37.5

Figure 4.20: Joyful Environment of Classroom (Source: Classroom Observation)

From the above graph, in 50% cases students participated in the classroom activity joyfully, their freedom opinion was present and teacher give importance on everyone's opinion in the classroom.

So the opinions found through interviews and report from observers follows a similar trend. Teachers are taking special approaches to create joyful environment in order to hold students' attention and raise their participation in the classroom.

However, the policy makers opined that usually teacher makes a yearly plan for students but they do not make specific plan for disable students. Teachers use same lesson plan for both the disabled and non-disabled students. DPEOs and UEOs opinions were same regarding the uses of lesson plan and they added that teachers are capable of preparing need based lesson plan but they do not follow it accordingly.

All the DPEOs, UEOs and teachers opined that there was no special teaching learning material for the students with disability.

> *"Teachers use same educational materials for each and every child. We have no separate educational materials which are made especially for the children with disabilities."*
>
> (UEO, Manikgonj)

They also added that the materials which are provided from govt. are insufficient for the students. In some cases, teachers had prepared different types of educational materials by their own initiatives. From the classroom observation similar view was found,
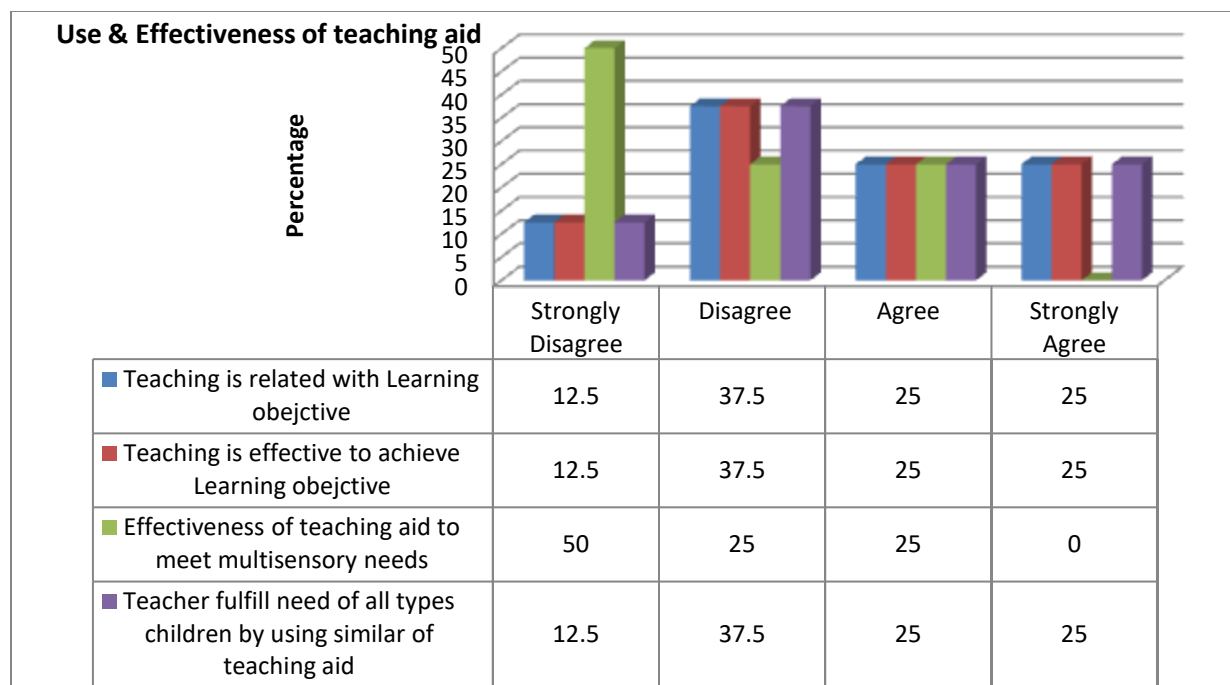
Use & Effectiveness of teaching aid	Strongly Disagree	Disagree	Agree	Strongly Agree
■ Teaching is related with Learning obejctive	12.5	37.5	25	25
■ Teaching is effective to achieve Learning obejctive	12.5	37.5	25	25
■ Effectiveness of teaching aid to meet multisensory needs	50	25	25	0
■ Teacher fulfill need of all types children by using similar of teaching aid	12.5	37.5	25	25

Figure 4.21: Use & Effectiveness of teaching aid in teaching-learning process (Source: Classroom Observation)

Almost all the teacher used teaching aid to enrich students' learning . The observation team reported that, in 50% cases teachers used teaching aid was related with learning objective and effective to achieve the lesson outcome. Observers also reported that effectiveness of the teaching aid was not up to the mark in 50% cases.

Nevertheless, the above graph also showed that in 75% cases, the observation team did not agree on the effectiveness of teaching aid to meet the multisensory needs of the students. It seems that teachers are using teaching aid in the classroom but those are not effective to meet multisensory needs. In 50% cases the observers agreed that the teacher used same teaching material to fulfil the need of children of all types.

Additionally, a satisfactory result has been found in evaluation of students learning.
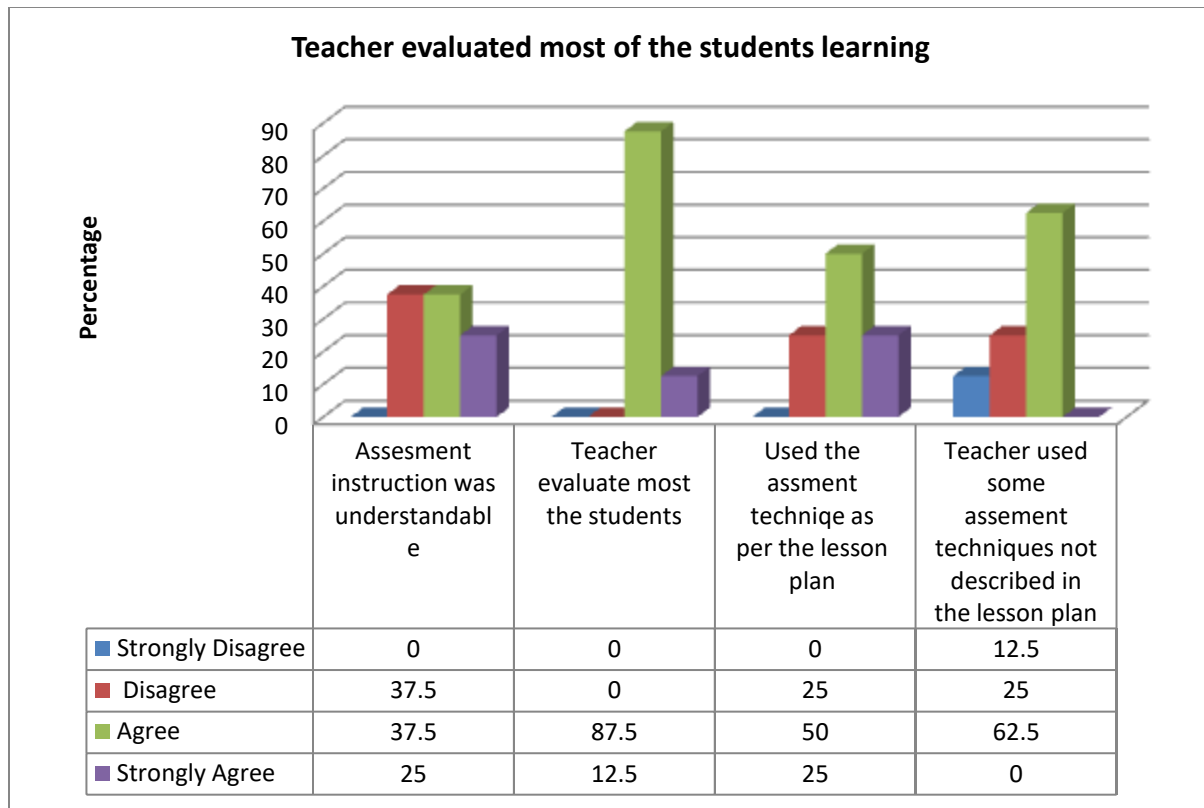
Teacher evaluated most of the students learning

	Assessment instruction was understandable	Teacher evaluate most the students	Used the assment techniqe as per the lesson plan	Teacher used some assement techniques not described in the lesson plan
■ Strongly Disagree	0	0	0	12.5
■ Disagree	37.5	0	25	25
■ Agree	37.5	87.5	50	62.5
■ Strongly Agree	25	12.5	25	0

Figure 4.22: Teacher evaluated most of the students learning(Source: Classroom Observation)

In most of cases, the teacher evaluated most of the students learning in the classroom. Based on the above graph it shows that, Assessment instruction was understandable for the students 62.5% cases reported by the observation team, in the statement of teacher evaluate most of the students majority of the cases agreed on it and in 75%cases teacher used the assessment technique as per the lesson plan reported by the observers.

Disable students get extra time in the final exam and PEC exam but extra time was not provided in the regular assessment done in the classroom.

> "Extra time is allocated for disabled in PSC. No extra time provided during monthly /weekly exam in school." (Teacher- Cox's Bazar)

In most of the cases the teachers agreed on allocating extra time for the children with disability to complete given tasks.

Interestingly, while asking about the problems faced in the classroom by children with disabilities some contradict examples were found which raise questions about the above data. The problem face by the children with disabilities in the classroom is given below in a graph.
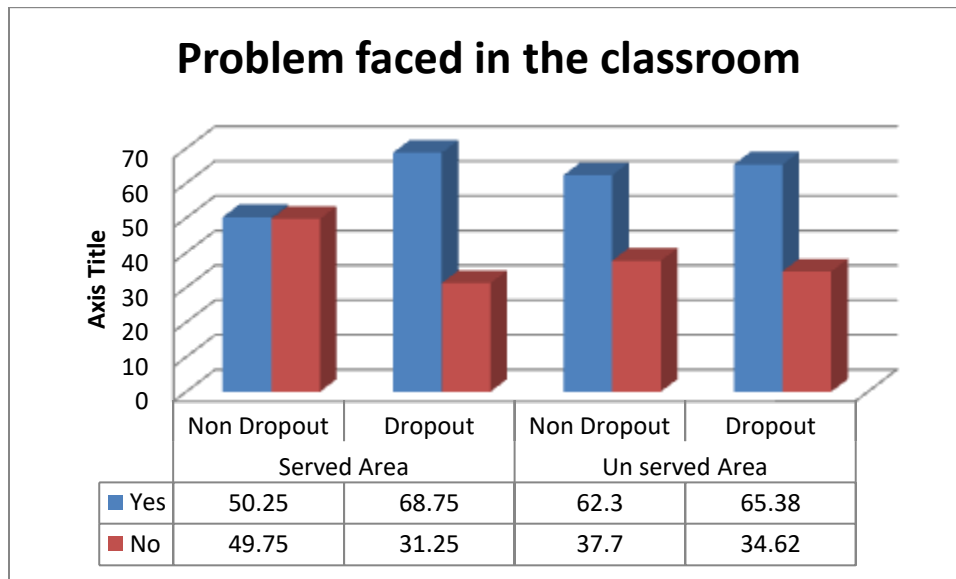
Problem faced in the classroom

	Served Area		Un served Area	
	Non Dropout	Dropout	Non Dropout	Dropout
Yes	50.25	68.75	62.3	65.38
No	49.75	31.25	37.7	34.62

Figure 4.23: problem faced in the classroom (Source: Parents opinion Survey)

