Report on

"Mapping of Inclusive Education in Bangladesh: Identification of Good Practices"

Submitted To

Save the Children Intl Bangladesh

CBM International Bangladesh

&

Disabled Rehabilitation and Research Association (DRRA)

Conducted By

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2019

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Asian Centre for Inclusive Education (ACIE), Bangladesh

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Inclusive Education Working Group

Submitted To

Save the Children Intl. Bangladesh,

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Disabled Rehabilitation and Research Association (DRRA)

An Initiative of Inclusive Education Working Group

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Executive Summary

Bangladesh promotes Inclusive Education not only by enacting several laws, policies or action plans but also implement through numbers of initiatives, projects by government as well as CSOs. Government and various NGOs are working to meet the demand of different target groups for inclusion and to minimize the challenges of inclusion where most of the interventions are isolated and not coordinated. As conceptualization of Inclusive Education differs among different stakeholders many initiatives supporting or promoting inclusive education are not recognized appropriately. Hence, Inclusive Education Working Group (IEWG) felt the needs of a comprehensive analysis of the initiatives of different organization in the area of Inclusive Education and accumulate a series of good practices on inclusive education.

This study was conducted for mapping the existing inclusive education practices in Bangladesh by using a broader lens/definition so that all initiatives can be recognized to avoid the challenges/malpractices exists. The objectives of the study are –
1. To assess the present status of inclusive education in terms of stand point, resources, policies and practices
2. To identify and accumulate model practices in the area of inclusive education
3. To explore cross learning opportunities and collaboration among organizations working in the area of inclusive education
4. To provide recommendations based on the findings of the study to reform policies and promote supports to inclusive education through a system reform.

The data were collected and analyzed thematically in two phases by following a mixed method approach. An online survey was done in first phase to identify active and key organizations who works for inclusion in Bangladesh. The second phase was policy and implementation document reviews.

By analyzing different directories and networks the study revealed that among 1237 organizations who works for inclusion in Bangladesh, only 132 organizations are active to respond to the survey. The responses were analyzed based on four themes- i) Concepts & Understanding about IE, ii) Availability of resources, iii) Existing policy, guidelines, strategies as well as iv) implementing activities. Among 132 Organizations that responded is showing a higher percentage in having strong policy for inclusive education and in implementing activities. On the other hand, the number of organizations having clear understanding is lower than the organizations who have implementation activities.

38 policy documents include education policy, inclusive education policy, country strategic plan, HR policy and Gender Policy as well as 34 implementation documents have been analyzed over all scenario of Inclusive Education as well as to find cross learning opportunities among organizations. It is found that, all the documents of different organizations do not cover appropriately each and every dimension of the inclusion aims. There are few documents which have scored very poor in providing direction for operationalization implementation and there was

rarely any guidance on both human and financial resources. There are number of initiatives, concept and interventions were developed discreetly and can be refer as individual effort.

Finally, it can be said through various cross matched analysis that a number of good resources are available in Bangladesh on concept, strategies, policies or implementation model on IE and organizations have opportunities to learn from each other or to take on good practices to improve their actions.

Acronyms

ACIE	Asian Centre for Inclusive education
BEN	Bangladesh ECD Network
BVIPS	Bangladesh Visually Impaired People's Society
CAMPE	Campaign for Popular Education
CDD	Centre for Disability in Development
CSID	Centre for Services and Information on Disability
CSN	Children with Special Need
DMIE	Developing a Model of Inclusive Education
DPEd	Diploma in Primary Education
DRRA	Disabled Rehabilitation and Research Association
GO	Government Organisation
GOB	Government of Bangladesh
GUC	GramBangla Unnayan Committee
HOPE	Holistic Approach to the Promotion of Inclusive Education
IE	Inclusive Education
IEWG	Inclusive Education Working Group
INGO	International Non-Government Organisation
MLE	Multi Lingual Education
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
MoWCA,	Ministry of Woman and Child Affairs
MSW	Ministry of Social Welfare
NCTB	National Curriculum and Text Book Board
NFOWD	National Forum of Organizations Working with the Disabled
NGO	Non-profit organization
NPA	National Plan of Action
P to 3	Pregnancy to Three
PEDP	Third Primary Education Development Program\
PIB	Plan International Bangladesh
SDG	Sustainable Development Goal
SDSL	Society of Deaf and Sign Language Users
UCEP	Underprivileged Children's Education Programme
UN	United Nations
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
YES4Growth	Youth education and skills programme for economic growth

Chapter 1: Introduction

Since Salamanca Declaration (UNESCO, 1994), globally there has been a major shift from segregated mode of education to inclusion. UNESCO (2009) defines inclusive education as:

> "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).

Therefore, it could be assumed that the values of inclusive education would ensure such welcoming environment in schools that would be free from the effects of negative forms of discrimination based on gender, culture, ethnicity, disability, religion or socio-economic and or geographic backgrounds (UNESCO, 1994). Inclusive education aims to address specific inequities to ensure high quality education through practicing differentiated teaching-learning approaches.

Like many other countries around the world, Bangladesh has responded to the international declarations and gone through a number of policy reforms to promote inclusive education. Bangladesh made primary education compulsory for all children by legislating the Compulsory Primary Education Act 1990 (Ministry of Primary and Mass Education [MOPME], 1990). Recently, Bangladesh proclaimed several policies, acts and action plans to promote inclusive education. The Child Policy 2010 (MoWCA, 2011); the National Education Policy 2010 (MoE, 2010), National Plan of Action Phase 2 (NPA 2), Gender and IE Action Plan of PEDP 3; and the Proposed Draft Education Act 2013 (MoE, 2013) are some of the policy initiatives that seem to be pro-inclusive. With an aim of translating those policies and legislations into practice, the Government of Bangladesh is undertaking programmes and projects that include the second Primary Education Development Programme-PEDP 2 [2003-2010] (DPE, 2005) and PEDP 3 [2011-2017] (DPE, 2011). These above examples reflect on the strong commitment of the government for ensuring education of all learners through implementing inclusive education.

However, despite such initiatives, Bangladesh is facing various challenges to ensure the rights of every citizen into education. Since the DPE & CSID (2002) study, there is no study that published a valid nationwide education related data related to children with disabilities. However, the DPE & CSID (2002) study claimed that despite a number of policy initiatives to ensure education for all, 89 percent of children with disabilities is left out of education in Bangladesh. Of those who attend schools, a large majority frequently dropout within first few months or years. In addition to that, only 22% children from the indigenous communities completed primary education during 2004 (Sarker & Davey, 2009). There are still more than 3.2 million out of school children and opportunities for schooling are limited for specific groups, including hard-to-reach children: children with special needs, children in remote areas [Char, Haor-baor, flood prone area, disaster prone area etc.], children living in extreme poverty, children living in slum areas and working children which is a big challenge (Ahsan et al, 2013).

A recent study conducted by Plan International Bangladesh (Ahsan et al., 2013) reported that there are around 4% children are left out of school in the research areas located in five Upazillas of Bangladesh. The study found various reasons are keeping children out of school, which include:

disability, poverty, lack of child-friendly environment and resource supports in schools, child labour, lack of parental awareness etc. The significant finding is that among the out of school children, 53% have disabilities. In addition to this study some other recent studies (Ahmmed, 2013; Ahsan et. al, 2011; 2012; 2013; 2014; 2015) found that ill preparation of teachers, lack of adequate training and resources on inclusive education, absence of collaboration and networking with government agencies as well as in the GO-NGO collaboration perspectives, lack of resource sharing opportunities, poor parental and community awareness are some of the challenges of inclusive education in Bangladesh.

Various Government and NGOs are working to meet the demand of different target groups for inclusion and also to minimize the challenges of inclusion. However, some are recognized as the 'inclusive education' initiatives, whereas many of those initiatives are not recognized as the pro-inclusive. This is because there is partial, scattered myth-based and wrong concept of inclusive education among the policy-makers, practitioners and community stakeholders (Ahsan et. al, 2011; 2012; 2013; 2014; 2015). Most of these wrong concepts include (Ahsan et. al, 2011; 2012; 2013; 2014; 2015):

- Inclusion means including children into education only
- Inclusion means including children in the mainstream Government Schools
- Inclusion means including children with disabilities only
- Inclusion means only enrolling children into education
- Multi Lingual Education (MLE) is Inclusive Education, etc.

As a result of such lack of common and appropriate conceptual understanding about inclusive education, many initiatives supporting or promoting inclusive education are not recognized. This is resulting in:

- non-collaboration among different organizations
- repetition of the same initiatives
- non-recognition of different agency initiatives
- non-recognition of the initiative coverage
- non-recognition of initiative outcomes
- fragmented policy level feedback

Several recent studies (Ahsan, 2013; Ahsan, et al., 2013, 2015) have been done to explore the current status of inclusive education in Bangladesh. However, those studies did not have scope to develop thematic grouping among the practitioners based on their target groups, service delivery approaches, available resources, geographical coverage and collaboration opportunities; that may lead to contribute to the broader conceptualization of inclusive education among different level stakeholders as well as develop a national level advocacy and collaboration network for inclusive education in Bangladesh. Hence, it is very crucial to conduct a study for mapping the existing inclusive education practices in Bangladesh by using a broader lens/definition so that all initiatives can be recognized to avoid the challenges/malpractices mentioned above.

This study followed a frame that has been derived by synthesizing several notions, which include:

- **Social /equity model:** The social model recognizes every learner is different, everyone can learn, every learner can contribute and each individual is a source of potential/ new ideas. On the other hand, the opposite paradigm, known as 'medical model of inclusion' 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).

- **The Functional Definition of Inclusive Education in Bangladesh:** The functional definition of inclusive education developed by the UNESCO (Ahuja & Ibrahim) in collaboration with different stakeholders has been accepted by the government and articulated in the PEDP 2 and PEDP 3 programme documents. The definition is as follows:

  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).

This definition promotes a very sound concept of inclusive education, which also support the social model and whole school development/educational change concepts. These notions of educational reform ideas will guide the researchers to select research methods, develop data collection tools, interpret and analyse collected data and in suggesting recommendations for teacher education for inclusive education in Bangladesh.

Since Salamanca Statement, Government as well as NGO sector is working to promote Inclusive Education in Bangladesh. In relation to that Bangladesh government especially MoPME has designed and implemented PEDP-I, PEDP-II & PEDP 3. Similarly, different NGOs, INGOs, UN agencies are also working individually and collectively with the government for inclusive education. To make education system inclusive, many of the initiatives of these organizations have merit to support each other, share resources and have the scope to raise collective voice for advocating inclusion. Considering the necessity of such collective effort, several organizations including ActionAid Bangladesh, ADD International Bangladesh, Asian Center for Inclusive Education (ACIE), CBM International Bangladesh, Disabled Rehabilitation and Research Association (DRRA), Plan International Bangladesh, Save the Children Bangladesh, UNESCO Dhaka felt that a common working platform can assist them to work on inclusion in a collaborative

manner. Inclusive Education Working Group (IEWG) is the product of such thoughts. This study is one of the initiatives of IEWG.

In Bangladesh context limited intervention has been made for the promotion of IE in Bangladesh by GOB and few NGOs and most of the interventions are isolated and not coordinated. IEWG felt the needs of a comprehensive analysis of the initiatives of different organization in the area of Inclusive Education and accumulate a series of good practices on inclusive education. This study will be also helpful to increase the understanding and coordination among the like-minded organization to improve existing programs in this area.

The objectives of the study are –
1. To assess the present status of inclusive education in terms of stand point, resources, policies and practices
2. To identify and accumulate model practices in the area of inclusive education
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Chapter 2: Methodology

The study followed a mixed method design which included survey and document analysis. The study was done in 2 phases. In phase 1, an online survey was conducted to identify and prioritize organizations to consider as sample based on set criteria and in phase 2, selected documents and practices were analyzed from the sample organizations identified through online survey.

Figure 1: Methodology

Phase 1: Online survey

- Collecting databases of CAMPE, BEN, NFOWD, BVIPS
- Development of quick questionnaire
- Dissemination of questionnaire through mail by using the databases
- Collecting the responses
- Analyzing the responses
- Selecting organizations for reveiwing policy and implementation documents

Phase 2: Policy and Implementation Documents review

- Development of Framework for reviewing policy and implementation
- Reviewing policy documents
- Reviewing implementation documents
- Dvelopment of collective performance framework
- Collective evaluation to identify potential inclusive education organizations

Phase 1: Online Survey

A quick online survey was designed following the research objectives to identify the relevant organizations to go for in-depth analysis to map out good policies and practices. Considering the scope and timeframe of the study, a systematic approach was designed to identify the organizations as more than 1200 national and international organization's database was available from different educational networks. The research team used the database of 4 networking organizations named Campaign for Popular Education (CAMPE), *Bangladesh* ECD Network (*BEN*), National Forum of Organizations Working with the Disabled (NFOWD) and Bangladesh Visually Impaired People's Society (BVIPS)**.** With few overlapping organizations across the network, altogether 1237 individual organizations were identified to explore through online survey.

The quick survey questionnaire was sent to 1237 organizations. The research team followed few criteria while developing and sending the questionnaire. The questions and expected responses were short, easy to understand, covered the research objective, and interrelated. The questionnaire

was sent in to the body of the email So that respondent can easily open it (no attachment) and response through replying the mail.

It is to be noted here that 360 organization's e mail addresses were inactive so mails have bounced back. It seems that only 877 organizations received the mail and out of them, 132 organizations responded to the questionnaire and contributed to the survey. Following is the table of the online survey response;

Table 1: Survey responses from Online

Online Survey Response	
Total Number of Organizations (mail sent) Using the database of **CAMPE, BEN, NFOWD, BVIPS**	**1237**
Number of Organizations with inactive email address	**360**
Mail sent to Number of Organizations successfully	**877**
Number of organizations responded	**132**

There were 4 questions in the questionnaire following 4 themes that linked with objectives of the study and literature review. It has been reflected from the review that having clearing understanding of the concept of IE is vital to successfully implement the idea. In relation to this, sound policy guideline, resource allocation and implementation plan are key to appropriate translation of the concept into practice. Hence, four interlinked themes were presented through the following four questions mentioned in the table:

Table 2: Online Survey Questionnaire Format

Online Survey Questionnaire Format

Questions	Theme
Question 1	**Concept/Understanding** about IE
Question 2	**Availability of resources** for achieving the aims of IE
Question 3	**Policy/ Guideline/ Strategy/Instructions** for achieving the aims of IE
Question 4	**IE practice**

Each thematic area had four options those addressed distinct understanding of inclusion; as: broader concept of inclusion, similar to integration, similar to special education and segregation. Highest score was given to the broader understanding of inclusion (rated 4). The understanding similar to integration, special education and segregation were rated as 3, 2 and 1 respectively. Following table provides detail information of online survey questionnaire responses rating:

Table 3: Rating of the responses of the Survey Questions

Rating the responses of the Questions

Response Rating	Perceiving inclusion as	Interpretation
Rating 4	broader concept of Inclusion	ensuring access, active participation, achievement and acceptance of all children into education
Rating 3	Integration	children of different disability, ethnicity, gender as well as all the children participating in the mainstream education with specific support to specific target group
Rating 2	Special Education	bringing specific target group (e.g. disability, street children) in to education and ensure their participation through special method
Rating 1	Segregation	identifying degrees of disability, labeling them and accordingly providing assistance through assistive devices and therapeutic support in the same educational setting

All the four questions were set to evaluate through the four different understanding of inclusion for better conceptualization of the organizational activities in the field level as well as their perception, resource, policy and implementation activities for inclusion. Based on the given questionnaire, the organizations that scored

- 4 are considered to be promoting inclusion,
- 3 or above 3 but less than 4 are considered to be focusing on integration.
- 2 and 3 are considered to be promoting special education and
- less than 2 are considered to be promoting segregation in their model.

Phase 2: Policy and Implementation Documents review

In phase 2, the study team has collected policy and implementation documents from organizations selected through a structured method following online survey and reviewed those.

It has been mentioned earlier that total 132 organizations responded through the online survey. Among those, the organizations who scored 3 or above in question no 1 and scored 4 in question number 2, 3 and 4 were selected to go for document review. Following the above criteria 31 organizations were selected for phase 2 document review process. In addition, 7 policy documents of government ministries including Ministry of Education, Ministry of primary and Mass Education, Ministry of Women and Child Affairs were also purposively selected for policy document review process due to their significant roles in inclusive education in Bangladesh.

After that, selected organizations were asked to submit their IE related policy and implementation documents such as policy, guideline, strategic paper, programme documents, materials, assessment and evaluation tools, leaflet, brochures etc. Based on their submission, the numbers of collected policy documents were 38 and the number of programmes/interventions/activity related documents were 34.

A framework was used to review the policy and implementation activity related documents, which is given below;

Table 4: Framework for reviewing policy and implementation documents

Sl.	Areas	Weak		Moderate		Strong
		Framework for reviewing policy and implementation				
1	Updated concept of inclusion reflected	Exclusion	Segregation	Special Education	Integration	Inclusive Education
		1- 5				
2	Promote comprehensive understanding and approach for programming	Stand alone				Mainstream approach
		1- 5				
3	Address comprehensive areas of programming	Access	Participation	Achievement		Acceptance
		1- 5				

4	Direction for operationalization	No direction	Small, partial	Mostly/enough	Fully and appropriately
		1- 5			
5	Clear guidance on resources, both financial and human	No guidance	Few but mostly un addressed.	Partial guidance	Fully supported
		1- 5			

Policy documents and implementation activity were analyzed in 5 areas which are;

- **Updated concept of inclusion reflected:** broader concept of inclusion which describes inclusion as System Change
- **Promote comprehensive understanding and approach for programming:** not a standalone or isolated program/project/intervention rather a holistic organizational programming
- **Address comprehensive areas of programming:** while designing the programming all components of inclusion (access, active participation, achievement and acceptance) are addressed
- **Direction for operationalization:** an ideal policy or implementation guideline is there for operationalization and reflected broader understanding of IE.
- **Clear guidance on resources, both financial and human**: an ideal policy or implementation guideline is there with clear understanding of IE

Updated concept of inclusion was categorized in 5 areas; Exclusion, Segregation, Special Education, Integration and Inclusive Education.

Promote comprehensive understanding and approach for programming was categorized in 2 areas; standalone and mainstream.

Address comprehensive areas of programming was categorized in 4 areas; access, active participation, achievement and acceptance.

Direction for operationalization was categorized in 4 areas; no direction, small/partial direction, mostly/enough direction and fully and appropriately direction.

Clear guidance on resources, both financial and human was categorized in 4 areas; no guidance, few but mostly unaddressed, partial guidance and fully supported.

Each area was ranged between the scores of 1 to 5.

Based on the scores, the documents were further grouped into 3 quality indicators: strong, moderate and weak.

- Scoring 4 and above was identified as strong,

- 2 and above but less than 4 was identified as moderate and
- less than 2 was identified as having weak policy and implementation activity.

Finally, a collective evaluation was done to identify potential inclusive education organizations in Bangladesh by following a collective performance framework which has been adopted from the evaluation framework normally applied on organizations to assess their gender responsiveness. This evaluation criterion has 4 major indicators, which have been presented in the following table:

The policy documents and implementation activity were analyzed collectively in the following category;

Table 5: collective evaluation indicators. Interpretations & scoring

Collective Evaluation Indicators for Inclusion	Interpretations of indicators	scores found from document review framework (range 1-5)
Inclusion blind	If nothing is reflected in the documents or practice out of five areas used in the scale	less than 2
Inclusion neutral	If only one area is reflected	2 and above but less than 3
Inclusion sensitive	If more than one but not all areas are reflected	Scoring 3 and above but less than 4.5
Inclusive transformative	If all the areas are reflected	4.5 and above

Collective evaluation was done by compiling the scores in 5 areas of the document review framework.

Scoring 4.5 and above in each area was identified as inclusion transformative,

Scoring 3 and above but less than 4.5 was identified as inclusion sensitive,

Scoring 2 and above but less than 3 was identified as inclusion neutral and

Scoring less than 2 was identified as inclusion blind.

Following the above methodology and analysis process the following chapter presents the findings and analysis of the study.

Limitation of the Study:

- The research explored strength, challenges and how to overcome the challenges of IE in Bangladesh, did not explore the effectiveness of IE programs and satisfaction of stakeholders.
- Total number of practicing organizations of Bangladesh regarding IE has not been identified by the research. Hence, this is not a typical mapping study; rather it is a resource mapping study.
- Qualitative analysis has been done here, so impact of IE programme of different organizations may not be understood by the research.
- Interpretations were made based on self-reported information; the study team did not have scope to check the reliability of the information.
- Information were collected through secondary source, not from the field level responses. Focal persons of the organizations filled up the online survey, so the response can be influenced by his/her reflection.
- The research team identified the best intervention on the basis of policy, strategy, guideline and reports of the organization. Effectiveness of the interventions was not evaluated by the research team.
- The research team developed and used frameworks for analysis; where the scales are qualitative in nature but not based on implication data.

Chapter 3: Findings and Analysis

The focus of this study was to have an analysis of the understanding IE, uses of resources for IE, policy or guideline on IE and IE implementation activities of organizations to bring out an overall portray of the situation on inclusive education arena in Bangladesh.

By analyzing directories and database of CAMPE, BEN, NFOWD and BVIPS, the questionnaire was forwarded to a total number of 1237 organization who works for inclusion. The focus was to tailor the sample size based on few key indicators as well as to have a snapshot of the organization's understanding and stand on Inclusive Education. The questions were short, simple and theme based. The themes were **Concept/Understanding** about Inclusive Education (IE); **Availability of resources** for achieving the aims of IE; **Policy/ Guideline/ Strategy/Instructions** for achieving the aims of IE and **IE implement** activities. Among 1237 organizations, 360 organizations address was not found, or the email bounced back. Therefore, the questionnaire was successfully sent through email to 877 organizations. Among those 877 organizations only 132 organizations responded to the questionnaire and contributed to the survey. These 132 organizations were considered as primary sample of this analysis and exploration.

As stated earlier, the online survey questions were set to evaluate organizational understanding and practice on four different areas of inclusive education. Based on the given responses, the organizations that scored 4 out of 4 are considered promoting inclusion by ensuring access, active participation, achievement and acceptance for all children through their program. Scoring 3 or above 3 but less than 4 are considered as focusing on integration by integrating specific group of children in to mainstream program. Organizations those scored between 2 and 3 promotes special education by bringing specific target group (e.g. disability, street children) in to mainstream education and ensure their participation through special method and scoring less than 2 follows segregation in their model by identifying degrees of disability and accordingly providing appropriate support through assistive device and therapeutic intervention after bringing them in the school. Based on the interpretations of the responses, the findings are presented as per objectives of this study.

Assess the present status of inclusive education in terms of stand point, resources, policies and practices and how these links to the SDG4 framework and indicators

It was found from first analysis that among 1237 organizations, only 132 responded about their works on inclusive education. This gives a quick view of the a few numbers of organizations are active to respond through online surveys. After that, the collected data from 132 organizations were analyzed[1] as per the theme of the questions of the survey.

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[1] To know detail about the analysis framework please see methodology.

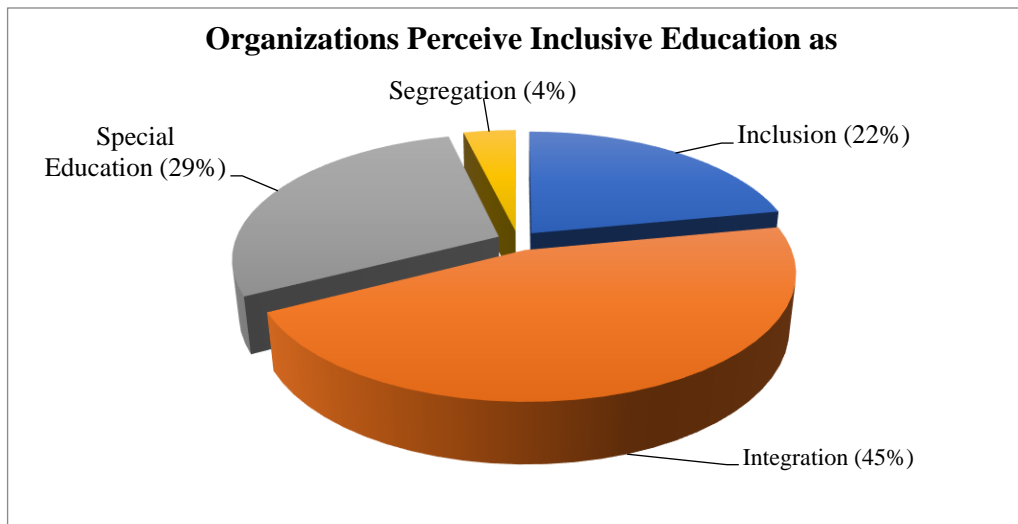i) **Concept and Understanding about Inclusive Education**:

Figure 1.1

Among 132 organizations, only 22% (29) organizations were found as to have understanding on broader concept of inclusion. 45% (60) organizations follow integration model to support children of different disability, ethnicity, gender as well as all the children participating in the mainstream education. 29% (38) organization follow special education models and only 4% (5) organizations were found who works with segregation model which means therapeutic support or providing assistive device only.

ii) **Availability of resources for achieving the aims of Inclusive Education:** The findings on the availability of resources of the organizations regarding Inclusive education were following:

Table 6: Category of organisations as per resource allocation for IE

| Organizations Allocating Resources as	Number of Organizations	Percentage
Own sources and/or other sources along with self-resources	35	27%
Donor and/or other organizations	46	35%
Parent donation and/or philanthropy	51	39%

Only 27% organizations have allocated or have planned to allocate resource for IE from 'own sources and/or other sources' along with self-resources. Majority of the organizations (about 74%)

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² As organization is an entity that's why it can't be divided in decimal, therefore they are rounded while describing in the report.

of organizations have or have planned to allocate resource either from 'donor and/or other organizations' or from 'parent donation or philanthropy'.

iii) **Policy/ Guideline/ Strategy/Instructions for Inclusive Education:** Regarding organizations policy document's status to promote inclusive education; the response was categorized as following:

Figure 3: Category of organizations as per policy for implementing IE
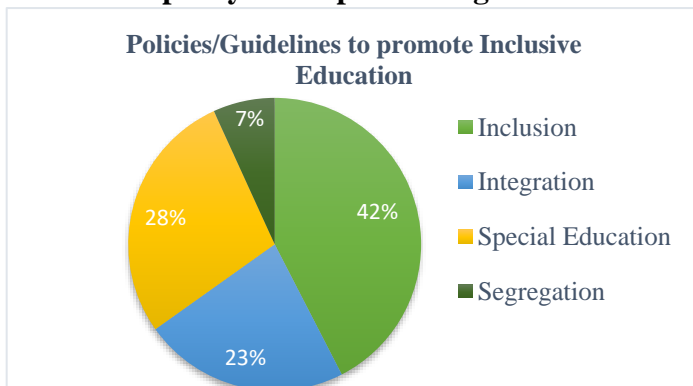
It has been found that about 42% organizations have broader concept of inclusion supporting policy/strategy documents. 28% organizations' policy support integration approach. Policy supporting special education and segregation are about 23% and 7% respectively.

iv) **Inclusive Education implementation activity:** The received responses to assess the implementation activity of organizations regarding Inclusive Education were analyzed and result was following.

Figure 4: Category of organizations as per IE implementation activity
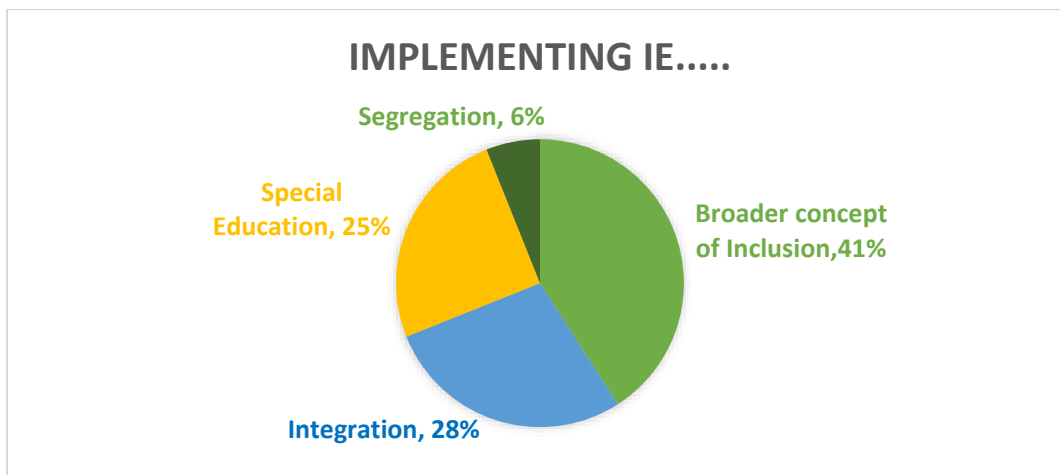
From the above, it can be said that about 41% organizations are implementing activities that cover broader concept of inclusion. 28% organizations are practicing inclusion in the concept of integration. About 25% and 6% organizations are implementing inclusion in the concept of special education and segregation respectively. It means 31% of the organizations works through medical model under the umbrella of inclusion.