Based on the above graph it has been found that most of the respondents reported that, majority of the dropout children has been face more problem than the non-dropout children. The following table provides the scenario of types of problem faces in the classroom.
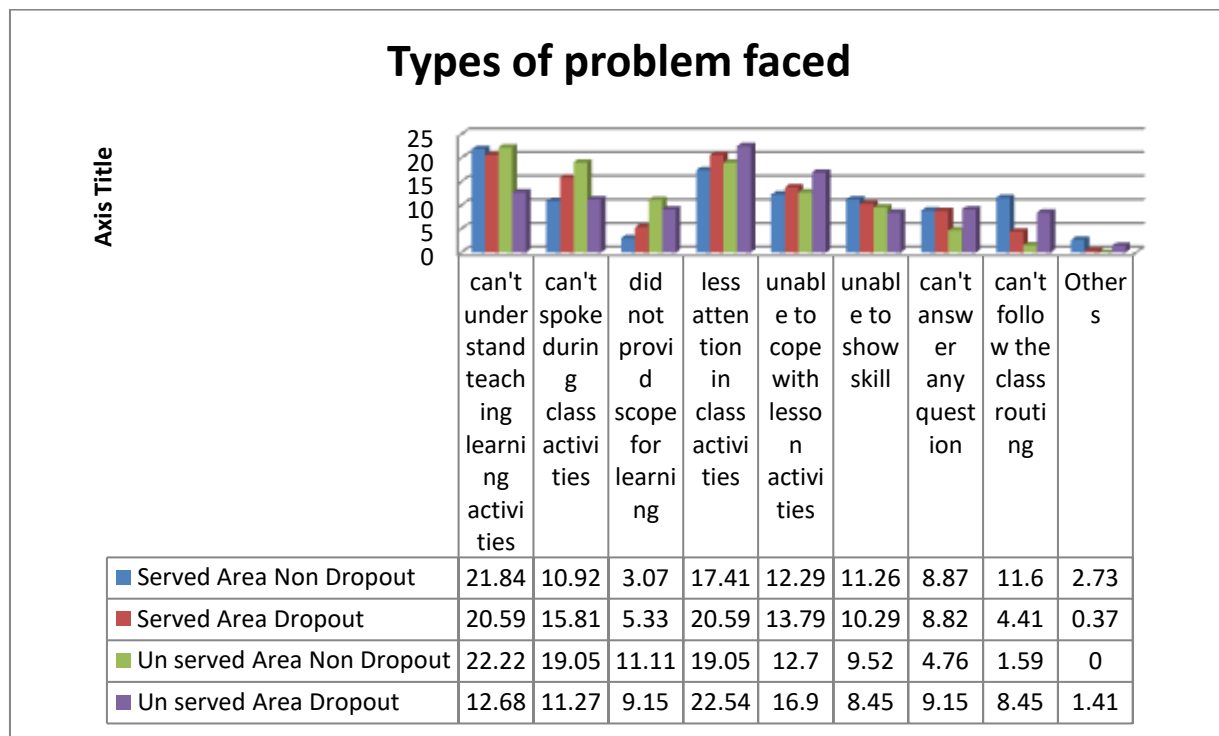

Types of problem faced

	can't understand teaching learning activities	can't spoke during class activities	did not provid scope for learning	less attention in class activities	unable to cope with lesson activities	unable to show skill	can't answer any question	can't follow the class routing	Others
Served Area Non Dropout	21.84	10.92	3.07	17.41	12.29	11.26	8.87	11.6	2.73
Served Area Dropout	20.59	15.81	5.33	20.59	13.79	10.29	8.82	4.41	0.37
Un served Area Non Dropout	22.22	19.05	11.11	19.05	12.7	9.52	4.76	1.59	0
Un served Area Dropout	12.68	11.27	9.15	22.54	16.9	8.45	9.15	8.45	1.41

Figure 4.24: Types of Problem faced by the Children(Source: Parents opinion Survey)

Based on the above graph it has been found that in majority of respondents reported (in both cases) most of the children with disability face some problems like can't understand the teaching learning instruction, less attention of the class activities, can't speak in the classroom etc. though classroom observation data said a different story (50% of teacher achieve teaching objective). In drop out case these causes found quite more than the non-drop out case. Besides that, most of the respondents reported the teacher is cooperative for the children in the classroom. Besides that, few of the drop out children's parents (27.69%) reported teacher are not cooperating the children and only 11.54% parents reported that teacher punished the children for inattentiveness in class and not doing homework.

3. Acceptance:

In this theme, acceptance status of different stakeholders towards students with disability in school and society is discussed. Five subthemes are emerged; student's perception, parents perception, teacher readiness, attitudes of stakeholders, supports and awareness raising activities.

3.1 Students-perception: Students perception about the school is very important thing for find the cause of drop out. Following data derives the information about the students perception form the parents' opinion survey.
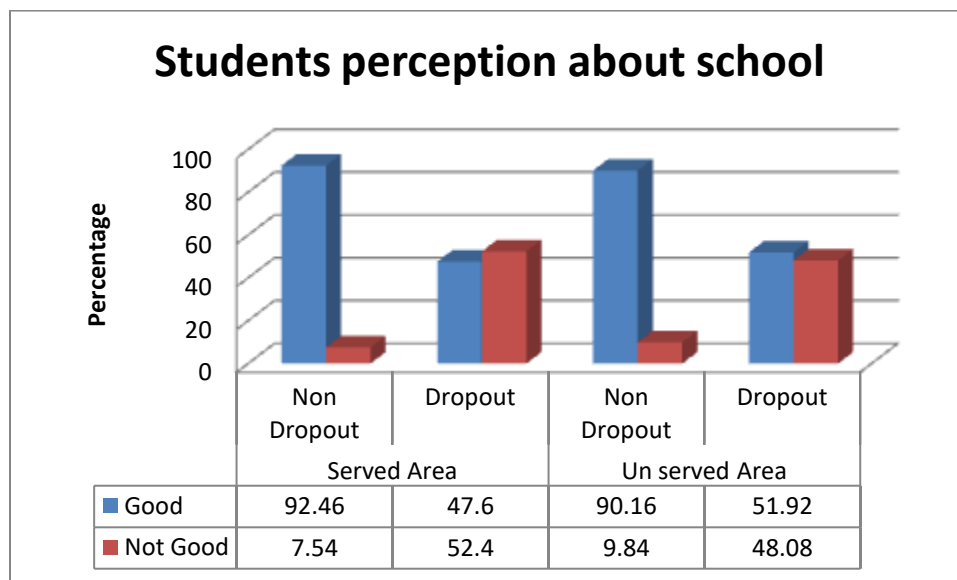

Figure 4.25: Feelings of going school(Source: Parents opinion Survey)

Based on the above graph it has been found that majority of the non-dropout parents reported in both served and un-served area opined their positive response but in the case of dropout parents 51.92% in un-served are and 47.6 % in served area opined their positive response in both served and un-served area about the feeling of going school by the view of their child. Those the respondents opined their negative response about school for the cause they reported in majority of the cases, they felt no interest, fighting with others, others children laugh, cannot understand the lesson, disliking the study, physical weakness etc.

3.**2 Parents-perception:**Parents' perception about the school as well the learning of their children is another important thing in relation to drop out. Following data derives the information about the students perception form the parents' opinion survey.
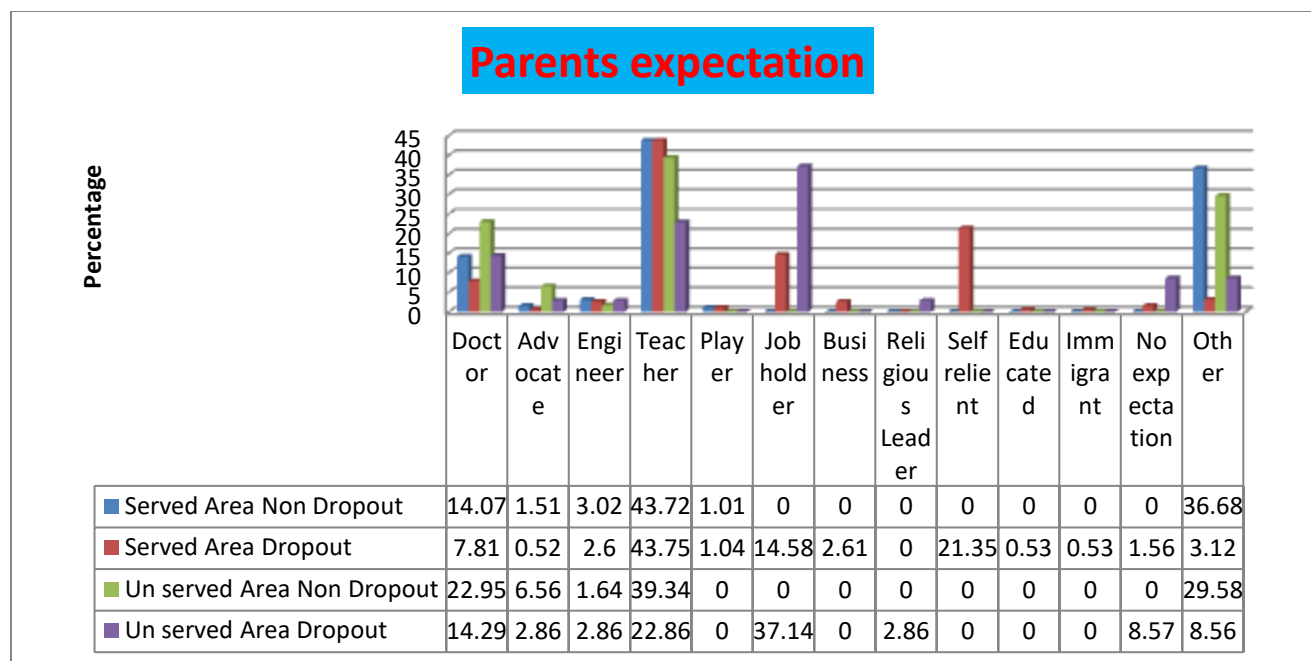
Figure 4.26: Parents expectation to the child(Source: Parents opinion Survey)

Based on the on above graph it has been found that most of the parents expected that their child will become teacher, job holder in future for both dropout and non-dropout case in the served and un-served area. Interestingly few of the dropout out parents reported they do not have any expectation to their child.

3.3 Teachers-readiness

Teacher readiness depends on teacher's believe, attitude, level of confidence and their skills to perform relevant activities in a classroom setting. The confidence level of the teachers of teaching the children with disabilities was measured. The teachers are found quite confident in managing inclusive classroom.

District	Alpha	Mean	Std. Deviation
Chittagong	.867	5.1556	.50926
CoxsBazr	.867	5.1278	.63400
Dhaka	.867	5.3667	.34862
Dinajpur	.867	4.9741	.51214
Gaibandha	.867	4.5926	.74691
Jessore	.867	4.6919	.56784
Manikganj	.867	4.9296	.48271

Shatkhira	.867	4.9556	.61728
Total	.867	4.9811	.57547

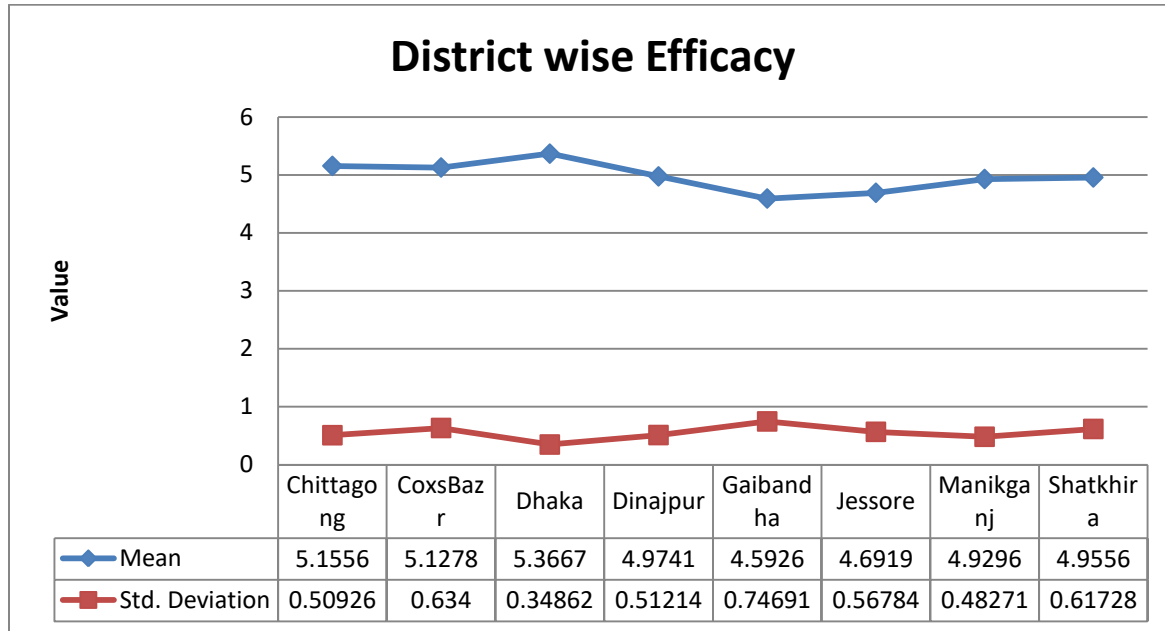**Table 4.5: District wise TEIP Scales Reliability, Mean and SD(Source: Teacher Survey)**

Figure 4.27: District wise TEIP Scales Mean and SD (Source: Teacher Survey)

Gender wise Teacher's efficacy			
Gender	Alpha	Mean	Std. Deviation
Male	.867	5.0570	.56825
Female	.867	4.9346	.57950
Total	.867	4.9811	.57547

Table 4.6: Gender wise TEIP Scales Reliability, Mean and SD(Source: Teacher Survey)

The overall mean score of teachers' teaching-efficacy calculated in the study was 4.98 (SD=0.575), which is quite high. This high trend of teachers' confidence level indicates that teachers are more confident in dealing with diverse children in inclusive classrooms. It could be the effect of different interventions given on inclusive education for the capacity building of the teacher.

3.4 Policymakers and Stakeholders Attitude

Under this sub theme attitude of the teacher, peer group, other stakeholders towards student with disability is discussed.
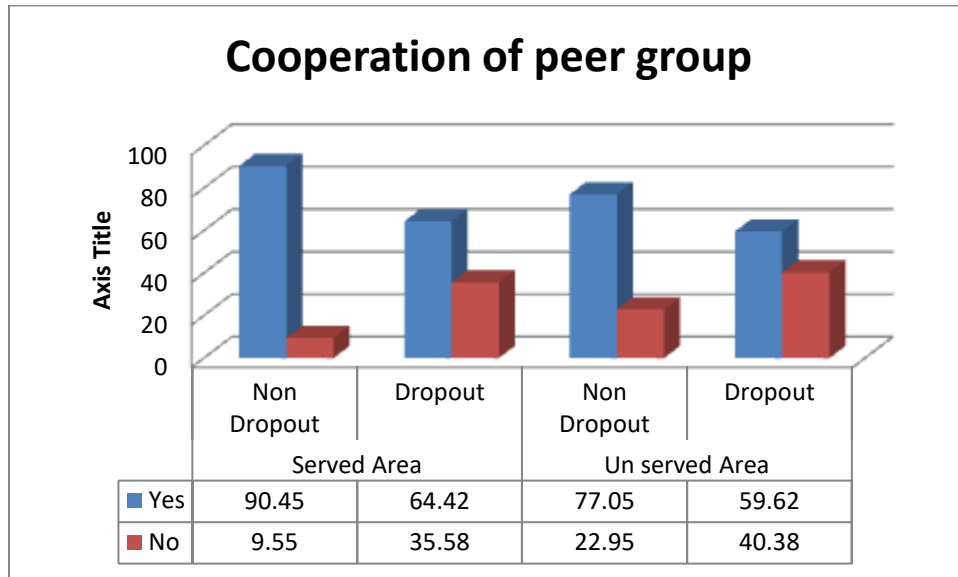
Cooperation of peer group

	Served Area		Un served Area	
	Non Dropout	Dropout	Non Dropout	Dropout
■ Yes	90.45	64.42	77.05	59.62
■ No	9.55	35.58	22.95	40.38

Figure 4.28: Cooperation of peer group (Source: Parents opinion Survey)

In addition, a supportive scenario was also found from parents' opinion survey where most of the parents shared the peer of the children with disabilities is quite friendly to their children.

Type of coperation

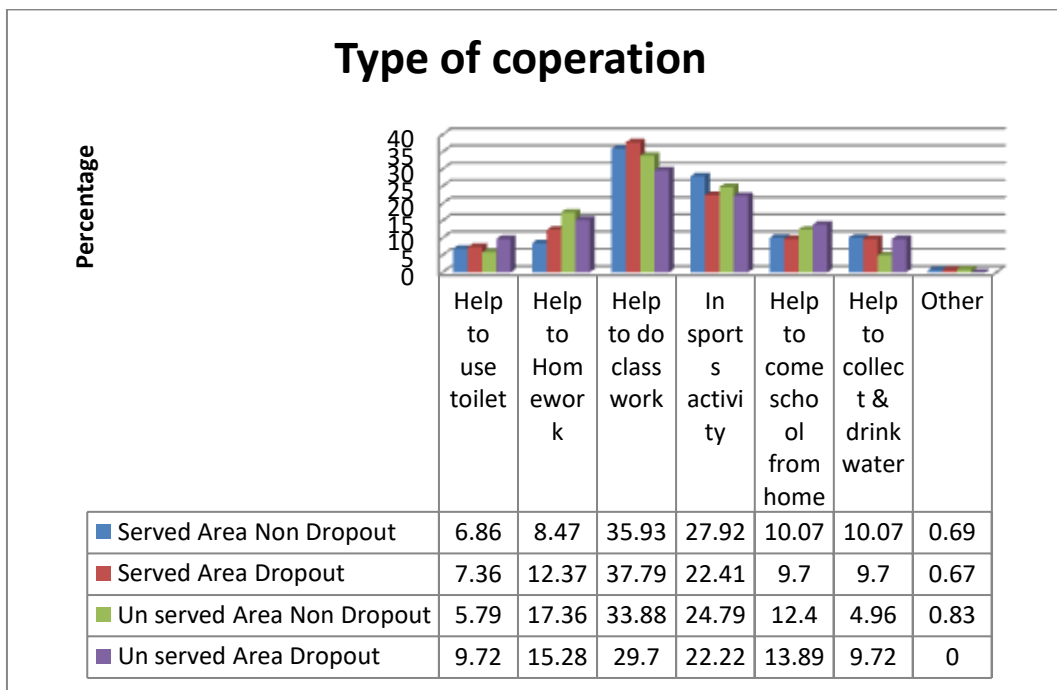|	Help to use toilet	Help to Homework	Help to do class work	In sports activity	Help to come school from home	Help to collect & drink water	Other
■ Served Area Non Dropout	6.86	8.47	35.93	27.92	10.07	10.07	0.69
■ Served Area Dropout	7.36	12.37	37.79	22.41	9.7	9.7	0.67
■ Un served Area Non Dropout	5.79	17.36	33.88	24.79	12.4	4.96	0.83
■ Un served Area Dropout	9.72	15.28	29.7	22.22	13.89	9.72	0

Figure 4.29: Type of cooperation of peer group(Source: Parents opinion Survey)

Based on the above graph illustrates that in most of the cases, peer group cooperate the children with disability in classroom, they help them to do class work and help them in sports activity.
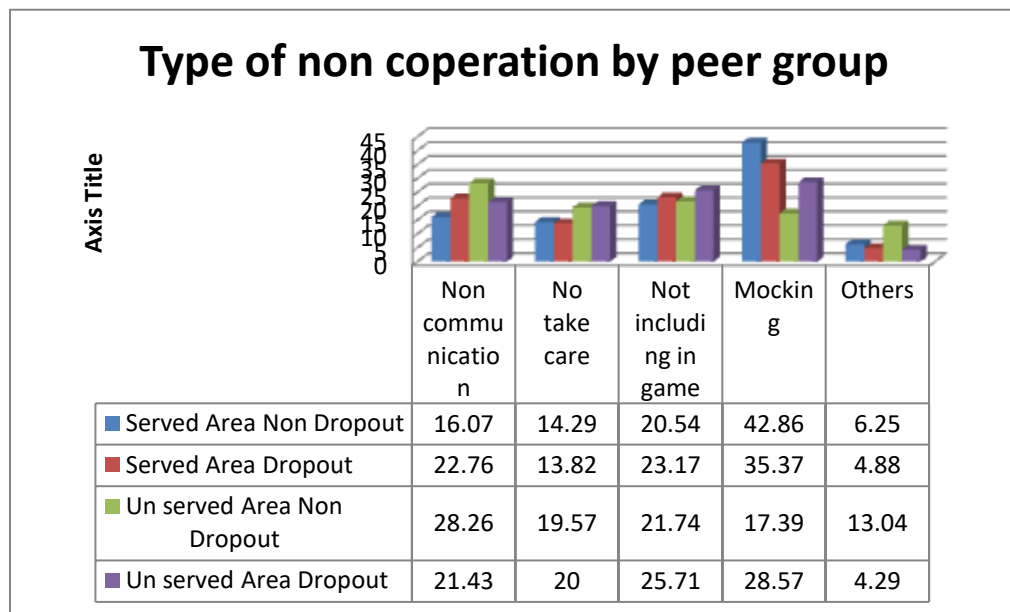
Type of non coperation by peer group

	Non communication	No take care	Not including in game	Mocking	Others
Served Area Non Dropout	16.07	14.29	20.54	42.86	6.25
Served Area Dropout	22.76	13.82	23.17	35.37	4.88
Un served Area Non Dropout	28.26	19.57	21.74	17.39	13.04
Un served Area Dropout	21.43	20	25.71	28.57	4.29

Figure 4.30: Type of non-cooperation of peer group(Source: Parents opinion Survey)

Based on the above graph it has been found that most of the respondents reported that, in some cases the parents reported the peer groups are non-cooperative in few cases, majority of the cases types on non-cooperation are Mocking/joking to the children with disability others are non-communication with children with disability and not including the children with disability

Mixed reactions have been found regarding attitude to Children with disabilities of different people from parents FGD. Some of the parents said positive attitudes were shown by the teachers and peers in the schools whereas some said negative attitude which sometimes creates barrier to access into the schools.

In most of the cases, parents opined that the attitude shown by the teachers and students are satisfactory. One of the parents from Cox's Bazar uttered that,

"Teachers are very sincere. They visit home regularly and his classmate are very caring"

(Parents Cox's Bazar)

The education officials have a similar kind of view about teachers and students' attitude towards the students with disability. One of the DPEOs mentioned:

Sometimes non-disabled student and teacher come forward in helping disabled student to complete his/her task. Non- disabled students' this intention shows that they accept their classmate with disability as their nearer one.