Hence, it can be concluded in a way that among 132 organizations, 91 of them are implementing activities on Inclusive Education (IE) or Integration in the concept of IE. 89 organizations have a clear concept of inclusion and integration as a part of inclusion. 86 organizations have supporting documents and policies to promote IE. 46 organizations are implementing activities from donor fund and only 35 organizations responded that they have own resources to work for inclusion. That means though several organizations have clear understanding and policies or implementing IE, few of them have available resources to continue practices.

Correlating the Survey themes:

The core findings from analyzed data have inter-relation among themselves which are discussed below:

Correlation between conceptual understanding with resources, policy and implementation:
From 132 responded organizations, 29 organizations were found to have conceptual understanding of inclusive education. Among these 29 organizations, only 17 (59%) organizations were found having sound available resource allocation for Inclusive Education. 21 (72%) of them have sound policy and 21 (72%) organizations have sound implementation activity. Comparing this finding to the responses from 132 organizations it is found that 50 organizations which is 38% have allocated sufficient resources, 56 (42%) of them have strong policies and 55 (41%) of them have implementation activities for inclusive education.

Figure 5: Correlation between conceptual understanding with resources, policy and implementation
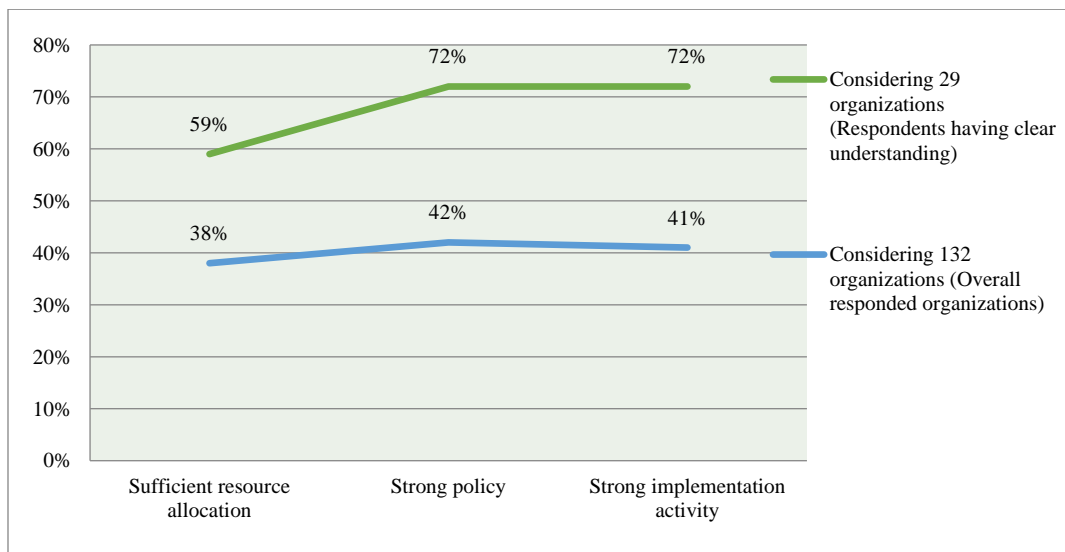
As shown in figure 5; the trend of having clear understanding with allocating resources, having strong polices and implementation activities in both scenarios is linear.

Hence it can be said that the organizations who have clear conceptual understanding of IE may found to have strong policy documents and sound implementation respectively. On the other hand, relationship between conceptual understanding and allocating resource has been found

comparatively weak. This brings another dimension is that might be there is a gap in understanding on resource allocation and implementing activities in organizations.

Correlation of resource with understanding, policy and implementation:

Among all the responded organizations, it has been found that 50 organizations have sound resource allocation. Of those 50 organizations, 18 (36%) organizations have clear conceptual understanding. 45 (90%) of them have sound policy documents and 44 (88%) organizations have sound implementation activity to achieve the aims of inclusive education.

Figure 6: Correlation of resource with understanding, policy and implementation
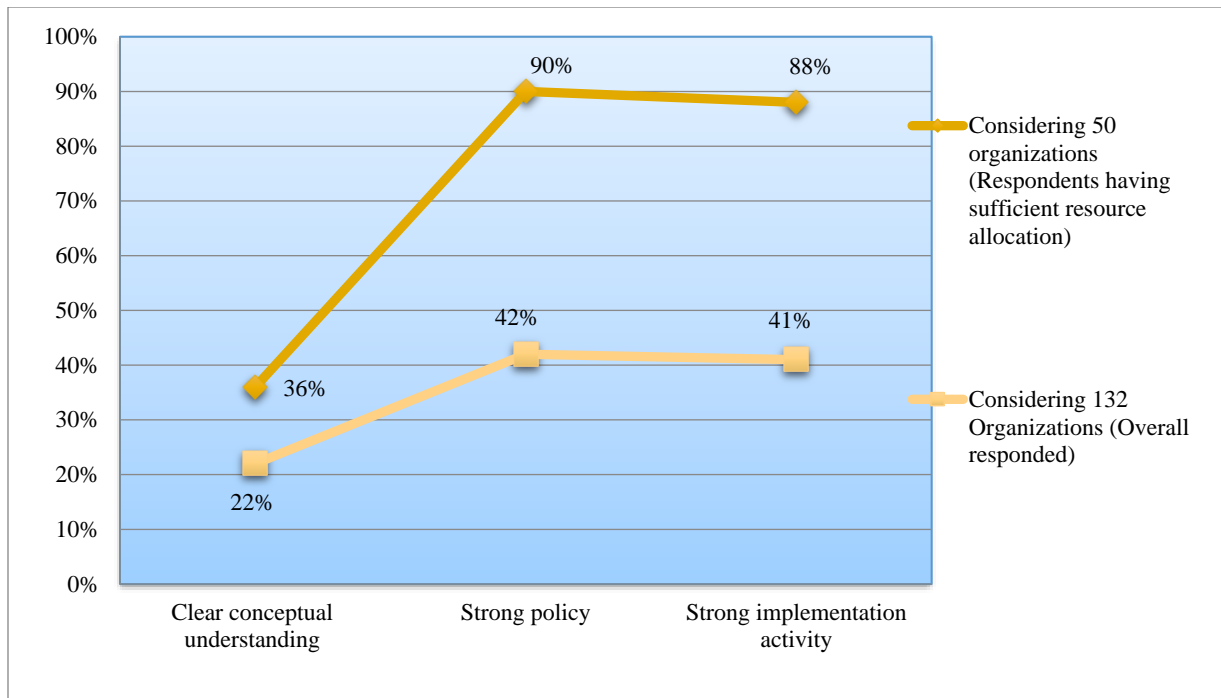
In this figure, the trends are showing that the organizations who have strong policy, allocate resources and implement activities. But the figure also showing a lower trend of having clear understanding of the concept of inclusion. Without sound understanding how organizations can have strong policy and allocate resource or have implementation activities need to be investigated further. Moreover, this study only analyzed the documents provided by the organizations therefore further inquiry is required to explore this trend.

Correlation of sound policy with understanding, resource and implementation:

Among all the responded organizations it has been found that 56 organizations were found to have strong policy. Of those 56 organizations 21 (38%) of them have clear conceptual understanding. 45 (80%) organizations have proper implementation activity to achieve the aims of inclusive education. But it's found that, only 35 (63%) of them have sufficient resource allocation.

By comparing this finding to the responses from 132 organizations regarding policy, it is found that 22% organizations show clear concepts, 38% allocate sufficient resources and 41% have strong implementation activity.

Figure 7: Correlation of sound policy with understanding, resource and implementation
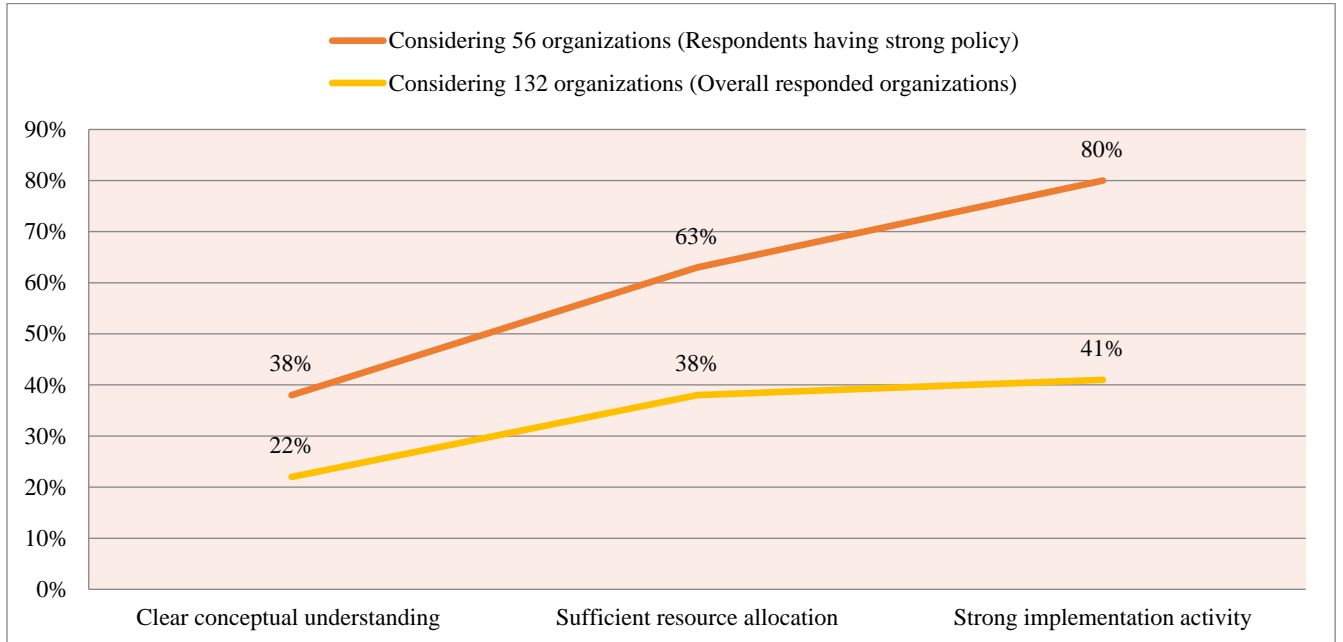
The above trend represents some inconsistency in having a sound policy and implementation activity. The graph shows a higher percentage in implementation than having resource allocation. Moreover, the concept or understanding is showing lower percentage. It is an inconsistency as, if organizations do not have clear concept or allocate resource then they will not be able to implement efficiently. It might also indicate that the understanding of having resource or implementation was unclear to respondents. Or there might be significant misconceptions or segregations among the organizations who works for inclusive education.

Correlation of sound implementation with understanding, resource and policy:

Analysis has found that 55 organizations have proper implementation activity. Only 22 (40%) of them have clear conceptual understanding to achieve the aims of inclusive education. 35 (64%) of the organizations have sufficient resource allocation and 45 (82%) organizations have strong policy guidelines or documents.

Figure 8: Correlation of sound implementation with understanding, resource and policy
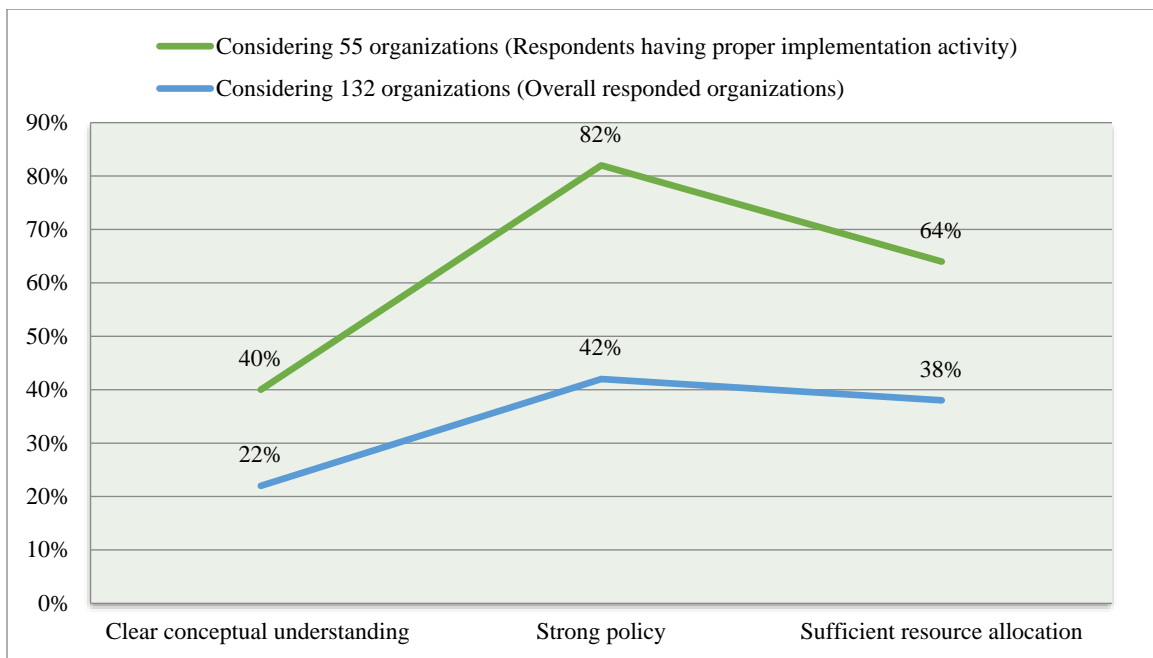
This figure indicates a significant trend on organizational status about inclusive education. There is an inconsistency in having strong policy with clear conceptual understanding or implementing activity with allocating resource. The organizations having good implementation may have good policy/documents but they might not have good understanding or not have sufficient resources.

In summary, from the above analysis of assessing the present status of organizations who work for inclusive education, it can be said that there is some inconsistency in their situation. Among 132 Organizations that responded is showing a higher percentage in having strong policy for inclusive education and in implementing activities. On the other hand, the number of organizations having clear understanding is lower than the organizations who have implementation activities. A conclusion can be drawn like this that most organizations are implementing donor supported programmes rather internalizing the concept of inclusive education.

Identifying and accumulating model practices in the arena of inclusive education

Among total 132 organizations responses, 31 organizations were selected for document review process based on their understanding and stands for broader understanding of inclusion and integration. In addition, 7 policy documents of government ministries including Ministry of Education, Ministry of primary and Mass Education, Ministry of Women and Child Affairs were also purposively selected for policy document review process due to their significant roles in inclusive education in Bangladesh.