An UEO also uttered that Education is their constitutional right and there is a lot of provisions to ensure their educational and other basic rights by which they can lead their life like every other citizen.

On the other hand, the pointed negative attitudes were found from one of the parents from Gaibandha. He shared that,

"The teachers are not sincere. Once my child got beaten by his classmates and we asked help from teacher. But the teachers said that it is not possible for my child to study in the school and urged me to take him back to home.'' (Parents Gaibandha)

In contrast, most of the teachers expressed positive attitudes about children with disability and they pointed that through proper education Children with disabilities can prosper in life. One teacher from Dhaka stated:

"Children with disabilities have the same and equal rights as others. The government has imposed a lot of importance on disability issue. To me, the reason for imposing this much value on this issue so that we can go forward as a prosperous nation by providing education to all the children."

It has come up through the discussion with the teachers about how to nurture positive attitude towards disability. One teacherfrom Manikgonj stated that they provide counselling to other students for increasing positive attitude towards students with disabilities. Another teacher from Jessore has been suggested to change the attitude of community people towards disability through GO & NGO collaboration. Adding to this, one UEO from Cox's Bazar suggested that if the teachers become more cordial than the knowledge which they learnt from training can be implemented in the classroom.

All of the participants of Parents' FGDs, showed positive attitude on disability and their rights. They acknowledged that Children with disabilities are also a part of their society and through educating Children with disabilities; they will be able to develop their society as well as the country.

The more people are getting awareness about disability the more positive attitudes are shown towards children with disability. Still, there are some sorts of negativities in terms of their efficiency but overall attitude level is showing a progressive sign.

3.5 Support (parents, community, GO, NGO and transportation support)

The theme reflects the supports provided by the parents and community people in order to enhance the development progress of the children with disability. The children spend most of the time within their family and community is the bigger family for everyone. So, naturally they are assisted by family members and community people on a daily basis. The supports they get from them (such as assistance in movement and study, GO/NGO provisions, motivation, financial allowance etc) are discussed in the following themes.

Parents support: Parents are the most important persons in a child's life. They try to fulfil every need of the children and help them grow into adults. In this subtheme, supports provided by the parents to fulfil the needs of children with disability are discussed.

Most of the parents are now aware about their disabled children's welfare and the importance of getting education. As parents, it is their responsibility to take care their children in every aspect of their life. They cooperate with teachers and SMC members for improving their children participations in school activities. Parents specially mother helps disable students in their movements in home and school. One of the parents from Gaibandha said:

> *"My child can't go to toilet alone and can't sit there. I always help him/her."*

Parents help them in doing school activities if needed. They regularly discuss with teachers about their progress and attend in different meetings.

Community support: Every child including children with disability is a member of the society. As a member of the community they have certain rights and the people around him/her need to fulfil their duties to help them grow as a capable citizen.

Community people along with SMC members were asked about their initiatives for children with disability. Through FGDs with community members presence of support services are found.

The respondents pointed that they try to make the environment accessible for the children with disabilities by the help of community and social worker. They also give advises and provide motivation for the parents of disabled students. One of the community people from Jessore stated that:

> *"At present, we take many initiatives to retain disabled students at the school. We advise the parents about the importance of educating their children and provide financial assistance"*

One of the supports provided by the community people is sensitizing the SMC members and School teachers with the assistance of the local elite person/social worker. They added about helping disabled person willingly for establishment of government provision and helping them to get various private and govt. facilities.

In addition, they mentioned that they play an important role in children's education by monitoring children study and progress at a regular basis and guiding children to carry out their daily activities related to school. One of the SMC members stated

> *"We monitor study and progress of the children with disabilities regularly. It is helping them to get motivated and learn better."*

Moreover, some of them also mentioned about providing disabled allowance and financial help for disabled student's family.

So, it can be said that the people of the community are providing support for the children with disabilities and thus facilitating to create our society more inclusive.

Govt./Non-govt. disability support services: The subtheme reflects the knowledge of the stakeholders about disability acts, education policy and GO/NGO facilities. Moreover, the existing facilities provided by govt./non-govt. to make the conditions better for of children with disability also have been discussed.

From parents' opinion survey, It has been found that about 68.08% (N=177) in non-dropout case and 43.85% (N=114) in dropout case children with disability received aid from different government sources and in most of the cases they received the disability allowance and stipend from school. In drop out case, most of the children with disability receive the disability allowance and in the non-dropout case majority of them receive the stipend from school.

The following table is describing the scenario of served and un-served areas in brief. Interestingly it has also found that, some drop out children received stipend from school (N=58) and majority of Shatkhira district responded that they got stipend when they went school but now they doesn't receive this facility. Why use reference only for satkhira ? is it exception ? what is practice of other location??? Please add that ss well....

if i understand the information is like ---- if the CWDs have reguler at school then they can enjoy govt reguler support for continuing education like scholershiop which is open for all children ar school.

Type of Aid/ aid is not appropriate word for disability ?? use other word	Non Drop out		Dropout	
	Served Area% (N=171)	Un-served area (N=36)	Served Area% (N=109)	Un-served area (N=21)
1	Disability Allowance	30.41	25	32.11	38.1
2	Support from Union Parishad	0.58	2.78	1.83	0
3	Disability Card	19.88	8.33	20.18	14.29
4	Stipend from School	43.86	63.89	44.04	47.62
5	Others	5.26	0	1.83	0
	Total	100	100	100	100

Table 4.8: Type of receiving aid both dropout and non-dropout

(Source: Parent's Opinion Survey)

	Chittagong		Coxsbazar		Dhaka		Dinajpur		Gaibandha		Jessore		Manikganj		Shatkhira	
Type of Aid	B	P	B	P	B	P	B	P	B	P	B	P	B	P	B	P
Disability Allowance	4	12	2	4	2	6	11	13	5	12	2	3	7	15	10	16
Support from Union Parishad	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0
Disability Card	0	0	2	3	1	4	0	0	8	12	2	2	6	6	6	9
Stipend from School	1	0	4	0	8	0	8	0	4	0	0	0	14	0	19	0
Others	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0
Total	5	0	8	7	11	10	19	14	17	24	4	5	28	22	38	25

Table 4.9: Comparison of receiving aid before dropout & present dopout Children with Disabilities (B=Before & P= Present) (Source: Parent's Opinion Survey)

In reference to above table it has been showed that most of the dropout children with disability received stipend from school but interestingly after drop out many of them receive the disability allowance in

many cases. Besides the government aid, it also found that in some cases children with disability receive private therapeutic support and other aid provided by different private organizations like NGOs: DRRA.

> *"The government gives allowance of 50,000 taka annually. we use the money to buy*
> *assistive devices such as wheel chair, spectacles, hearing aid etc."*

School feeding program has positive impact on all students as well as disable students' participation in school. One UEO from Jessore pointed that the attendance rate has now increased because of government's school feeding program.

On the contrary, there are still some problems which were found from the interviews. One UEO from cox's bazar reported that govt. has provided SLIP fund for students with disability in every school. But the amount is not enough to meet up the necessity of the students with disability. Another UEO from Dinajpur stated:

> *"From govt. they provided assistive devices to the students with disability but the number*
> *is very few compare to the necessity."*

Data from FGDs also explored mixed opinion of Parents, SMC members and community people on govt. facilities. Some of the parents told that their children were getting stipends and some pointed that there was no stipend for their children. They emphasized on improving govt. funds, transparency in allocating stipends and other facilities and contribution from NGOs regarding the welfare of children with disability.

Transportation support: Teachers, parents, SMC members, Community people all had opined that there is no transport facility for children with disability. One of the teachers from Satkhira noted that disabled student still don't get privilege in public transportation.

In some cases, the roads were not safe. Due to lack of transport facilities parents are not encouraged to send their children and it has affected regular schooling. One of the parents from Dhaka pointed that if there was transport facility he would send his currently dropout child in to educational institution again.

> *"if transportation had been provided I would send my child to school again."*

So, It can be seen that there aren't any transport facilities for the children with disability and thus it is creating roadblocks to have easy access in school.

Awareness raising activities: Most of the teachers reported that they arranged "Ma Somabesh" for counseling the parents to send their children to the school, also visits the house of the drop out children to bring them back. One of teachers from Gaibandha stated:

> *"We do arrange SMC meeting in every month, yard meeting 'Utthan Boithak' 4 times a year and guardian assembly twice a year. And issues on disability are discussed in those meetings."*

One teacher from Cox's bazar stated that they maintain regular communication with the parents and arrange meeting with the parents to share their child's performance. Counselling to parents was provided on regular basis. One teacher from Jessore reported:

> *"In our school we arranged different counselling program for the parents on disability with the initiative of different NGOs"*

They also mentioned that they had created awareness program among the students about the education for the children with disabilities and formed 'peer group' with the non-disabled students. SMC and Community people echoed with the teachers and opined that awareness raising activities were done through community as well as the schools.

One UEO from Cox's bazar suggested that to motivate the parents and students with disability sharing success story of persons with disabilities would be helpful. The policy makers emphasized on increasing parent's consciousness. They suggested about arranging workshops in local and national level to increase social awareness.

4. Achievement

Academic activities mean works that are done in school especially activities related to study and reasoning rather than practical or technical skills. Under this subtheme, achievements in terms of academic activity have been discussed.

From the parents' opinion survey, a scenario of language skills has been found as academic achievement.

Skills	Chittagong		Coxsbazr		Dhaka		Dinajpur		Gaibandha		Jessore		Manikganj		Shatkhira	
	N.D	D	N.D	D	N.D	D	N.D	D	N.D	D	N.D	D	N.D	D	N.D	D
Read	24	14	12	9	22	12	31	7	9	0	22	6	24	16	36	16
Write	25	20	23	20	18	11	32	10	10	4	18	10	33	19	32	19
Speak	17	4	11	6	19	10	18	10	3	0	23	17	13	11	27	11
Listen	9	5	13	9	12	3	5	2	4	0	16	16	5	5	19	5
Total	75	43	59	44	71	36	86	29	26	4	79	49	75	51	114	51

Table 4.10: Development of children language skill(Source: Parent's Opinion Survey)

In the above graph it has been found that, most of the children with disabilities developed reading and writing skills rather than speaking and listening skills.

However, Parents expressed mixed reactions while talking about their children academic achievement. Some of them told that their children were doing better and can read and write while other indicated not doing well at academic activities. One of the parents from Gaibandha said:

My child can read and write. But he is disinterested in study

In the same FGD another parent stated:

The child is unable to read and write.

One of the parents from Chittagong opined that the child can read but not being able to hold a pen he/she can't write. Most of the parents from Dhaka told that their children can't read and write and one of the parents pointed that his/her child failed in every exam.

Inability to understand class activities was reported by a parent from Cox's Bazar. Furthermore, it has been also found that If someone demonstrated then they could understand better.

5. Other Challenges

5.1. Shortage of Physical resource

Physical resource is a key element for delivering quality primary education. It has been found that physical resources such as text book, disability related specialized books, manuals, teaching materials are insufficient and hampering the process of educating children with special needs in an inclusive classroom.

Teachers and UEOs pointed about the lack of physical resources for student with disability. Furthermore, they opined that schools do not have proper educational materials and curriculum according to their needs. UEO from Chittagong stated:

> *"Textbooks, Braille books, sign language manuals and other facilities are not available in the school."*

They also uttered that though it is possible to retain mild and moderate disabled students with existing resources but the situation for the severe disabled is really worse. One UEO of Satkhira stated:

> *"It is a matter of sorrow that there is no minimum facility or opportunities for the severe disabled student in the school. Despite their enrolment at the school, either school authority or government officials can't retain them at school due to lack of resources."*

In this study, it has been found that there are insufficient basic materials such as relevant books, teacher support materials, students' workbooks and supplementary teaching learning aids for the students. Lack of financial resources, lack of human resources to develop different materials, geographical barriers may be the causes of this situation.

5.2. Insufficient Human recourse and capacity-building

Human resource is the most important resources in an educational organization. Teachers' performance has more impact on the achievement of students than any other factors and capacity building related programs has positive impacts on teachers' performance. In our country, we lack in efficient human resource and capacity building facilities in education sector. This subtheme reflects the present situation of human resource and capacity building programs related to the education of children with disability.

In the KII,The DPEOs and UEOs expressed that there is a lack of specialized teacher for teaching disabled students and overall the number of teachers against the number of students is not sufficient. DPEO of Gaibandha stated:

> *"There is a lack of teacher in the district. And due to insufficient specialized teachers, school activities for disabled students are hampered."*

Most of the teacher stated that they did not receive training on IE. So they are facing difficulty to manage the classes with children with disabilities. Adding to this the DPEOs also reported that the training which is provided from URC, there is only one or two chapter on IE. DPEO of Satkhira added:

> *"There is no specific apparatus, element and training program for providing special education. Teachers might get orientation about disability on the PTI training. But no particular training or orientation has been provided them."*

They also suggested to improving the disability part of the curriculum rather than providing separate training.

UEOs had expressed a similar trend regarding IE training. One UEO from Chittagong expressed That:

> *"Only head teachers received training on IE so other teacher of the school do not have clear idea about IE"*

From the UEOs it was also found that with the initiatives taken by private organizations, the teachers are now getting training such as one private organization (DRRA) provided three days training on pre-primary in their served area. One UEO from cox's bazar also added that from one private organization (Asiatic society) training on IE and quality education has been provided.

5.3 Hidden cost

In our country, primary education is free and compulsory. Hidden cost means expenditure on education which is not covered under Full Free education system yet parent have to pay for them, i.e.: spending on school uniform, school meal, transportation cost, opportunity costs etc.

All the parents expressed that though primary education is free but there are other costs for their study. They had to spend money on school uniform, educational materials (such as pen, pencil, books rather than textbooks, exercise books), daily transport, mid-day meal monthly

coaching/private tutor fee, note/guide book etc. the graph below shows the situation of hidden cost in primary school.
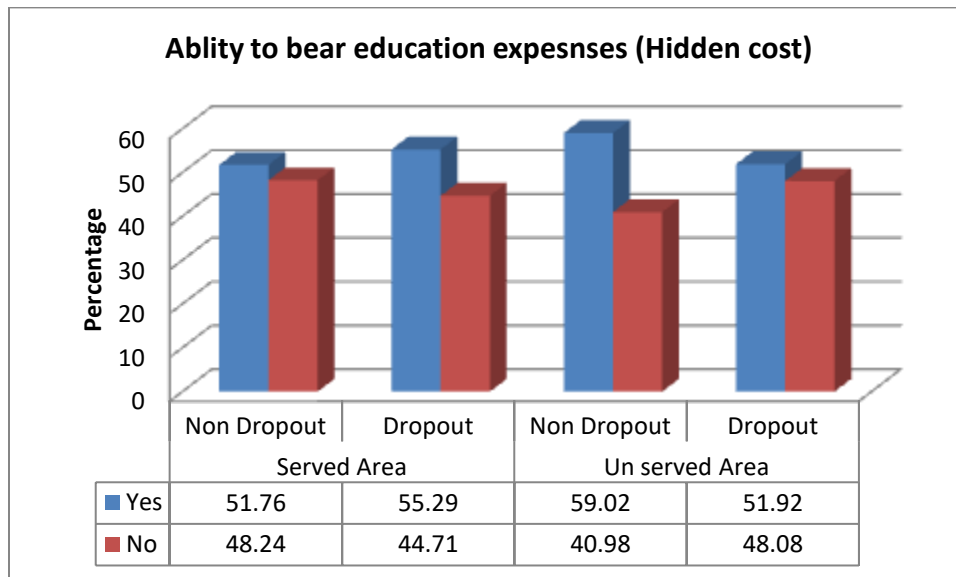

Figure 4.31: Ability to bear education expenses (Source: Parent's Opinion Survey)

Based on the above graph it has been found that about more than 50% respondents in both cases their families are not able to bare the education expenses of their children.

So, though in elementary sense the education is free but in real world the parents have to spend money for their children and these hidden costs have negative impact on Children with disabilities participation in education system and in many cases children are being dropout of school.

All the parents stressed on the hidden cost for education their children. They have to spend a good sum of money to buy different education materials. They also have to spend money for transportation to school and money for tiffin and lunch time food on daily basis. One of the parents from Dinajpur stated:

> "It would cost 400 Tk for purchasing educational materials and others."

Besides these, some of them were paying for private tutor. Parents other concern was that, most of them had to pay money for health purpose. One of the parents from Gaibanha mentioned:

> "The child's treatment cost is about 6000-7000 taka. We have to take him to Rangpur shadar (city) every month for visiting the doctor."

Parents opinion survey indicates that, half of the parents are comfortable to bear educational expenses and half of them are struggling to do so.

5.4. Accessibility and Distance:

One of the challenges for attending the children with disability is too much distance of school from home, condition of road, transportation system and lack of assistive device etc. Based on the parents opinion survey different challenges identified for the children with disability not regularly attending school. Following table describes the scenario:

Challenges	Served		Un-served	
	N.D	D	N.D	D
Too much distance	29.55	27.48	16.67	17.24
Unsafe road	38.64	35.11	50	24.14
Lacking of transportation	14.77	12.98	0	13.79
Lacking of assistive device	6.82	9.92	16.67	13.79
Uncooperative neighbor	6.82	6.11	16.67	27.59
Others	3.41	8.40	0	3.45

Table 4.11: Challenges towards school(Source: Parent's Opinion Survey)

It has been found that, in the served area parents (both dropout and non-dropout) opined too much distance of school from home, unsafe road for the children especially in the rainy season, lack of transport and lack of assistive device. In the un-served area majority of the parents identified unsafe road condition is major issue for not attending school regularly. Interestingly in the un-served few of the parents opined about uncooperative neighbour,

5.5 Inadequate health & nutrition support

Child health is one the important thing for the school going children especially for the children with disability. Different issues identified from the parents opinion survey. Following information show the scenario:
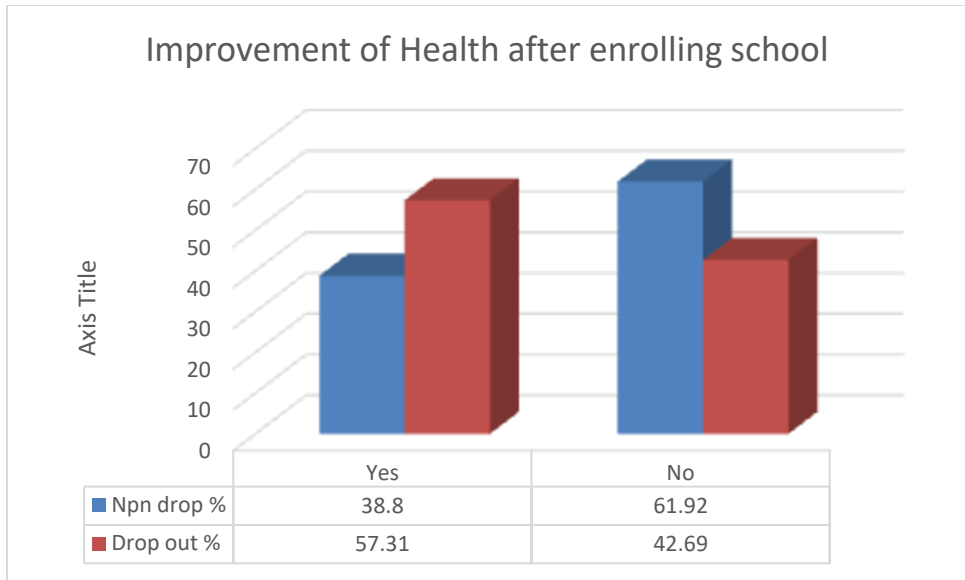
Figure 4.32: Child health development (Source: Parent's Opinion Survey)

Different opinion has been found based on the above graph. Majority of the drop out respondents reported the improvement of health of their children has become improved after enrolling school interestingly opposite scenario identified in the non-dropout cases.
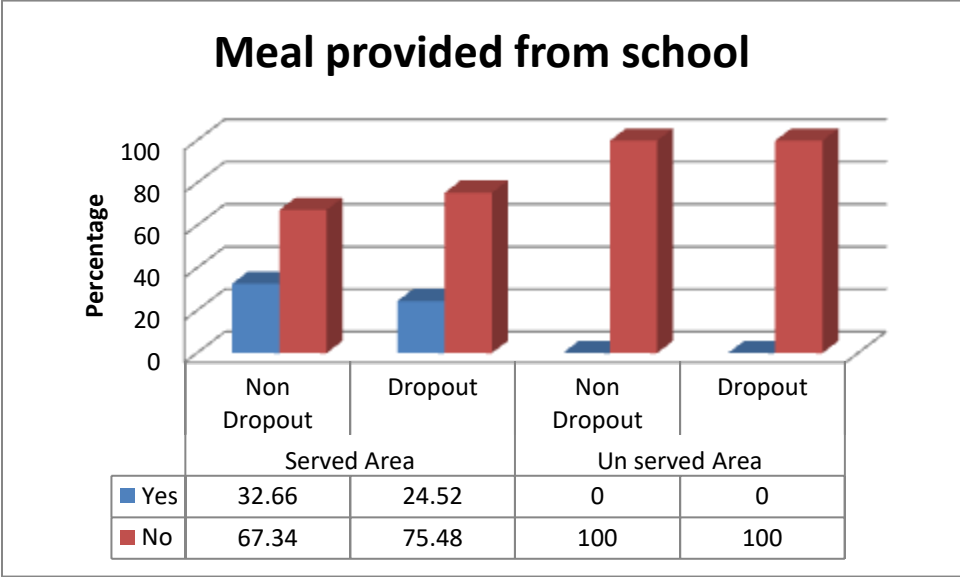

Figure 4.33: Meal provided from school(Source: Parent's Opinion Survey)

Based on the above graph it has been found that, few of parents from served area in both dropout and non-dropout cases opined that their children get meal from school in the school time. They also

mentioned their child get biscuits form school. Interestingly in the all the parents from un-served area provide their negative opinion in this issue.

Case study

A total of 30 case studies were collected to triangulate the overall dropout situation with other tools. Among 30 case studies three case studies are given below:

1. Children with Physical Disability

Child's name: Sadia Akhter Othoi
Aage: 14
Sex: Girl
Current School's name: Purbo Kromonoyi Govt. Primary School.
Class: Four

Disability type: Hemiplegic Cerebral Palsy (Left Side)
Disability Cause: Under age pregnancy
How and when disability was identified: She could not learn to walk at her proper age while she could have used her right upper limb appropriately. Even when she learnt to walk, she could not maintain her walking balance due to weak muscle. Then she was given many medicines by local village doctors but the situation was unchanged. She has been diagnosed as cerebral palsy child by the Duty Doctor of Upazila Health Complex of Gaibandha.

Enrolment of school and its continuation: Grandmother was let her admitted in the school at her proper school going age. She is now a student of class four.