The selected organizations submitted their IE related policy and implementation documents such as policy, guideline, strategic paper, programme documents, materials, assessment and evaluation

tools, leaflet, brochures etc. Based on their submission, the numbers of collected policy documents were 38 and the number of programmes/interventions/activity related documents were 34. The themes for analysis were:

- **Updated concept of inclusion reflected:** broader concept of inclusion which describes inclusion as System Change
- **Promote comprehensive understanding and approach for programming:** not a standalone or isolated program/project/intervention rather a holistic organizational programming
- **Address comprehensive areas of programming:** while designing the programming all components of inclusion (access, active participation, achievement and acceptance) are addressed
- **Direction for operationalization:** an ideal policy or implementation document should have full direction for operationalization.
- **Clear guidance on resources, both financial and human**: an ideal policy or implementation document should have clear guidance on both financial and human resources for implementing IE.

Reviewing Policy Documents

The 38 policy documents include education policy, inclusive education policy, country strategic plan, HR policy and Gender Policy have been analyzed as per the mentioned five themes.

Figure 9: Status of the reviewed policy documents
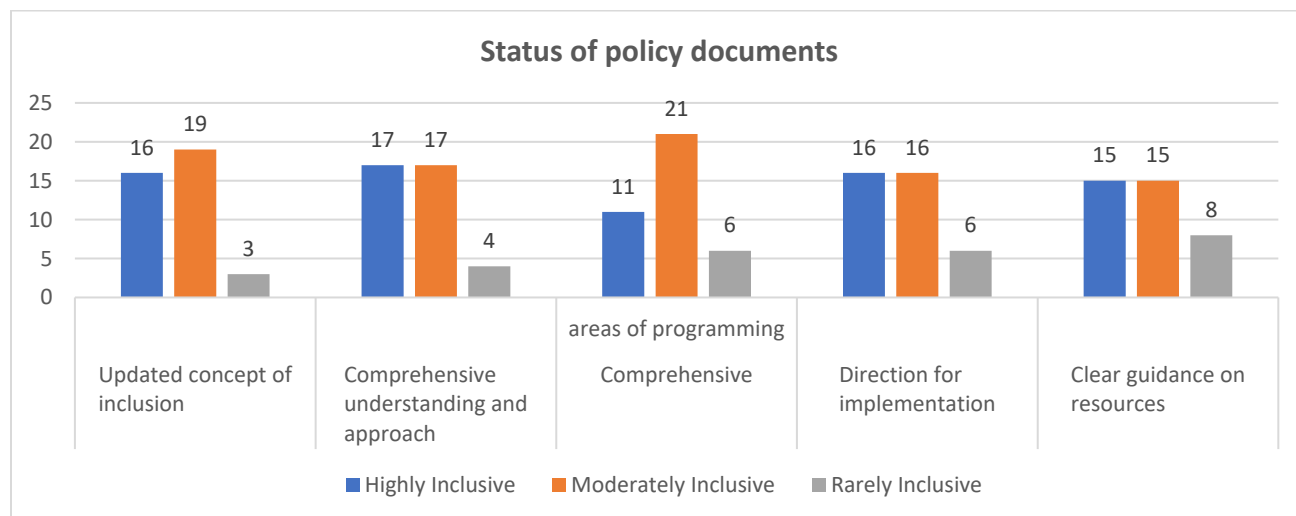
Updated Concept of Inclusion

Of 38 reviewed documents on policy, strategy and frameworks the documents were given scores based on how undated concept of inclusion is embedded in those documents. From the review, we found that 16 documents on policy implementation, guidelines or framework have strong concept

which are updated with the current global context. We found 19 documents that are moderately conducive to inclusion. 16 of the documents are sufficiently inclusive and only Other 3 documents have very poor content regarding concept of inclusion.

Promote comprehensive understanding and approach for programming

In terms of promoting comprehensive understanding and approach for programming from 38 reviewed documents 17 documents are focused on proper mainstream approach and those documents have strong elements of promoting comprehensive understanding and approach for programming inclusive education. 17 reviewed documents are of moderate level and 4 documents have almost standalone approach for inclusive education.

Address comprehensive areas of programming

Reviewing the documents provided by different organizations, it has been found that of all 38 documents 11 documents follow highly comprehensive approach. It means that the programmes have addressed access, active participation, achievement and acceptance as areas for interventions. While most of the documents are moderately comprehensive, 21 documents address comprehensive areas of programming in moderate level. It refers that many of them has discrete or isolated interventions. Other 6 documents do not address comprehensive areas of programming for inclusive education.

Direction for operationalization implementation

It has been found that, 16 policy documents have fully and appropriate direction for operational implementation for inclusive education. 16 documents have mostly enough or moderate level of direction. Other 6 documents have very small or partial or no direction at all. These 6 documents are not conducive to implementing Inclusive education.

Clear guidance on resources, both financial and human

The analysis of the documents revealed that among 38 documents, 15 documents have fully supported and strong guidance on both financial and human resources. These 15 documents focus on maintaining and driving resources for achieving the aims of Inclusive Education. Based on the review of the documents we found that 8 documents have few but mostly unaddressed guidance or no guidance on resources at all to promote inclusion. Other 15 reviewed documents have Partial guidance on resources for achieving the aims of inclusive education.

Figure 10: Clear guidance on resources, both financial and human of the reviewed policy documents

Clear guidance on resources, both financial and human

Total Number of Documents (38)	Strong Guidance: 15, Partial guidance: 15, Mostly unaddressed or no guidance: 8
Strong Guidance	15
Partial guidance	15
Mostly unaddressed or no guidance	8

Legend: ■ Strong Guidance ■ Partial guidance ■ Mostly unaddressed or no guidance
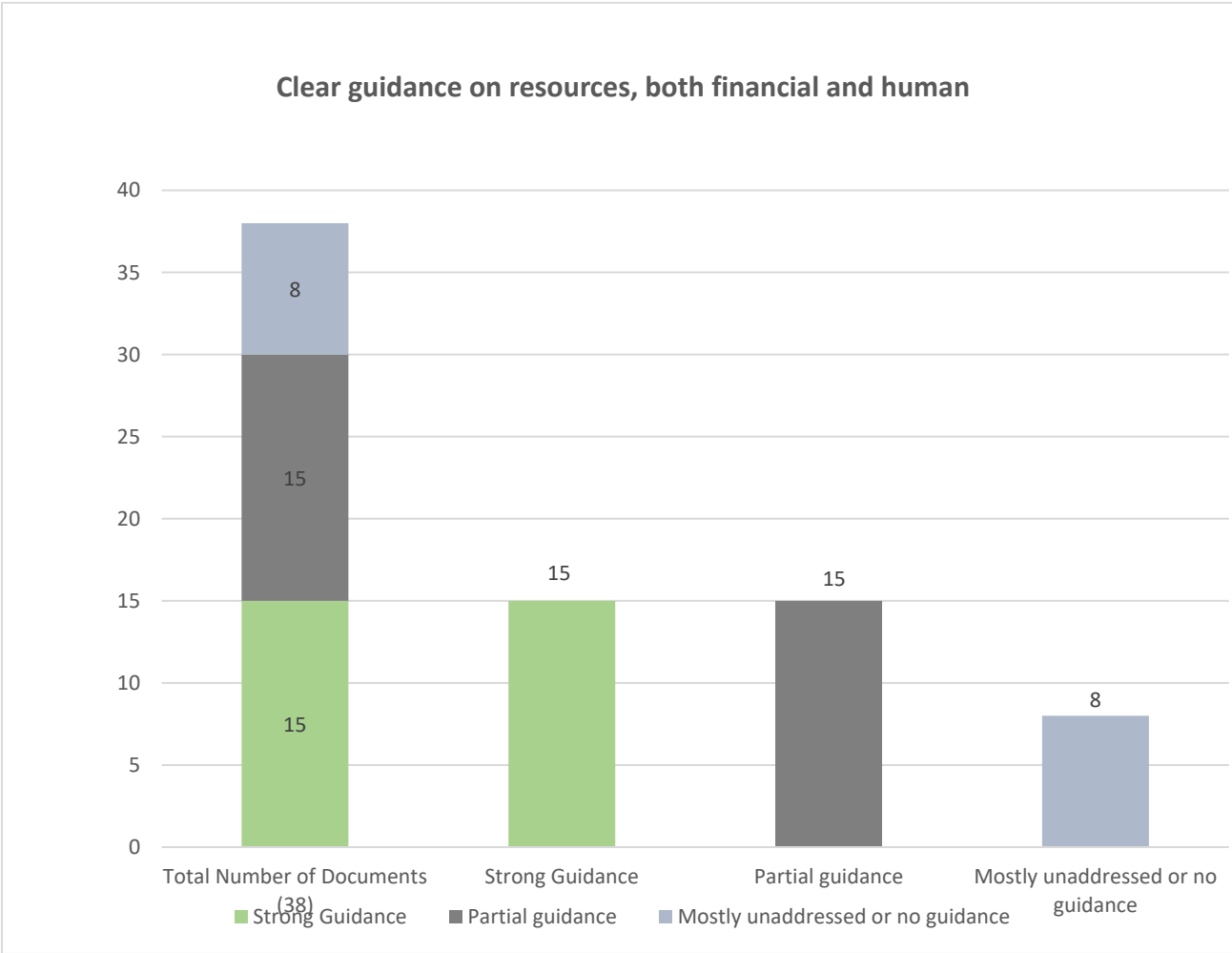
Reviewing Implementation Documents

There were other 34 implementation documents from different organizations it has been found and analyzed as per the same five themes.

Figure 11: Status of the reviewed implementation documents
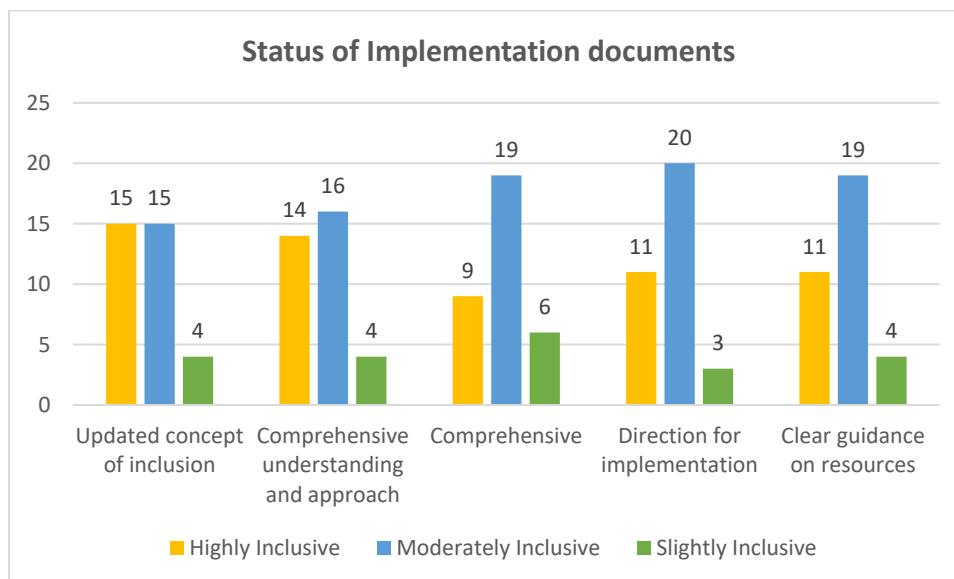
The study shows that the distinction of number of implementation documents between updated concept of inclusion and comprehensive understanding and approach is relatively low. In terms of highly inclusiveness, 15 documents have clear updated concept of inclusion and 14 documents have comprehensive understanding and approach for programming.

Reflection on updated concept of inclusion

Of 34 reviewed implementation documents focusing on Program, Intervention, Activity and sub activity the documents were given score based on whether the reflection of updated concept of inclusion is embedded in those documents. 15 implementation document has strong reflection on the updated concept of inclusion. From the review, it was found that those 15 documents on implementation are updated with the current global context. 4 documents have very poor content regarding reflection of the concept of inclusion. Other 15 documents that have moderate reflection on implementing updated concept of inclusion.

Reflection on promoting comprehensive understanding and approach for programming

Regarding promoting comprehensive understanding and approach in implementation documents, 14 documents have proper focus on mainstream approach which documents are highly comprehensive. 16 documents have moderately comprehensive understanding and approach for programming in inclusive education. Other 4 documents do not follow comprehensive understanding and approach for inclusive education.

Addressing comprehensive areas of programming

Reviewing the implementation documents provided by different organizations we found that of all 34 documents only 9 documents follow highly comprehensive approach. Most of the documents have moderately comprehensive approach for implementing inclusive education. 19 of the total implementation documents address comprehensive areas of programming in moderate level. Other 6 implementation documents do not address comprehensive areas of programming in inclusive education.

Direction for implementation

Reviewing all the documents only 11 implementation documents have appropriate direction for implementation of inclusive education. We found that 20 implementation documents have partial direction for implementation of inclusive education. 3 implementation documents have very small or no direction at all. These 3 documents are not conducive to implementing Inclusive education.

Clear guidance on resources, both financial and human during Implementation

This analysis revealed that among 34 documents, 11 implementation documents have fully supported and strong guidance on both financial and human resources. These 11 documents focus on maintaining and driving resources for achieving the aims of Inclusive Education. Based on the review of the implementation documents we found that 4 documents have few but mostly unaddressed guidance or no guidance on resources at all to promote inclusion. Other 19 reviewed implementation documents have Partial guidance on resources for achieving the aims of inclusive education.

Explore cross learning opportunities and collaboration among organizations working in the arena of inclusive education

Cross learning opportunities among organizations were explored by doing correlation among the status of organizations in different themes and the status of their documents, implementation status as they mentioned.

Organization's over all status:

As per survey response of the 132 organizations only 10 organizations (7.58%) organizations scored four in all four questions. These 10 organizations are promoting inclusive education in accordance with their feedback. Other 49.24% organizations promote integration while 37.12% organizations focus on special education. Scoring less than 2(out of 4) means that those 8 organizations follow the segregation model.

Of 132 organizations responses in given criteria these 31 organizations have better conceptual understanding and balance in policy making and implementation for inclusion. 10 organizations

Figure 12: Percentage of organizations having clear understanding; sound resource

Percentage of organizations having clear understanding; sound resource management, policy and implementation activity

7.58%

■ Total Number of responded organization (n=132)

have clear understanding and sound resource management, policy and guideline for inclusion and have appropriate indication/guideline for implementation.