Description of problem
Othoi's parents are divorced due to her disability. Her mum got married again few years later of her separation. Therefore, no one was there to take Othoi's responsibility except her grandmother.
As Othoi can't perform her daily activities according to her age, Grandmother has to assist in doing her several activities such as washing, bathing, lifting objects, doing homework and class work. As a result, grandmother has to sacrifice in doing household chores that lead to domestic quarrel among family members. Although family member do not ignore in spending money for accomplishing Othoi's needs.
It has been reported that her teachers and class mates are very sincere in performing her school related tasks.
Strategies to cope out from problem
Othoi's teachers are trying to include her family members into the meeting arranged for raising awareness about disability in the school. Moreover, they provide her extra time after school period if she needs. On the other hand, she is getting physiotherapy treatment from a nearby physiotherapy centre on weekly basis.
Prognosis
She could not walk before getting physiotherapy treatment. Now a day she can move from one place to another without any one's support. Apart from these, she now feels confident to interact and participate in doing almost all activities with her classmates.
Othoi's Aim
She would like to be a Teacher.
Comments made by guardian
I don't want to see any more separation because of kids' disability. Therefore, government should take proper steps in raising awareness about disability. Thus, not a single disabled child will be deprived of getting parents love.
Picture

2. Children with Physical Disability

Child's name: Hasib
Child's age: 6
Sex: Boy
Current School's name: Ghatali Govt. Primary School
Class: Three

Background
Disability type: Cleft lip and palate
Cause: Congenital
How and when disability was identified: She was born along with cleft lip and palate.
Enrolment of school and its continuation: She was admitted in the school at her age of 5 years. She is doing well in performing every activity's of school. She is now a student of class three.

Description of problem
She could not eat and drink properly due to have cleft lip and palate. In addition, her voice was vague. Therefore, she was suffering from malnutrition. Furthermore, she could not speak at all. This tendency led her isolated socially. Her parents would insist her to go playing with her counterpart but she couldn't. She would deny in playing even though invited by her friends and family members. She went through for cleft lip construction surgery at the age of 2 years. This surgery has brought dramatic change of her life. She began to play and speak willingly after having this surgery. Although she needs to get another surgery to be done for cleft palate construction as she can't shallow properly yet. Her parents are trying to manage money for getting her second surgery to be done.

Strategies to cope out from problem
She went through for cleft lip construction surgery at the age of 2 years. Then she was brought to Jatiyo Protibondhi Unnayan Foundation in order to get speech therapy from speech therapist. This visit turned out her voice to be clear and distinct. However, she can't eat and drink quickly still. In order to do this, she will have to get another surgery. Therefore, her father is working hard to manage money for her surgery.

Prognosis
Her confident has been raised. She can now speak well both in school and home. In addition, she does not hesitate to play with her counterpart any more.

Aim
She says "she would like to be a police"

Comments made by guardian
I will work whole day and night for arranging money in order to get my daughter's second surgery to be done.

Picture

3. Children with intellectual disability

Name: Saleha age: 14 Sex: Girl Current School's name: Narayan Pur Govt. Primary School Class: 2

Disability type: Intellectual
Cause: Fallen on ground during pregnancy led to caesarean section.
How and when disability was identified: She could not learn to walk at her proper age, could do other activities such as sitting, standing, gripping likewise other kids though. When Saleha spent her 5 years of age and could not learn walking yet, her parents had assumed that she might have some sort of disability. She was brought to hospital at her age of 7 and diagnosed as intellectual disabled by the Doctor.

Enrollment of school and its continuation: Saleha was admitted into the school at her age of 8 and she is now a student of class two.

Description of problem

Despite having financial problem, Saleha's parents want to make her educated academically. Her mother says, "**As my child is girl and even more she is a disabled, I should provide her every type of possible facility to make her educated. Because I know only education can do that".**

This confident does not evolve overnight. Accessibility to get proper information about disability and assistance from different type of private and government organization had been helped her to make this confident gradually. Furthermore, supportive family members and helpful neighbours had also been contributed in building her positive attitude towards disability.

Fatema could not walk properly according to her age and had drooling problem. She experience convulsion while someone make her angry.

Strategies to cope out from problem:

Fatema was brought to nearby hospital at her age of 7. Duty Doctor prescribed her some medicines for reducing convulsion and drooling problem. In addition, her parents were advised to provide her physiotherapy treatment at regular basis. Along with medicine, she started to get physiotherapy treatment from the DRRA office.

Prognosis:

She can now walk without anyone's support after getting physiotherapy treatment thoroughly from the DRRA office. Convulsion has been subsided and drooling problem has been reduced entirely. As a result, she can now speak and response well which led to promote her at class two.

Aim

Her mother wants to make her educated and see her kids would be a teacher in near future

Comments made by guardian

I would like to see my daughter self-dependent and I will do everything for the betterment of her**.** I know well that disability is not a curse and disabled person can lead a normal life.

Chapter 5

Discussion

Chapter 5

Discussion

This Chapter provides critical discussion regarding causes of dropout of children with disabilities from mainstreaming primary school in Bangladesh based on the findings presented in the previous chapter under four major themes: accessibility, active participation, acceptance and achievement. Lilliane Foundation globally follows a 4A disability inclusive education approach, which includes Acceptability, Availability, Accessibility and Adaptability (Lilliane Foundation-LF, 2017). It has been mentioned before that Acceptability is very much aligned with the understanding of the Acceptance theme of the conceptual frame of the study. Whereas, Availability is very much aligned with the theme Active Participation of the conceptual frame. Additionally, Accessibility issues are clearly covered in the Accessibility theme as well as Active Participation theme of the conceptual framework. And, Adaptability issue has been addressed in the Active Participation theme of the conceptual framework.

Triangulating the findings from observation toolkit, surveys, interviews, and FGDs, this chapter depicts the causes of dropout of children with disabilities from mainstreaming primary school connected to the identification of challenges faced by them to continue their education and through suggesting strategies to address the issues effectively and efficiently to prevent them from being dropped out.

In reference to research question 1, the current educational context of children with disabilities in Bangladesh some observations have been made. Policy support has been found from both national and international perspective for the education of children with disability and reduction of dropout rate. Govt. has made compulsory enrolment of every children including children with disability in the nearby primary school area and net enrolment is about 97.94% (MoPME, 2016). Still the dropout rate is very high and overall primary cycle dropout rate has been found about 19.2 %(MoPME, 2016). Various intervention initiatives has been taken by the govt. and NGOs to reduce the dropout rate. School feeding program has reduced the dropout rates on average by 6 percent in the areas of implementation (WFP, 2012). Primary Education Stipend Program

(PESP) has seen as an important initiative to reduce dropout. The percentage of students who are likely to drop out if the stipend program was to be stopped was assessed to be 10 per cent by students, 7 per cent by parents and 18 per cent by teachers (UNICEF, 2013). Committee (CMC) is responsible for the day-to-day running of the school. Reaching Out of School Children (ROSC) project is one of the most highlighted government intervention. The first ROSC project gave second opportunity to about 780,000 poor kids for primary education and ROSC II is required to get 720,000 kids back to class in 148 most hindered and remote upazilas.NGOs such as Plan International Bangladesh, DAM, Save the Children have taken projects for both the out of school and drop out children to reduce the overall rate of drop out children. These interventions also play role for increasing the number of students presence, active participation in the classroom activity, reduce dropout rate and ensuring year and cycle completion. Though different initiatives have taken by the govt. and non govt. organizations but the dropout rate is still high. A study by Plan International Bangladesh in 2013 has found that the dropout rate for children with disability is about 53% (Ahsan et al., 2014) which shows an alarming situation regarding the education of children with disabilities.

In reference to objective 2, the causes of drop out are discussed in this paragraph. Various causes of dropout have been found through parent survey. The FGDs with parents, SMC members and community people and interviews with teachers, education officials and policy makers have elaborately identified the causes of drop out of children with disability. The overall causes are: school in long distance, inaccessible school road, difficult to carry the child to the school because of weight, family is unable to bear school expenses, migrated to other place, negative attitude towards education of persons with disabilities, negative attitude towards education of girls with disabilities, assuming that education have no future benefit, school teacher does not behave positively, students do not behave positively, teachers do not have skill to teach all in the same class, no one in family to take the child to the school, others engagement in work is more important than taking the child to school, someone has to stay in school with the child Working parents (both father & mother), no opportunity of education in school for the child with disability, lack of education materials or assistive devices, decrease of health condition after enrolling school. The findings of this current study is very much aligned with the recent studies

conducted on inclusion of children with disabilities in Bangladesh by the Plan International Bangladesh (Ahsan et al., 2013) and Save the Children (Ahsan et al., 2017).

One of the causes of drop out is that the distance between school and resident is long. The data from both the served and unserved areas illustrate parents are having problem to send their children to educational institutions due to distant problem. And the situation is worsened because of not having any transport facility for the children with disability. The FGDs have the similar view. It has been found that due to lack of disable friendly transport services, parents aren't encouraged on sending their children to school. Eventually drop out has been happened without having transport facility and one of the parents stressed that if there was transport facility for his child with disability the child would be able to go school again. Teachers have echoed with parents' perception and one of them pointed that though children with disability have the right to get privilege in public transport but it isn't followed everywhere.

Another cause of disability is that the school going roads are not accessible for the children with disability. Safety issues of the roads were mentioned by the parents. Moreover, from the FGDs with parents, SMC members and community people it has been found that most of them were satisfied with physical accessibility facilities of school compounds but their concern lies on the poor condition of outside environment especially the unfriendly nature of the roads of the study areas. A study by Save the Children (Ahsan, et al., 2017) reported similar view and pointed that the roads are poorly constructed.

Parents have to carry their children with disability especially the physically challenged children to schools. They face difficulties to carry because of the dead weight of the children and they have to do that on a daily basis. So in some of the cases, the weight problem has become a burden and thus it leads to drop out. The scenario of both the served and unserved areas have found similar in the parent surveys.

One of the major causes of dropout is that family is unable to bear school expenses. The data from parent surveys and Parent FGDs have pointed this cause as one of the major reasons for not continuing their children's education. Primary education is free but there are some hidden costs associated with study process which are affecting students with disability's participation in

school setting. Hidden costs such as cost for school uniform, stationary materials, daily transport, mid-day meal, private tutoring etc have been pointed by the parents. They also mentioned about high health related expenses and their difficulties to maintain all of these at the same time. These hidden cost has become an inundating burden for the parents and the same result was found in the study done by Save the Children (Ahsan et al., 2017).

Negative attitude towards education of persons with disabilities and in some cases, negative attitude towards education of girls with disabilities have been identified as drop out causes by the parents in parent surveys. Still now, parents think that the education of persons with disabilities aren't necessary. However, the FGDs and interviews illustrates different scenario and positive attitude of parents and other stakeholders have been found towards their education. In addition, the parents pointed on having no future benefit of education is one of the causes of drop put.

The attitude of different stakeholders is quite praiseworthy, except in some cases parents pointed that negative attitude towards the students with disability were shown by the teachers and peers. Especially, a significant number of parents pointed students do not behave positively towards their children with disability. Moreover, in the FGDs some parents pointed the bullying nature of some students and physical abuse by peers and so they don't feel safe to send their children. But, in the parent opinion surveys most of the parents shared that the peer of the children with disabilities are quite friendly and they cooperate with their children. So there is a contradiction between the responses by the parents.

A small portion of the parents pointed teachers' negative attitude as a cause of drop out for their children with disability. A very few number of teachers are not sincere about the education of children with disability and don't take special measures for them.

Lack of skills of the teachers to teach all in the same class is found as a major cause of drop out by the parents in parent surveys. On the other hand, TEIP Scales measurement indicatesthat teachers are more confident in dealing with diverse children in inclusive classrooms. Teachers, education officers all agreed on that there aren't sufficient programs or facilities to improve the capacity of the teachers. The education officers pointed that specialized teachers are insufficient

according to the needs and the overall number of teachers are not sufficient enough and these insufficiencies are hampering the education of children with disability. Most of the teacher pointed that they haven't got training on IE and thus facing problems to meet the need of the children with disability. The education officials echoed with teachers and opined that the training provided by the URC includes a small section on inclusive education and teachers just get orientation from the PTIs and stressed on improving curriculum's disability section rather than providing separate training on disability.

Due to the shortage of education materials and assistive devices, students with disability face problems to participate in class activities and teachers can't facilitate them according to their needs. So the lack of materials is found as one of the major causes of drop out. The adaptation and learning capability of the children with disability are different. So they need various materials and teachers should have proper training and instructions to meet their learning needs. Teachers and education officers have the same opinion regarding physical resources and they pointed that resources such as text books and reference books, brail books, sign language manuals, teacher support materials, students' workbooks and supplementary teaching learning aids for the students with are inadequate. Notably, they opined that with current resources they can retain and maintain participation of mild and moderate disabled but the arrangements for severe disabled are pretty low and they can't retain them in schools. Decreasing health condition after admitting in school has been identified as cause of drop out by the parents.

From the parent surveys, migration of household has been found as a risk factor for dropout in very few cases. After moving to a new place, the parents may not find a suitable school for their children with disability and the children need time to adapt in a new environment. So the parents and children may not feel comfortable to go to new school and stay at home and thus they become dropped out of school.

Other causes such as no one in the family to take the child to school, parents (both the father and mother) engagement in income generating activities, staying the whole time with the children have been identified as risk factors of children with disability being dropped out of school. Parents and Teachers survey data has identified these causes. Most of the cases, mothers take the child to school and other places. They have to stay with them for the whole school hour.

Sometimes parents found engaging themselves in earnings rather than spending time with their children with disability is beneficial for the family. Then, in some cases there aren't any members in the family to assist the child and eventually the child becomes irregular and gets dropped out of school.

Regarding objectives 3, challenges that the children with disabilities are facing in continuation of their education in different stages are discussed in the following section. Though govt. has taken initiatives to make school accessible for all, but accessibility as well as distance problem still remain as major challenges regrading drop out. The physical facilities of school premises have been improved by PEDP-2 and PEDP-3 initiatives but outside environment has not been improved. Most of the teachers noted that in terms of physical infrastructure the newly build school buildings are accessible for the children with disability with ramps, disable friendly wash blocks and adjustment in playground. However, the scenario of the old schools is unsatisfactory. It is to note that, few schools have adopted the idea of physical accessibility 'in a small box'. Initiatives such as taking class in ground floors, seating arrangement etc. have been taken by the teachers. The opinions of education officers follows a similar trend and they pointed that govt. is now making adjustments in the old schools. In comparison, the observers reported that the accessibility condition of playground, library, drinking water and toilet is not satisfactory in most of the cases. School in long distance, inaccessible school road and difficulties to carry the child to the school because of weight etc, effects on the access to school for the children with disability.

Educational expense is another challenge for the children with disability to continue their education. In our county, primary education is free. Hidden cost is one of the major issues associated with educational expenses. Due to poverty parents are facing difficulties to bear educational expenses and in many cases they aren't capable of bearing educational cost of their children with disability. Govt. and NGOs provide financial assistances but that aren't sufficient enough to meet their needs. Parents have to spend money for health related purposes. So, hidden cost of education becomes a burden for them and eventually they face challenges to continue their children's education.

Though overall attitude towards disability is found as positive in this study, but still negative attitude is a major challenge for the students with disability to maintain their participation in educational setting. Due to inappropriate behaviour of the peers and teachers children with disability face problems in educational activities, they lose motivation and eventually they drop out of school. Negative attitude towards the education of persons with disabilities and especially for girls with disabilities by the community people and even from the family has been found which cause drop out.

Lack of teacher's skill is another challenge faced by students with disability to continue their education. Training related to inclusive education is insufficient for them and they get only orientation about how to manage different needs of diversified students in inclusive setting. Teachers have fewer opportunities to learn and practice different teaching learning strategies to meet the needs of the children with disability.

Due to various causes of dropout such as working parents (both father & mother), someone has to stay in school with the child, difficult to carry the child to the school because of weight, Others engagement in work viewed as more important than taking the child to school, no one in family to take the child to the school etc. the necessity of a caregiver is felt. But it is a big challenge for the parents to meet this need when both the parents are involved in income generating activities.

Another major challenge faced by the children and teachers for the education of children with disability is lack of resources. According to the information given by the teachers an education officer it has been found that insufficient physical resources (education materials and shortages of assistive devices) and shortage of human resources and related capacity building programs are creating obstacles for the education of children with disability in inclusive scenario. Along with financial resources human resources and physical resources help us to achieve educational goals and objectives. The concept of IE stresses on giving equal access and participation facilities to all. But the existing scenario of our educational system is not up to that standard due to unavailability of resources especially for the children with disability.

In reference to research objective 4, challenges associated with continuing education at primary level are discussed in the following paragraphs. The respondents including teachers and education officers pointed that they follow same teaching learning strategies for every student. From the survey it has been found that students face various problems in the classroom while the classroom and school observation report illustratesthat over 50% cases the teachers fulfilledlearning objectives. From the mentioned contradictorydata it can be assumed that teachers are willing to provide support to students but students still face various problems in the classroom due to not have appropriate supports as the supports are very generic.The teachers also added that they have the confidence to deal with diverse students in the same settings. But in real world the teachers are only mentally prepared to teach the students with disability but they face problem to meet the need of those children. Inclusive pedagogy related trainings should be provided for them. As they can't make learning attractive and enjoyable for the students with disability so the children don't find interest in school activities. They lose the motivation to continue their participation at school and eventually they become irregular and thus drop outs occur.

The policy makers opined that the teachers do not have specific plan for the disabled student. Interview response from the education officers have the same view and they added that the teachers are capable of making need based plan but they do not follow it properly. The education officers pointed that there is no specific teaching learning materials for the children with disability and the fund for materials is insufficient and adjoined that in some cases teachers make education materials by their own efforts. The observation reports and teachers interviews have the same view on using teaching learning materials. Notably, it has been found through observation that half of the cases teaching materials were up to the mark and half of the cases they weren't. And most of the cases, the teaching aid/materials ignored the importance of multisensory aspects. Essentially, in the cases of children with disability the teachers recognized the necessity of allocating extra time for submitting their tasks. However, it has been found that students with disability usually get extra time at final exam and PEC exam but at the time of formative assessments it isn't followed accordingly.

The fifth objective of the study is to recommend strategies for addressing the challenges of continuation of education which has been discussed in the recommendation and conclusion chapter

This point should focus on FGD, KII and TNA along with similar secondary data review

Also add case study findings and case/\more code and

Crate background for recomomdation sharply with study key question and contain

Please make systmetic writing on qualitative findinds under this and reduce from previous chapter

Recommendations will under key area wise along with Key area like Accessibility, Policy and practice etc

Like our health study ??

Add bibliography

Add preface

Case study and picture

Also have develop report based on LF contain plan

Chapter 6

Recommendation and Conclusion

Chapter 6

Recommendation and Conclusion

Recommendations have been incorporated in this chapter based on the conceptual framework that included 5 major thematic areas: access, active participation, learning achievement, acceptance and other challenges.

Recommendation for access:

- Government should provide well designed and funded maintenance strategy for ensuring utility of the accessible environment that has been created through PEDP2 & PEDP 3.
- Ramp has to be created in two storied primary school buildings.
- Stills some school do not have adequate accessible school environment, therefore future program planning of the govt. should cover all these unreached school in respect of accessibility.
- There is a lack of consistency between schools' accessible environment. Some schools have ramps, some have directions and signage, some have accessible playground, some have good toilet facilities for children with disability while some haven't these type of facilities. To ensure access for everyone universal design policy for all the school should be used.
- In reference to the enrolment of all children, still children with disabilities are the largest group who are dropped or left out of school. Therefore, govt. enrolment initiatives have to be carefully considered and addressed the specific causes of dropout of children with disabilities and challenged faced in schools which are explored in this study.
- In many cases, school have accessible environment but the outside environment is not. So a holistic approach should be taken to make the environment of the community accessible for all.

Recommendation for active participation:

- Ensuring caregiver supports throughout school period is a challenge. Daily living skills, life skills related activities should be practiced more with the co-operation of peers for the children with disability in school to make them self-dependent and reduce dependency of the parents' support.

- Inclusive pedagogy through co-operative teaching-learning strategies should be included in teacher education and professional development programs. Especially, sub-cluster training should include these to ensure that teachers have enough skills and knowledge to promote active participation of all.

- Skill and resources should be provided for using multisensory teaching-learning materials to ensure active participation.

- Govt. training on classroom management and school management should include issues related to active participation of all learners.

- Inclusive co-curricular programs have to be introduced through teacher education program, official circular, professional development program and community involvement initiatives of schools through orientation of local education administrators.

- Alternative learning communities have to be developed through NCTB and DPE and should be included in teacher-education programs of NAPE.

- Referral service should be given by the teachers. To ensure that teacher should get skills, source and information so that they can identify disability, provide assistance for maintenance of assistive device. Moreover, they can provide knowledge about therapeutic services and counseling for smooth participation of the children with disability in educational activities of the school.

Recommendation for acceptance:

- To make attitudes positive towards disability policy awareness buildup programs, common understanding about disability and inclusion should be taken and practiced separately for different target groups in different levels.

- Policy review is needed in national level to identify gaps, conflicting and contradictory issues and strengths so that programs can be designed in a holistic way to ensure acceptance at all level and for GO/NGO organizations.

- To increase acceptance, community involvement should be increased in school activities.

Recommendation for achievement:

- Flexibility must be ensured to include Alternative Assessment Strategy in education policy. Such alternative assessment strategies have to be standardized.

- Teachers should be familiarized with the alternative assessment strategy for the children with disability through adequate training.

Recommendation for other challenges:

- Capacity development programs should be implemented to make the human resources efficient so that they can ensure maximum usage of existing resources and can increase community involvement to use the local resources.

- To increase the Government's GDP allocation in education sector, advocacy should be done.

- More in-depth study should be done to know about how to involve the community for bearing the hidden costs in education sector.

- Mid-day meal program should be more integrated and resourceful through the support from nutritionist and health professionals to ensure balanced diet.