Figure 13: Percentage of organizations having clear/considerably clear conceptual understanding and sound resource management, policy and implementation activity

Percentage of organizations having clear/considerably clear conceptual understanding and sound resource management, policy and implementation activity

23.48%

■ Total Number of responded organization (132)

■ Organizations responding 3 or 4 in question 1 and only 4 in question 2, 3 and 4
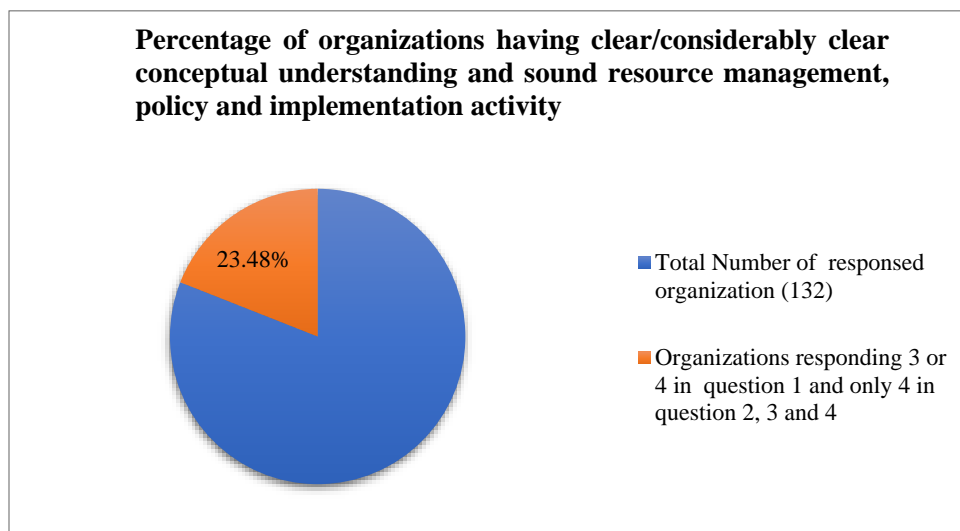
From the thematic analysis, it was found that among 132 organizations, 89 organizations have clear conceptual understanding (Figure 1.1). But then their status in having resources, policy or implementing activities were also analyzed.

Figure 14: status of organizations having clear conceptual understanding in other areas

status of organizations having clear conceptual understanding
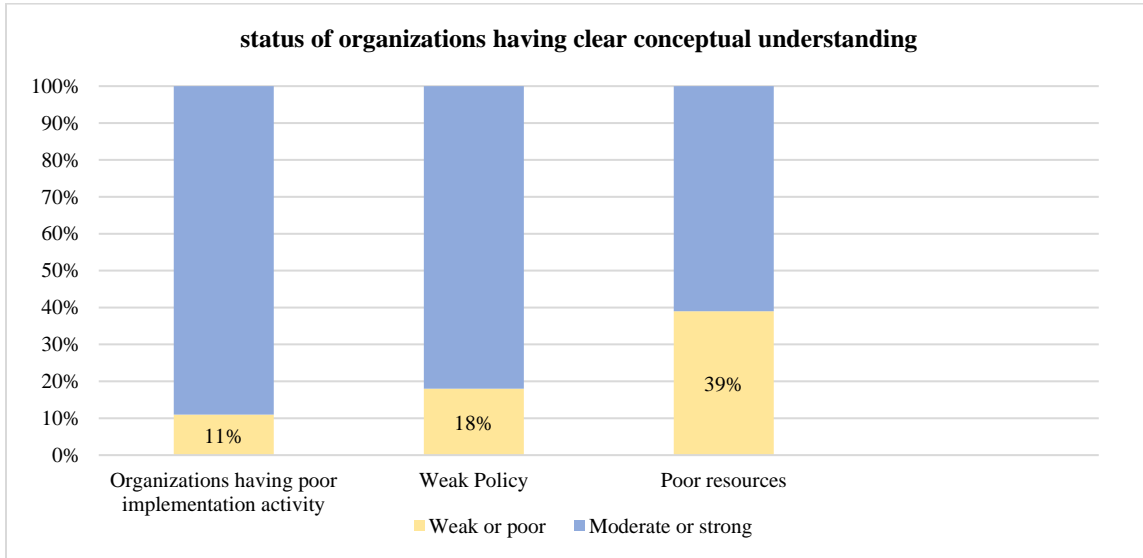
It was found that, of those 89 organizations, 39% (35) organizations have very poor resource allocation, 18% (16) organizations have weak policy and 11% (10) organizations have poor implementation activity. It indicates that, few of the organizations who have clear understanding on inclusion are unable to accommodate the concept into their practices.

Figure 15: status of organizations having sufficient resource allocation in other areas

Status of the organizations having sufficient resource allocation
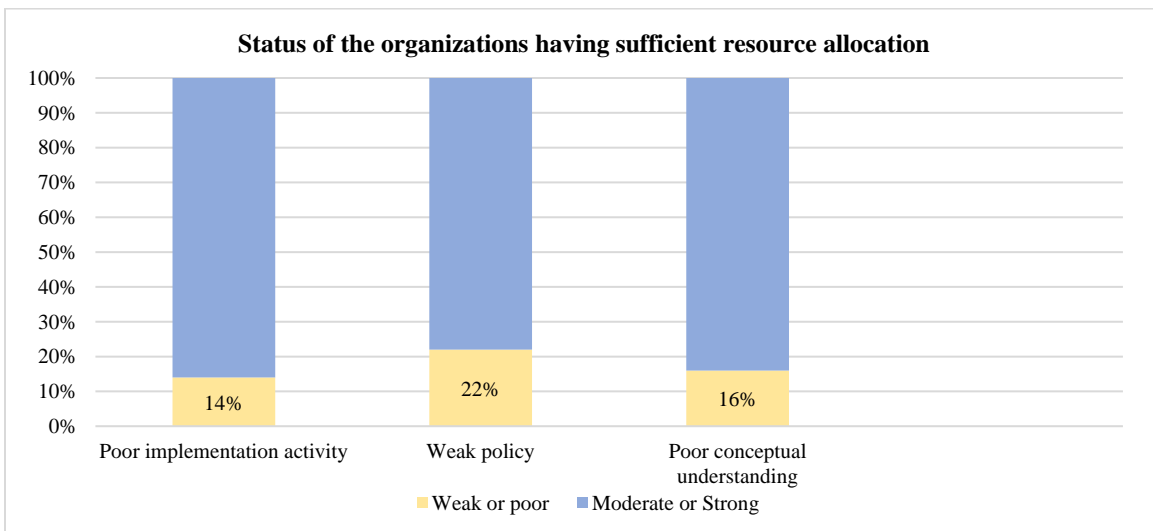
The study also found that having sufficient resource allocation of 50 organizations (Figure 3.4), 16% (8) of them have poor conceptual understanding. 22% (11) organizations have weak policy and 14% (7) have poor implementation activity in achieving the aims of inclusive education. It is evident that though some organizations have sufficient resources, they do not have clear and updated understanding of inclusion and some do not have reflection of their sufficient resources in policy and implementation activity.

Figure 16: status of organizations having strong policy in other areas
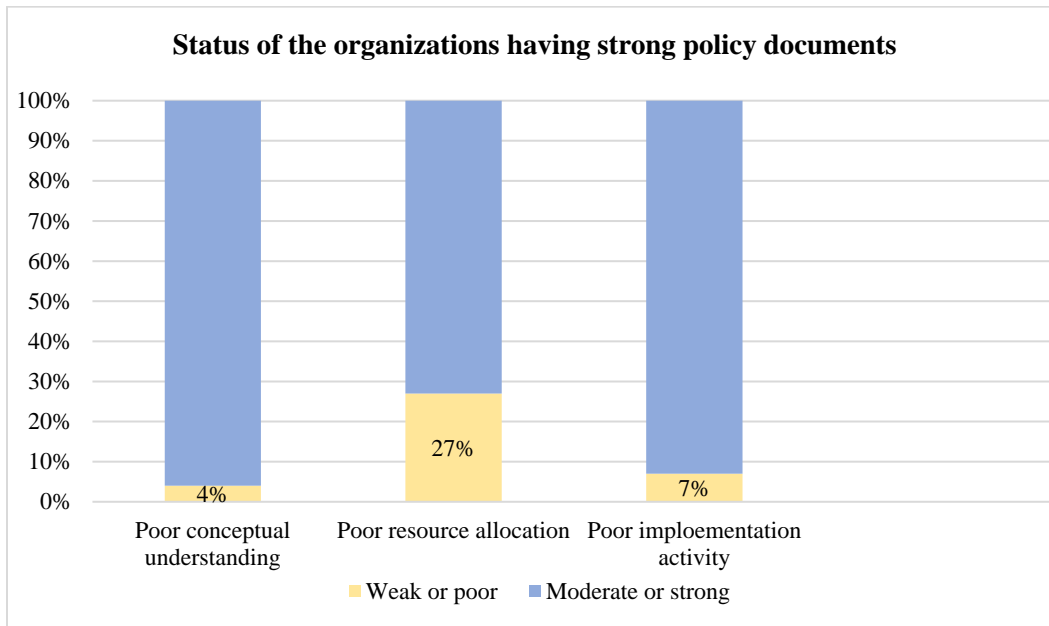
56 organizations have strong policy in achieving inclusive education (Figure 16). Of those organizations having strong policy only 4% (2) organizations have poor conceptual understanding. 27% (15) organizations have poor resource allocation and 7% (4) organizations have poor implementation activity. It is found that very few organizations who have strong policy, lack in understanding and implementing activity. But the percentage is higher in terms of poor resource allocation. It means that though 15 organizations have poor resources, they have strong policy in achieving the aims of inclusive education.

Figure 17: status of organizations having proper implementation activity at other areas

It is evident that there is no deviation in proper implementation and understanding. It is found that 55 organizations having proper implementation activity does not have in conceptual gap. But 31% (17) of them have poor resource allocation and 7% (4) organizations have weak policy. (Figure 17)

In summary, it can be said that the concept or understanding of IE is not consistence to having resources or implementing activities. Rather a clear correlation can be seen in having sound understanding with availability of supporting policy or documents.

Correlation among the themes in Policy documents:

The study shows that the distinction of number of policy documents between updated concept of inclusion and comprehensive understanding and approach is relatively low. In terms of highly inclusiveness, 16 documents have clear updated concept of inclusion and 17 documents have highly comprehensive understanding and approach for programming. The number of policy documents adopting moderately inclusive approach is relatively high. Considering how updated the concept of inclusion is 3 documents scored lowest and considering comprehensive understanding and approach for programming 4 documents are slightly inclusive.

Correlation of Updated concept of Inclusion with other 4 areas:

Reviewing 38 policy documents, it has been found that only 16 policy documents have sufficient updated concept of inclusive education. Of those 16 documents 14 policies promote highly comprehensive understanding and approach for inclusion. 9 policies are highly comprehensive in

programming areas. Equal numbers of policy documents have appropriate direction for inclusive education. The number is relatively low in terms of policies having strong guidance. Only 7 policy documents out of 38 have strong guidance for inclusion (see figure 18).

Figure 18: Correlation of Updated concept of Inclusion with other 4 areas
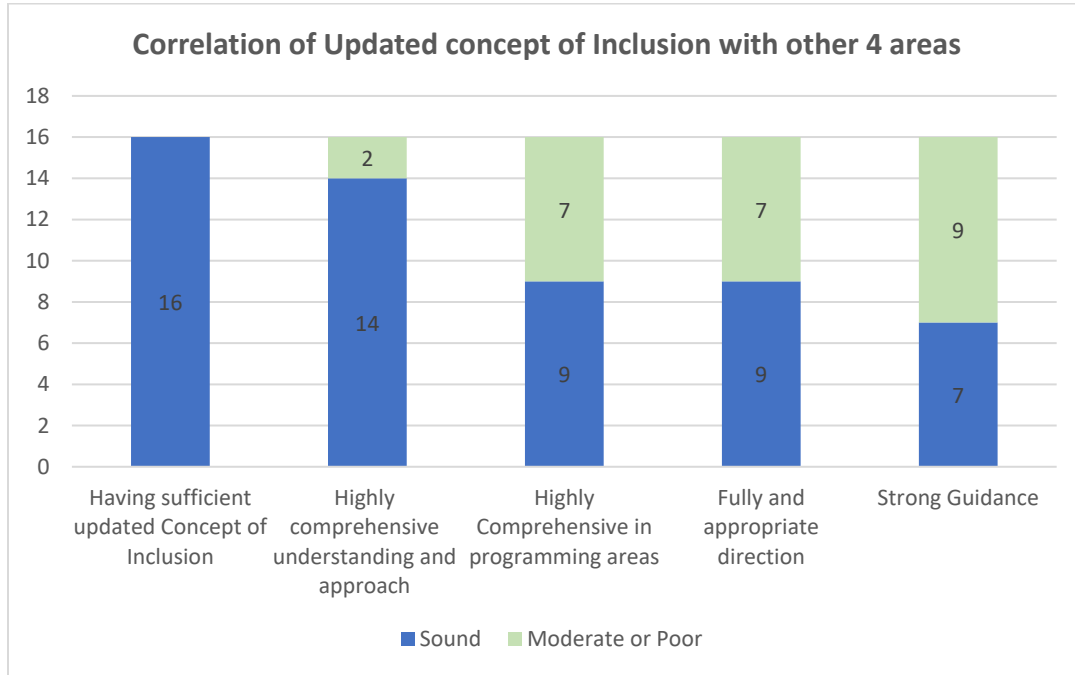
Table 7: Status of policy documents having sufficient updated concept of IE with other 4 areas

Number of policy documents	Situation of 16 policy documents having sufficient updated concept of Inclusive Education			
	Poor comprehensive understanding and approach	Not Comprehensive in programming areas	Very small or no direction	Mostly unaddressed or no guidance
16	0	0	2	2

From the analysis, 16 policies have sufficient updated concept of inclusive education. Despite having sufficient updated concept, some policy documents have lacking in direction for

28

operationalization implementation and clear guidance on resources. There are 2 documents which have very small or almost no direction for operationalization implementation in achieving the aims of inclusive education. Another 2 policies have mostly unaddressed or no guidance on financial or human resources.

Correlation of comprehensive understanding with other 4 areas:

In terms of promoting highly comprehensive understanding and approach for programming, we found 17 policy documents which scored highest. Of those 17 documents, 14 policies have sufficient updated concept of inclusive education. 9 of those documents have strong reflection in addressing comprehensive areas of programming. And out of 17 policy documents only 7 have strong guidance on both financial and human resources (see figure 19).