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List of Reviewed Document

- Convention on the Right of Children: 1989
- Convention on the Rights of Persons with Disabilities (CRPD): 2006
- Education For All- EFA: 1990
- Millennium Development Goal (MDG): 2000
- National Education Policy 2010
- National Policy on Disability 1995
- Non-formal Education Act 2014
- Person with Disabilities Rights and Protection Act 2013
- Standard Rules on the Equalization of Opportunities for Persons with Disabilities: 1993
- Sustainable Development Goals (SDG): 2016
- The Constitution of Bangladesh
- The Declaration on the Rights of Disabled Person: 1975
- The Persons with Disabilities Welfare Act 2001
- The World Conference on Special Needs Education (Salamanca Declaration): 1994
- Trust Act for the Protection of the Rights of the Persons with Neuro-Developmental Disorder-2013
- World Summit for Social Development: 1995

AppendixB

Qualitative Questioner (FGD- Community People)

Focus Group Discussion Checklist for Community People

Introduction

	Name	Code	Date
Division		|____|____|	|___|___||___|___||___|___| *Day Month Year*
District		|____|____|	FGD Start Time
City Corporation/ Municipality		|____|____|	|___|___||___|___|

Union/ Ward		FGD End Time
	|____|____|	|___|___||___|___|
Full Address		

Background Information

SL No	Name	Age	Sex (Code)	Educational level (Code)	Type of Household (Code)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Questions

1. How important is primary education to your Children with Disability?
2. Are you aware about dropout problem of children with disabilities in primary level school?
3. What is the dropout rate of children with disability in your community?
4. What role do you play in community to retain children with disability in the school?
5. What are the main causes of your dropout from school? Rank the factors?
   a) School based factors (school facilities, teachers behavior, lack of food)
   b) Inaction of parents and lack of parents guideline
   c) Family situation and issues
   d) Children personal situation and disability
   e) Distance to school
   f) Lack of motivations on the part of parents
   g) Religious belief
   h) Others factors within the community
6. What measures should be taken to retain the dropout students?
   a) Role of the child
   b) Role of Parents
   c) Role of teachers
   d) Role of school
   e) Role of local government
   f) Role of central government

Qualitative Questioner (FGD- Parents/Caregiver)

Focus Group Discussion Checklist for Parents/ Caregiver
Introduction

	Name	Code	Date
Division		|___|___|	|__|__||__|__||__|__| *Day Month Year*
District		|___|___|	FGD Start Time
City Corporation/ Municipality		|___|___|	|__|__||__|__|
Union/ Ward		|___|___|	FGD End Time |__|__||__|__|
Full Address			

Background Information

Sex Code: 1 = Male, 2 = Female, 3 = Others

Type of Household Code: 1 = Male Headed, 2 = Female Headed, 3 = Both Parents, 4 = Grand Parents, 5 = Broken Family, 6 = Others (1)_____, (2)_____

Educational level Code: 1 = Primary, 2 = Secondary, 3 = Higher Secondary,   4 = Honors, 5 = Masters, 6 = Illiterate,   7 = Others   (1)_____,   (2)_____, (3)_____,   (4)_____,   (5)_____, (6)_____, (7)_____, (8)_____,

SL No	Name	Age	Sex (Code)	Educational level (Code)	Type of Household (Code)
1					
2					
3					
4					
5					
6					

7					
8					
9					
10					
11					
12					

Questions

7. How important is primary education to your Children?

8. How did your children find school?

9. When did you have the first thought about to leave him/her from school? What happed?

10. Did you tell anyone about it? How did they react?

11. Did you seek and/ or receive any help when you have the thought to leave your child from school?

12. What made you finally decide to really leave your child from school?

13. What did teachers react to the decisions? How did you respond?

14. What are the problems your child faces in school, who will you approach? How have they helped you?

15. Have you ever thought about quitting your child from school? If yes, why? If no, why?

16. What was the dream about your child education?

17. Availability of the facilities in School:

Facilities	Required	Available	Deficit	% of Deficit
Accessible Classroom				
Accessible Latrines				
Accessible Entrance				
Tables/ High Bench				
Chairs/Low Bench				
Others_____				

18. What are the main causes of your dropout from school? Rank the factors?
     i) School based factors (school facilities, teachers behavior, lack of food)
     j) Inaction of parents and lack of parents guideline
     k) Family situation and issues
     l) Children personal situation and disability
     m) Distance to schoolarents

     n) Religious belief
     o) Others factors within the community

19. Are you aware about education and other rights of your children?

20. What measures should be taken to retain the dropout students?
     g) Role of the child
     h) Role of Parents
     i) Role of teachers
     j) Role of school
     k) Role of local government
     l) Role of central government
     m) Role of other development partners

Focus Group Discussion Checklist for SMC Members

Introduction

	Name	Code	Date
Division		|____|____|	|___|___||___|___||___|___| *Day Month Year*
District		|____|____|	FGD Start Time
City Corporation/ Municipality		|____|____|	|___|___||___|___|
Union/ Ward		|____|____|	FGD End Time |___|___||___|___|
Full Address			

Background Information

Sex Code: 1 = Male, 2 = Female, 3 = Others

Educational level Code: 1 = Primary,2 = Secondary, 3 = Higher Secondary, 4 = Honors, 5 = Masters, 6 = Illiterate, 7 = Others _____

SL No	Name	Age	Sex (Code)	Educational level (Code)	Experience as SMC Member
1					
2					
3					
4					
5					
6					
7					

8					
9					
10					
11					
12					

Questions

1. **Causes of students' dropout from the school?**
2. **What are lacking of teachers? (Training, Behavior)**
3. **Causes of school dropout by categories of students?**
   a. General Students
   b. Students with Disabilities
4. **Most influential factors (reasons) for dropout of students with disabilities**
   a. School based factors (school facilities, teachers behavior, lack of food)
   b. Inaction of parents and lack of parents guideline
   c. Family situation and issues
   d. Children personal situation and disability
   e. Distance to school
   f. Lack of motivations on the part of parents
   g. Religious belief
   h. Others factors within the community
5. **Ranking of the factors**
6. **Existing strategies to control/reduce school dropouts**
7. **Strategies/ Measures to be adopted to retain them in the school?**
   a. General Students
   b. Students with Disabilities
8. **Your role to retain them in the school**
9. **What measures should be taken to retain the dropout students?**
   a. Role of the child
   b. Role of Parents
   c. Role of teachers
   d. Role of school
   e. Role of local government
   f. Role of central government
   g. Role of other development partners

Qualitative Questioner (FGD-Teachers)

Focus Group Discussion Checklist for Teachers

Introduction

	Name	Code	
Division		|____|____|	
District		|____|____|	
City Corporation/ Municipality		|____|____|	
Union/ Ward		|____|____|	
Full Address			

Background Information

Educational level Code: 1 = Higher Secondary, 2 = Honors, 3 = Masters, 5 = Others_____

Designation Code: 1 = Assistant Teacher, 2 = Senior Teacher, 3 = Head Teacher, 4 = Others_____

SL No	Name	Designation	Sex (Code)	Educational level (Code)	Experience (Years)	Rece
1						

SL No	Name	Designation	Sex (Code)	Educational level (Code)	Experience (Years)	Rece
2						
3						
4						
5						

6						
7						
8						
9						
10						

Availability of Scholl facilities

Facilities	Required	Available	Deficit	
Accessible Classroom				
Accessible Latrines				
Accessible Entrance				
Tables/ High Bench				
Chairs/Low Bench				
Accessible water collection place				

Questions

1. **Kinds of children who normally dropout of the school.**
2. **How can we identify them?**
3. **Causes of students' dropout from the school**
   a. School based factors (school facilities, teachers behavior, lack of food)
   b. Inaction of parents and lack of parents guideline
   c. Family situation and issues
   d. Children personal situation and disability
   e. Distance to school
   f. Lack of motivations on the part of parents
   g. Religious belief
   h. Others factors within the community
4. **Causes of school dropout by categories of students**
   a. General Students
   b. Students with Disabilities
5. **Most influential factors (reasons) for dropout of students with disabilities**
6. **Ranking of the factors**
7. **If you find any academic weakness of Dropout children with disabilities in particular subjects/Topics (please list it up)**
8. **Do you have training opportunities?**
9. **Are you satisfied with your job?**
10. **Do you have enough facilities in your school?**
11. **Do you fully understand the education policy and its objective?**
12. **Do you fully understand the educational rights of Children with Disabilities?**
13. **Are you provided training when educational policy changes?**
14. **Existing strategies to control/reduce school dropouts**
15. **Strategies/ Measures to be adopted to retain them in the school?**
    a. General Students
    b. Students with Disabilities
16. **Your role to retain them in the school**
17. **What measures should be taken to retain the dropout students?**
    a. Role of the child
    b. Role of Parents
    c. Role of teachers
    d. Role of school
    e. Role of local government
    f. Role of central government
    g. Role of other development partners

Key Informant Interview of Education Officers

Introduction

	Name	Code	Date
Division		|____|____|	|____|____||____|____||____|____| *Day Month Year*
District		|____|____|	KII Start Time
City Corporation/ Municipality		|____|____|	|____|____||____|____| KII End Time
Union/ Ward		|____|____|	|____|____||____|____|
Full Address			

Background Information

Name	Designation	Sex	Educational level	Experience (Year)

Questions

1. How many villagers are there in this upazila/district?
2. How many govt. primary schools are there in this upazila/district?
3. Indicate school enrolment for the last three years for govt. primary schools

Year	Total	Female	Male	Children with Disabilities
2014				
2015				
2016				

4. **Indicate the rate of dropout rates in yours upazila/district for govt. primary schools**

Year	Total	Female	Male	Children with Disabilities
2014				
2015				
2016				

5. **What are the factors causing dropout of children with disabilities**
   a. School based factors (school facilities, teachers behavior, lack of food)
   b. Inaction of parents and lack of parents guideline
   c. Family situation and issues
   d. Children personal situation and disability
   e. Distance to school
   f. Lack of motivations on the part of parents
   g. Religious belief
   h. Others factors within the community

6. **Are you aware about education and other rights of children with disabilities?**
7. **Have training opportunities for teachers to handle children with disabilities?**
8. **Is the training good enough for marinating inclusive school?**
9. **Do you have enough facilities (tables, chairs, budget, teachers, toilets etc.) in school?**
10. **Are you provided training when educational policy changes?**
11. **Existing strategies to control/reduce school dropouts**
12. **Strategies/ Measures to be adopted to retain them in the school?**
    a. General Students
    b. Students with Disabilities
13. **What measures should be taken to retain the dropout students?**
    a) Role of the child
    b) Role of Parents
    c) Role of teachers
    d) Role of school
    e) Role of local government
    f) Role of central government
    g) Role of other development partners
14. **What can be your roles to retain your child in the school?**

Qualitative Questioner (KII for Policy Makers)

Key Informant Interview of Policy Makers

Introduction

	Name	*Code*	Date
Division		|____|____|	|____|____||____|____||____|____| *Day Month Year*
District		|____|____|	KII Start Time
City Corporation/ **Municipality**		|____|____|	|____|____||____|____|
Union/ Ward		|____|____|	KII End Time |____|____||____|____|
Full Address			

Background Information

Name	Designation	Sex	Educational level	Experience (Year)

Questions

15. **Are the Bangladesh policies, budget, framework and action plans for primary education is enough for ensuring educational rights of children with disabilities? If not why? What are the gaps?**
16. **What are the main barriers for implement inclusive in primary education?**
17. **What are strategies and current implementation process to stop dropout of children from mainstream primary schools especially for children with disabilities?**
18. **Is the budget is enough to ensure inclusive primary education? If not why?**
19. **What are the factors causing dropout of children with disabilities**
    i. School based factors (school facilities, teachers behavior, lack of food)
    j. Inaction of parents and lack of parents guideline
    k. Family situation and issues

l. Children personal situation and disability

m. Distance to school

n.Lack of motivations on the part of parents

o.Religious belief

20. Existing strategies to control/reduce school dropouts

21. Strategies/ Measures to be adopted to retain them in the school?

a.   General Students

b.   Students with Disabilities

22. What measures should be taken to retain the dropout students?

h) Role of the child

i)   Role of Parents

j)   Role of teachers

k) Role of school

l)   Role of local government

m) Role of central government

n) Role of other development partners

23. What can be your roles to retain your child in the school?

24. Recommendations of yours