Figure 19: Correlation of comprehensive understanding with other 4 areas

Correlation of comprehensive understanding with other 4 areas
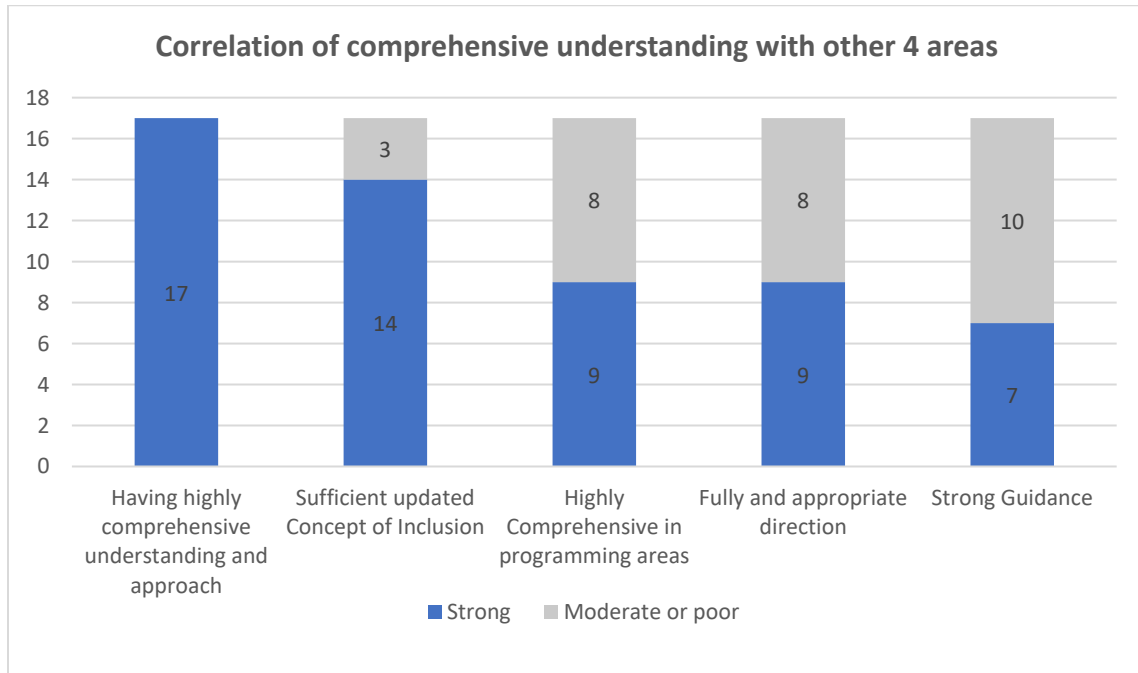
Table 8: Status of policy documents having highly comprehensive understanding and approach of IE with other areas

Having highly comprehensive understanding and approach (Number of policy documents)	Situation in other areas of 17 policy documents having highly comprehensive understanding and approach of Inclusive Education			
	Poor updated Concept of Inclusion	Not Comprehensive in programming areas	Very small or no direction	Mostly unaddressed or no guidance
17	0	0	2	2

All the policy documents of different organizations do not cover appropriately each and every dimension of the inclusion aims. There are few documents which have scored very poor in providing direction for operationalization implementation and there was rarely any guidance on both human and financial resources. The study found that despite having highly comprehensive understanding and approach for programming two documents scored lowest in direction and guidance.

Correlation among the themes in Implementation documents:

Correlation of updated Concept of Inclusion with other 4 areas:
From 34 implementation documents, it has been found that only 15 implementation documents reflect sufficient updated concept of inclusive education. Of those 15 documents 13 implementation documents promote highly comprehensive understanding and approach for inclusion. 8 implementation documents are highly comprehensive in programming areas. 10 implementation documents have appropriate direction for inclusive education. The number is relatively low in terms of strong guidance. Only 7 implementation documents out of 34 have strong guidance for inclusion.

Table 9: Status of policy documents having Sufficient updated Concept of Inclusion with other areas

Number of implementation documents	Situation of 15 implementation documents having Sufficient updated Concept of Inclusion			
	Highly comprehensive understanding and approach	Highly Comprehensive in programming areas	Fully and appropriate direction	Strong Guidance
15	13	8	10	7

Figure 20: Correlation of updated Concept of Inclusion with other 4 areas
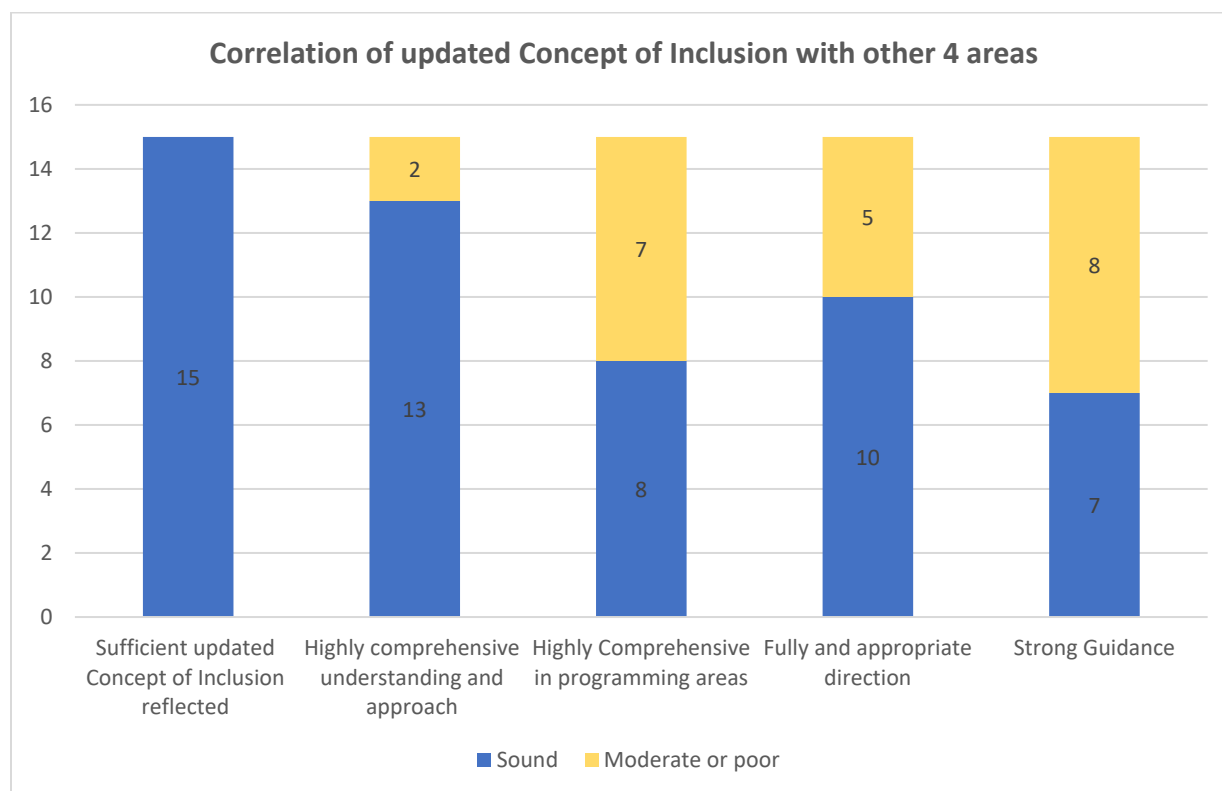
Of 15 highest scoring implementation documents that are considered as strong implementation documents, there is rarely any implementation document that scores poor in other areas. But there

some documents which are of moderate level. Only 2 documents out of 15 have moderately comprehensive understanding and approach for programming. 07 documents have scored moderate in terms of addressing comprehensive areas of understanding. 05 documents have partial direction for implementation. Other 8 documents have partial guidance on both financial and human resources (see figure 20).

Table 10: Status of implementation documents having Sufficient updated Concept of Inclusion with other 4 areas

Number of implementation documents	Situation of 15 implementation documents having sufficient updated concept of inclusion			
	Moderately comprehensive understanding and approach	Moderately Comprehensive in programming areas	Partial Direction	Partial Guidance
15	2	7	5	8

In terms of promoting highly comprehensive understanding and approach for programming, we found 14 implementation documents which scored highest. Of those 14 documents, one document has not scored highest in terms of sufficient updated concept of inclusive education. 8 of those documents have strong reflection in addressing comprehensive areas of programming. And out of 14, 14 implementation documents only 7 have strong guidance on both financial and human resource.

Table 11: Status of implementation documents having highly comprehensive understanding and approach of IE with other 4 areas

Number of implementation documents	Situation of 14 implementation documents having highly comprehensive understanding and approach of Inclusive Education			
	Sufficient updated Concept of Inclusion reflected	Highly Comprehensive in programming areas	Fully and appropriate direction	Strong Guidance
14	13	8	10	7

Figure 21: Correlation of comprehensive understanding and approach with other 4 areas
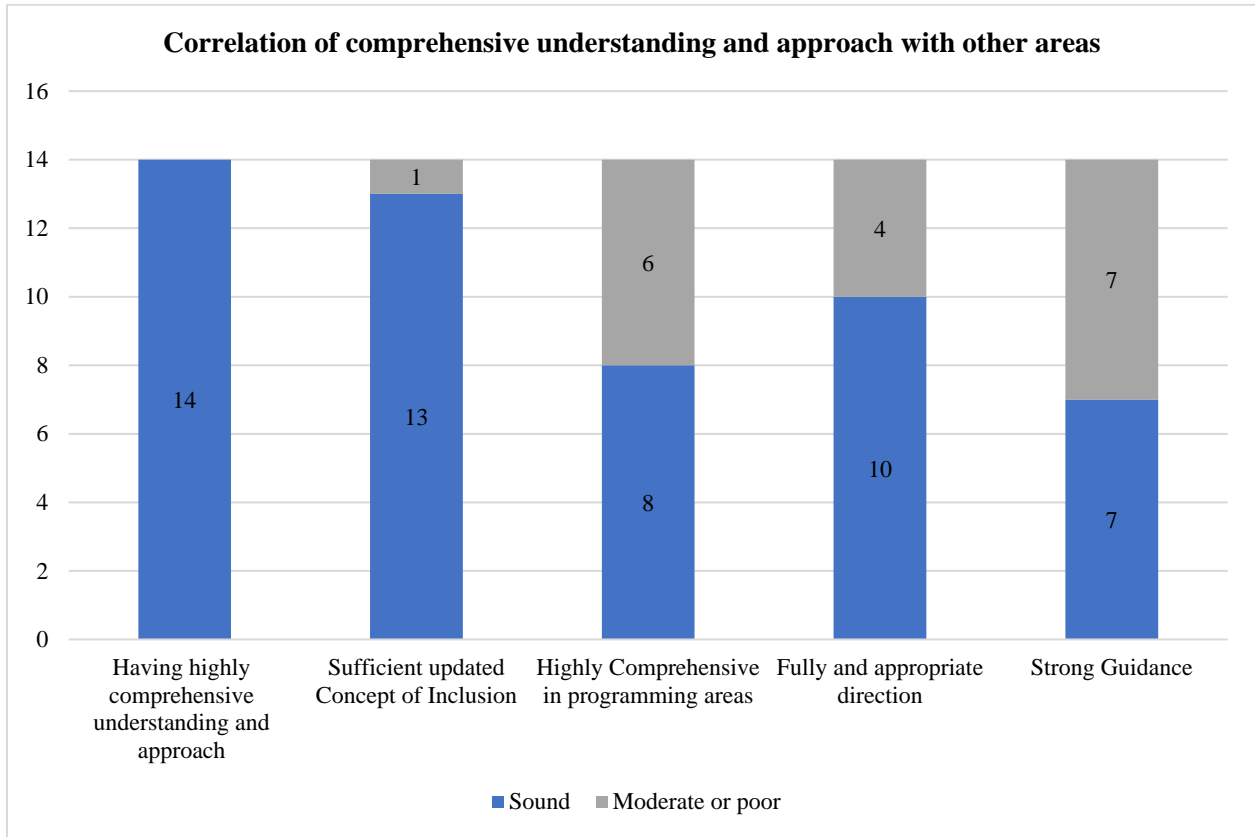
14 documents were found having highly comprehensive understanding and approach. Of those 14 implementations documents only 1 document have moderately updated concept of inclusion. Rest of the documents have sufficient updated concept of inclusion in reflection. An important analysis is that no document having highly comprehensive understanding and approach scored lowest in other areas. 6 implementation documents scored moderately comprehensive in programming areas and 4 documents have partial direction for implementation. In terms of Guidance on resources 7 implementation documents have partial guidance out of 14 documents (see figure 21).

Table 12: Status of implementation documents having highly comprehensive understanding and approach of IE with other 4 areas

Number of policy documents	Situation in other areas of 14 implementation documents having highly comprehensive understanding and approach of Inclusive Education			
	Having moderately updated concept of inclusion	Moderately Comprehensive in programming areas	Partial direction	Partial guidance
14	1	6	4	7

As final words, it can be said that the study identified 91 organizations that are working to promote inclusion. Through various cross matched analysis, it is evident that a number of good resources are available in Bangladesh on concept, strategies, policies or implementation model on IE. But only 10 organizations have capacity to support others. Though there are number of initiatives, concept and interventions developed discreetly and can be refer as individual effort. The cases mentioned in the reports is referred for further study, review or developing technical guides.

One of the important analysis of the documents, both for policy and implementation, were rating collectively on its inclusiveness following a structured process. Following the below rating cirteria, all the policy and implementation documents were rated to see the overall inclusiveness of the organizational policies and practices.

Table 13: Collective Evaluation Indicators for Inclusion, interpretations & scoring

Collective Evaluation Indicators for Inclusion	Interpretations of indicators	scores found from document review framework (range 1-5)
Inclusion blind	If nothing is reflected out of five areas	less than 2
Inclusion neutral	All the above mentioned five areas are weakly reflected	2 and above but less than 3
Inclusion sensitive	All the five areas are moderately reflected	Scoring 3 and above but less than 4.5
Inclusion transformative	All the above mentioned five areas are strongly reflected	4.5 and above

- **Inclusion Status of Policy documents**

Table 14: Inclusion Status of Policy documents on the basis of collective evaluation

Inclusion category	Number of policy documents	In percentage
Inclusion blind	7	18.42%
Inclusion Neutral	7	18.42%
Inclusion sensitive	20	52.63%
Inclusive Transformative	4	10.53%

Figure 22: Inclusion Status of Policy documents on the basis of collective evaluation

Inclusion situation of policy documents
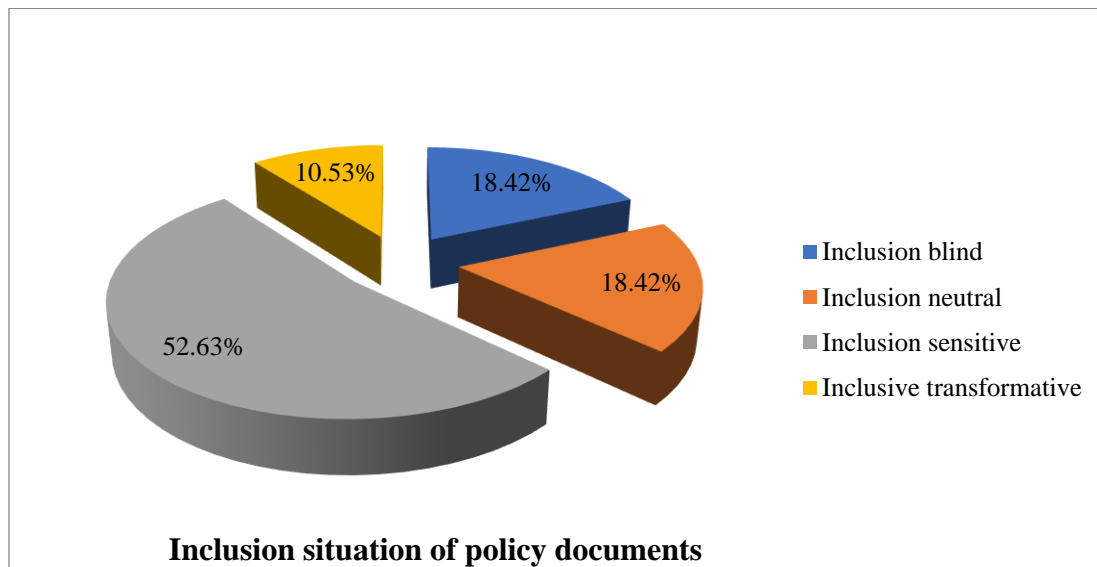
From the above, it can be said that about 53% (20) policy documents illustrates as inclusion sensitive and about 18% (7) policy documents can be described as inclusion blind and same scenario has been found in the inclusion neutral category. However, only 11% of policy documents are found as inclusive transformative (see figure 22).

So, the above chart depicts that majority of the policy document reviewed by the research team has been found as inclusion sensitive.

- **Inclusion Status of Implementation/ Programme documents**

Table 15: Inclusion Status of Policy documents on the basis of collective evaluation

Inclusion category	Number of implementation documents	In percentage
Inclusion blind	6	17.65%
Inclusion neutral	8	23.53%
Inclusion sensitive	17	50%
Inclusive transformative	3	8.82%

Figure 23: Inclusion Status of Policy documents on the basis of collective evaluation
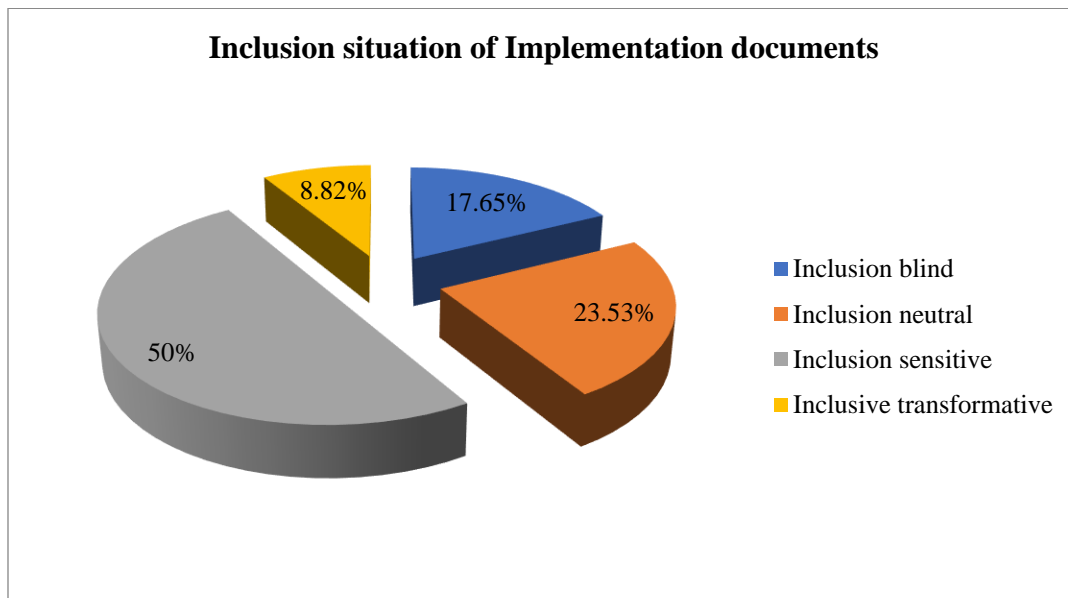
In terms of implement documents, half of the documents (50%) are found as inclusion sensitive. Additionally, about 41% of the documents are found as inclusion blind and inclusion neutral category and only 9% of the reviewed/submitted documents are found as inclusive transformative. So, the scenario is same as the policy documents and majority of the documents of respective organizations are in the inclusion sensitive category (see figure 23).

List of Best Practices

Table 16: Case of Best Practices

Policy documents		Implementation Documents	
Name of policy/Strategy/Framework/Guideline/constitution	*Organization*	*Name of model/ project/ program*	*Organization*
IE Policy	Humanity and Inclusion	DMIE Project	Plan International Bangladesh
PEDP 4 Programme Documenyt	Ministry of Primary and Mass Education (MoPME)	HOPE Project	Save the Children in Bangladesh
Pre-primary curriculum	National Curriculum and Text Book Board (NCTB)	Need based Inclusive Education for Children with Disabilities (I-Ed) project	Disability Rehabilitation and Research Association
Gender Policy	BRAC	Inclusive Pre-Primary for Children with Disabilities	ADD International Bangladesh
Country Strategic Plan	Save the Children in Bangladesh	My Right is Our Future: The Transformative Power of Disability-Inclusive Education- A book series on disability inclusive development	CBM International Bangladesh
Tackling Exclusion	Plan International Bangladesh	Kallayani Inclusive School	Bangladesh Protibondhi Foundation
Country Strategic Plan	Plan International Bangladesh	Programmatic Approach for IE	Asian Centre for Inclusive Education
Constitution	Asian Centre for Inclusive education (ACIE), Bangladesh	IE for CSN & Ethnic Children	BRAC
		Mobile School Program for the Bede River Gypsies	GramBangla Unnayan Committee (GUC)

		DPEd Programme	National Academy for Primary Education (NAPE)
		Access and Inclusive Education Cell	Directorate of Primary Education (DPE)
		Braille and Sign Language Initiative	Centre for Disability in Development
		Sign Language initiatives	Society of Deaf and Sign Language Users
		Youth education and skills programme for economic growth (YES4Growth)	Underprivileged Children's Education Programme (UCEP)
		Policy Dialogue for IE	Inclusive Education Working Group

Policy Documents

> - **HI Bangladesh:** *IE Policy (Targeted Inclusion):*
>
> The IE policy of HI is aligned with the updated concept of inclusive education. The policy promotes comprehensive understanding and approach for programming. It also addresses four areas (access, active participation, achievement and acceptance) of inclusion while providing guideline for programme design. Additionally, direction for operationalization was given in details and the policy has clear guidance on resources, both financial and human.
> The policy articulates that HI's work on inclusive education focuses on three main levels of intervention which are (1) Direct support to children with disabilities and their families as part of local inclusive community development, (2) Improvement of services (education, social, health) and (3) Inclusive education policy development at national level. Moreover, it suggested on developing activities at all three levels of intervention is crucial to achieving quality inclusive education for children with disabilities. This may be done progressively over time, based on careful assessment and monitoring of the environment.
>
> **To know details:** please visit https://www.hi-us.org/bangladesh

- ***DPE:*** *Fourth Primary Education Development Project (PEDP4)*

PEDP 4 progrmme document has just been developed by the government. This document has special emphasis on achieving SDG 4 by implementing pre-primary and primary education through the approaches of universal primary education. The document has number of strengths from the perspective of inclusion. For example:
- addresses the broader concept of Inclusive education
- the document suggests to embed the concept of inclusion in different component of implementation
- many progressive terminologies have been used for instance children with high, mild and slight support need

To know details: please visit   http://www.dpe.gov.bd

- ***NCTB:*** *Pre-Primary Education Curriculum*

The core principle no. 4.5 of the curriculum described Inclusiveness as one of the aims of developing the curriculum to make children's perceptions diversity friendly (NCTB, 2011, p. 9). The curriculum promoted Vygotsky's social constructivist teaching learning approaches to be followed in the pre-primary education, which can be identified as strength if implemented adequately. The curriculum identified several key areas of development for children such as: physical and locomotion, sensory, social, emotional, ethical, language and communication, numeracy, creativity, environmental, science and technological and health and safety related development. Based on these key areas different age appropriate activities, learning outcomes and educational materials were recommended. Moreover, the curriculum suggested developing a Teacher training guidebook and workbook through which the limitations can be overcome.

To know details: please visit   http:www.nctb.gov.bd/

- ***BRAC:*** *Gender Policy, 2007*

The goal of the gender policy is mentioned as achieving gender equality through gender equity and to achieve that gender mainstreaming will be the strategy. The policy proposed on developing Gender Analysis Framework (GAF) as well as checklist to assist staff in integrating gender issues throughout the programme circle (designing, planning and implantation).

The policy also provided operational guideline for effective implementation of the policy.

To know details: please visit http://www.brac.net

- *Save the Children: Bangladesh CSP (2016-2018)*

The country strategic plan prioritized Early Childhood Care and Development (ECCD) and Pre-Primary and basic education. The plan indicated that SCB will play role for achieving universal coverage of quality pre-primary education and ensuring quality inclusive basic education throughout the year, even during emergency situations, through collaborative partnership with Government of Bangladesh, Civil Society and development partners. Additionally, the plan have provided strategic guidelines to achieve different result areas through Save the children's 'Theory of Change'. Moreover, the plan pointed on their commitment of working with government and other stakeholders both at policy and practical levels to ensure education rights of all children in Bangladesh, including the most deprived ones.

To know details: please visit https://bangladesh.savethechildren.net

- *Plan International Bangladesh: Country Strategic Plan IV*

The CSP IV provides the analysis, vision and planning framework for the coming years (2016-2020). The plan provides strategic direction for addressing systemic barriers faced by girls and boys in participation and completion of basic education demonstrating approaches and best practices for tackling exclusion.
Key Interventions for Quality Inclusive Education mentioned in the CSP are (i) Strong Community outreach of pre-primary education to tackle exclusion and minimize inclusion

challenges through community-led early learning support systems (ii) Practical inclusion strategies for primary school that include accessibility, empowering teachers and supervisors on inclusive pedagogy, quality mentoring, engagement of community and children and inclusive academic and non-academic activities. (iii) Working with mainstream school to design and demonstrate girl-friendly schools that support students, especially girls to continue secondary education. Intervention will leverage resources and integrate with existing Plan programs like ASRH, SCM, DRR & climate change etc. (iv) Working with most marginalized out of school children, especially girls to build their aspiration, skills and confidence to reintegrate through formal or non-formal system. (v) Supporting girls to continue and finish their secondary education (vi) Evidence based advocacy to extend the approach through government system

To know details: please visit https://plan-international.org/bangladesh

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- *Plan International Bangladesh: Tackling Exclusion Framework*

This Framework document explains how education administers and teachers can make sure all aspects of organization activity tackle exclusion in line with understanding of the root causes of exclusion.

Social processes fail to meet needs and uphold the rights of girls, boys, youth and the groups they identify or are associated with.

Inequality in the **distribution of resources and power**

Inequality in the **social value** assigned to different groups and by **social norms** that perpetuate these differences.

Exclusion

Inclusion

Multi-dimensional approach

By addressing the root causes, drivers and consequences of exclusion, girls, boys and youth can be inside the circle and be included.

Figure 1: The connection between exclusion and inclusion

To know details: please visit https://plan-international.org/bangladesh

- *ACIE: Constitution*

The constitution of ACIE is the guiding principle for implementing its holistic programmatic approach for IE in Asia Pacific region and beyond. It is an exemplary document for others to take strategies for successful implementation of inclusive education. Followings are some of the notable objectives mentioned in the constitution;

- *Plan and manage necessary activities for the implementation of inclusive education philosophy in Asia-Pacific region including Bangladesh. In particular, implement a number of programs to address the challenges of implementation of inclusive education for the developing countries.*
- *Inclusion of deprived, disabled and distressed people on the basis of equal rights in all development activities of the country. Conduct various activities to ensure the education, health and training of deprived, disadvantaged and miserable person.*
- *For undertaking disability inclusion related activities more efficiently, conduct various research programs.*

To know details: please visit http://acie-bd.org

Sample cases: Implementation

- *Plan International Bangladesh: Developing a model of inclusive education in Bangladesh project*

PIB is working for quality inclusive primary education through their project "Developing a Model of Inclusive Education in Government Primary Schools in Bangladesh" in 5 upazilas of Bangladesh. While designing the program the factors/layers (school, community, administration, policy makers) which play role for implementing IE were taken into consideration. Main features of the programmes are (i) supporting the mainstream system, (ii) using mainstream resource (both financial & human), (iii) working with the collaborative agreement of government, (iv) ensuring sustainability by government ownership, (v) providing training package for mainstream. The design and learning of the project have received as the 'educational approach' of the organization. Moreover, the learning of the project has contributed in the 'IE Conceptual Frame' of the government.

To know details: please visit https://plan-international.org/bangladesh

- *Save The Children in Bangladesh:* *Holistic approach towards Promotion of Inclusive Education (HOPE) Project*

Since 2016, HOPE project of Save the Children strives to enable children with disabilities and other out of school children to access high quality primary education in 45 project schools in six Unions of three Upazila by working with teachers, parents, education officials, local governments representatives and other relevant stakeholders (NGOs, DPOs, journalists/media and CSOs) to take on their responsibilities of realizing children's rights to education and protection. The following initiatives represents as examples of innovation for Bangladesh:

- **Supportive policy to promote Inclusive Education (IE):** jointly developed an inclusive teacher training manual with NCTB (accepted by DPE), initiated an Inclusive Education Working Group which is working as a network to promote inclusive education in national level.
- **Supportive systems and institutions promoting Inclusive Education (IE):** Improving accessibility and sustaining the CBR centre, the Union Parishad allocated significant amount of budget. HOPE provided technical support (such as how to incorporate budget for children, how to manage the fund etc.) to the Union Parishad on how to develop a child friendly budget.
- **Community Mobilization for inclusion:** Building the capacity of Community Resource Person to organize and mobilise community meetings in court-yards. Regular awareness raising sessions at the courtyard conducted by the project and attended by parents, children, social elites and others to learn about many social awareness issues including attitudes towards children with disabilities, inclusive schools, social participation etc. along with some clinical awareness on disability.

To know details: please visit https://bangladesh.savethechildren.net

- *DRRA*: *Need based Inclusive Education for Children with Disabilities (I-Ed) project*

The project was implemented in the Shyamnagar upazila of Satkhira for providing need-based education for the children with disability. The overall objective of the project was to improve the quality of life of children with disability. The project focused on sustaining access, improving retention and completion of inclusive education for the children with disability. The project followed comprehensive approach for providing need based inclusive education. Major activities under the projects were early identification, assessment for appropriate education support, need based support to mainstream school, need based support individual, capacity building of different stakeholders, awareness raising and policy advocacy. Besides, children with disabilities were provided health, rehabilitation services along with referral linkage to service delivery institutions. For continuing education in emergency situation, children were prepared by the school-based Disability Inclusive Disaster Risk Management (DiDRM) activity.

To know details: please visit   http://www.drra-bd.org

- *ADD International Bangladesh: Inclusive Preschool Education for Children with Disabilities*

The project was implemented in 15 government primary schools in the districts of Sirajganj, Tangail and Dhaka where a total of 250 children with disabilities (girls-91 & boys- 159) with a range of impairment of preschool age have been identified, enrolled and supported in preschool education. By ensuring full participation of families, communities and schools and more importantly, the Disabled People's Organizations, who as empowered self-advocated to manage the preschools. With strong parental motivation, formation of 'Parents Committees' and 'Students Brigade', the project facilitated committees and students to have regular progress review meetings, to assist and monitor the school/learner's performances. Trainings were provided to teachers both for 15 preschool teachers and 30 school teachers. This has been successfully demonstrated development of positive attitude and necessary skills of teachers to enabling quality teaching-learning as well as developing disability friendly environment in schools. One of the significant efforts was to mobilize local resources including conduction of union level campaign for increased disability inclusive budget allocation as well as increased disability allowances.

To know details: please visit https://www.add.org.uk/countries/bangladesh

- *CBM Bangladesh: My Right is Our Future: The Transformative Power of Disability-Inclusive Education- A book series on disability inclusive development*

The following pictures describe the division of chapters according to the INCLUSION mnemonic: Each letter in conclusion represents a different aspect of inclusive education that needs to be considered to make it work.

I	**Individual and systemic approaches** Chapter 1	discusses conceptual issues such as the medical and social models, the human rights based approach, and the twin-track approach;
N	**Non-negotiable commitments** Chapter 2	discusses international conventions and national policies relevant to inclusive education;
C	**Collaboration** Chapter 3	looks at the vital importance of governmental and non-governmental organisations and individuals working together;
L	**Long-term process** Chapter 4	explains why planning and funding must be approached from a long-term perspective;
U	**Understanding and awareness** Chapter 5	draws attention to the need to ensure practical understanding, which includes having skills, in addition to awareness of the issues;
S	**Stakeholder empowerment** Chapter 6	explains why and how diverse stakeholders must be enabled to play a role in developing and sustaining inclusive education;
I	**Innovation: accessibility, teaching, transition and lifelong learning** Chapter 7–9	highlights a few key areas for more creative programming and policy, focused on continuous improvement and innovation;
O	**Organisation of the education system** Chapter 10	looks at the ways in which inclusive education systems need to be organised and funded; and
N	**Next steps** Chapter 11	provides a checklist of key points for programmes and advocates to consider.

To know details: please visit https://www.cbm.org/news/news/news-2015/leading-change-with-local-partners-in-bangladesh/

- *Bangladesh Protibondhi Foundation (BPF): Kallayani Inclusive School*

In the past, BPF operated special school in which medical model was followed. Then they involved the community and CBR and started inclusive educational approach in 1999. They are the first organization of the country who established inclusive school. At present BPF runs 11 inclusive school across Bangladesh. Children with special needs, underprivileged children, girls and boys, children from local community learn together in inclusive setting. One of the goals of the project is to share techniques to empower the children with disabilities and disadvantaged children through Inclusive education, vocational training and treatment facilities. As a result, students are becoming a productive and independent member of the mainstreaming society through need based assessment.

To know details: please visit https://www.facebook.com/BangladeshProtibondhiFoundationBpf/

- *ACIE: Programmatic Approach for IE*

ACIE has taken diverse activities throughout its journey of 12 years. The major initiatives of ACIE under its programmatic approach are knowledge generation, advocacy, networking and awareness raising and capacity building. As part of knowledge generation activities such as International Conference on Inclusive Education, Asian Journal of Inclusive Education, Research work can be considered as signature initiatives. ACIE conducts a number of Advocacy and Networking activities that include policy dialogue, arranging seminar and workshop and collaboration with academic and development organizations. ACIE conducts activities such as NAMI Award for acknowledging role models, day celebration and training of teachers/human resource development as part of awareness raising and capacity building initiatives. All these activities are done in a comprehensive programmatic way. By its programmatic approach, ACIE has been playing pivotal roles as a technical platform in Bangladesh and Asian region for promotion of IE.

To know details: please visit http://acie-bd.org

- *BRAC: Inclusive Education for CSN and Ethnic Children*

Inclusive education focusing on the education for ethnic children (EEC) and children with special needs has been implementing under the BRAC Education Programme (BEP). It is to note that, BRAC is implementing its inclusive education model in non-formal approach.
BEP is providing educational opportunities to ethnic minority children who had a long history of exclusion from conventional education system since 2001. BEP has introduced a full-fledged multi-lingual education (MLE) in the Chittagong Hill Tracts to suit the learning needs of the indigenous communities using their own script as the medium of teaching.
Since 2003, the CSN unit provided access and ensured their participation in mainstream education and society. BRAC also provides corrective surgeries, along with devices like wheelchairs, crutches, hearing aids and glasses, education stipend; and even builds ramps to make classrooms more accessible to disabled. To make special needs children independent, initiatives such as participation in national sports, and cultural as well as income-generating activities (e.g. running small grocery stores or raising domestic animals) have been undertaken by the unit. Moreover, CWDs can participate in the skill development trainings provided by BRAC. Currently, about forty thousand CWDs have been studying in BRAC schools around the country.

To know details: please visit http://www.brac.net

- ***GramBangla Unnayan Committee:*** *Mobile School Program for the Bede River Gypsies*

Mobile schools not only eradicated illiteracy but also proved that it is possible for a nomad to have access to education. . Since these groups change around 90 spots in a year and do not stay more than 3-4 days in one spot, so the schools were established in boats. The most important achievement of these research projects is to develop an innovative way of creating access to education for a community who were excluded from education opportunities because of their nomadic pattern of live and livelihood. Each school is managed by a Bedes PAR group which is called as school management committee. All females and males of a Bede fleet are member of the school anagement committee. A significant number of students have already transferred to the government primary school and residential Madrasha.

To know details: please visit http://grambanglabd.org

- *NAPE: DPEd Programme*

DPEd is one of the recent reform initiatives of DPE to enhance the capacity of primary education teachers through participating in a compulsory 1.5-year long teacher education program. For achieving quality education Bangladesh government introduced the DPEd. This programme is designed and introduced by C-in-Ed Board of NAPE and is financed by PEDP-III. This 18 months duration diploma course was introduced from June, 2012 under a pilot project in seven PTIs. Later it was extended in 36 PTIs. Student teachers will learn 22 teacher standards under 3 domains which are professional knowledge, Understanding, Professional Practice and Professional Values and Relationships. The curriculum developed for DPEd is sound from perspectives of the pro-inclusive teaching-learning approaches introduced for the teachers (i.e. cooperative learning, differentiated learning etc.). It is also sound from the perspectives of pro-inclusive reflective practices (reflective journals, portfolio etc.

To know details: please visit http://www.nape.gov.bd

- *DPE: Training Manual of Access and Inclusive Education Cell*

The revised training manual developed by the Inclusive Education Cell of DPE is aimed to provide a 5-day long training to PTIs as a complimentary capacity building initiative for inclusive education (DPE, 2014). The manual used the definition of the inclusive education from the PEDP 2 & 3 document, which is good and it is helping the teachers to change their outlook to IE and acting accordingly.

To know details: please visit http://www.dpe.gov.bd

- *CDD: Development of Braille products and Bangla Sign language*

CDD has five Braille printers, making it the largest printer of Braille books in Bangladesh and also the only organisation to have produced Braille educational texts for all primary school subjects. They also produce Braille training publications, novels, menus, brochures and locally-made high quality Braille writing slates.
CDD instigated and developed the Bangla sign language to enable the speech and hearing-impaired people of Bangladesh to communicate, given that prior to 2001 there was only a modified form of British, American, Australian and indigenous sign language available. With the active engagement of deaf people and their representative organisations, CDD has now produced a full set of sign language manuals and toolkits and provides training for disability field workers, school-teachers, students, deaf people, family members and care givers.

To know details: please visit https://cdd.org.bd

- *SDSL: Initiatives on Sign Language*

Formed in 2008, the SDSL, is a Disabled People Organisation (DPO) in Bangladesh that is run by sign language users with an aim to represent the community of Bangla Sign Language users. Mainstreaming Bangla Sign Language and interpreting service is one the prime working area of SDSL. To mainstream Bangla Sign Language, SDSL is organizing its training course titled "Introductory level of Bangla Sign Language" regularly. SDSL is also campaigning for the legislation & institutionalization of Bangla Sign Language. Moreover, they are also working to gain the rights for all Deaf children to receive bi-lingual education, using Bangla Sign Language and Bangla, and the right to quality and choice in education. The organization has provided

refreshers training course to the primary level teacher under PEDP 3 which have ensured enrollment and participation of children with hearing impairment in mainstream education system.

To know details: please visit https://www.facebook.com/sdslbd/

- *UCEP: Youth education and skills programme for economic growth (YES4Growth)*

To tackle the challenges of out of school children and drop outs, particularly amongst the urban poor, and to address the current skills shortage in Bangladesh, Underprivileged Children's Education Programme (UCEP) is delivering "second-chance"2 education and technical skills training to disadvantaged children and youth, with a special focus on girls. The programme is being implemented in 8 urban areas across the country through 10 technical skills training centres and 44 schools.

UCEP successfully managed to stem their dropout in 2017 bringing it down to 6%. Positive work has continued on gender targets. UCEP supported 6,237 females with skills training in 2017, exceeding their target. 82% of these females got jobs or are self-employed. To address inclusion, a special focus was given to youth from ethnic communities. To identify children and youth with disabilities UCEP conducted a mapping study based on the Washington Group Questionnaire and trained their staff/teachers to teach students with disabilities. Throughout 2018 UCEP continues building inclusivity by strengthening relationships with the Bangladesh Disability Network and other disability organisations, and building on the use of disability focal points embedded in some of the training centres. The physical facility of technical schools has been updated to improve accessibility for Persons with Disability (PWD) trainees.

To know details: please visit http://www.ucepbd.org

- *Inclusive Education Working Group: Policy Dialogue for IE*

Bangladesh government has taken initiatives to implement Inclusive Education (IE) specifically has taken initiatives on a large scale to implement IE in primary education through Primary Education Development Programme-2 (PEDP-II) and PEDP-3. Recently, Bangladesh govt. has completed the program design of PEDP-4. In the process of program document preparation, IE Working Group (a group consists of UN agencies, INGOs and NNGOs) with the technical support from a regional advocacy platform named ACIE brought evidences of previous policy and practice experiences on IE in primary education of Bangladesh in front of the govt. policy makers through a series of Policy Dialogue with a view to unfolding the impact of evidence in inclusive policy development for developing education program document at primary level education. Following document review process and conducting policy dialogues, the IEWG advocates that there is a huge gap in policy document and implementation action plans. The

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policy dialogue experience further claims that critical analysis and dialogue process based on evidence have positive impacts in changing policies as well as developing program documents for implementing IE at primary level education of Bangladesh. Such collaborative dialogue through a working group platform can be replicated in other countries for making education system more inclusive.

To know details: please visit http://acie-bd.org

Chapter 4: Discussions and Recommendations

Discussions

The study conceptualized the terminology "mapping" in an unusual way than typical with an aspiration to map the strength, scope and opportunities including challenges in understanding and implementing inclusive education. This is unique feature of this study but also strongly associated with the scope of effort to define, identify and grade those strength and challenges. The conceptualization is justified and rationale from different perspectives. Physical mapping is basically coverage and resources in number and percentage that fluctuating with time greatly. Especially because most of the non-governmental efforts are donor driven and project based so continuity after the project is a difficult challenge. To make the study findings relevant regardless of time and to initiate further analysis based on depth and intensity of understanding and practice, the study tried to explore in a non-conventional way following few conceptual definitions with perspective. It is important to be clear on those perspective first before entering to the findings so that the inner meaning and purpose of the study is well understood.

As part of sampling process, there was an approach to map the understanding including effort with resources of the organization working with inclusive education. The scale was simple but tried to dig down organizational view on inclusive education. This helped narrow down the sample size as well as map the views and priorities of organization briefly.

It is surprising to see that 45% organizational perception on inclusive education is aligning with integration concept. Broader conceptual understanding (22%) was even less than special educational concept (29%). The major limitation of this finding was, this is based on respondent's perception from organization and may not be owned by the organization but the assumption was to have a reflection from the IE focal person of organization. Even then, it seems that conceptual clarity is a big issue and there are evidences that lack or inconsistent conceptual clarity hindered quality of programming. This finding is strongly supported by the another finding on organizational resourcing. It also came out form the survey that most of the organizations still depending on donation or philanthropic fund (39%). Survey finding on policy/strategy or guidance on inclusive education provided opposite result which is not consistent with the previous finding. It said that 42% organizational policies and guidance reflected broader understanding of inclusion. The finding can be explained in two ways. One, most of the cases, policy documents are prepared following standard global documents on inclusive education that carry the understanding and value but equally not translating in to operational document or practice, two, the finding is influenced by the understanding and perception of respondent which may not be aligned with the organizational view. The same observation is valid for the implementation practice related survey finding. Here also, the finding is saying that 42% organizations are practicing broader concept of inclusive.

On the other hand, to understand the consistency and credibility of findings on different survey questions, analysis was done to see the dynamic of findings on other three questions considering organizations rated high in one question. In analysis for all 4 areas (questions), generic consistency

found as per assumption, like if conceptual clarity of organization is high that practice will be more inclusive. But it has also been seen from the analysis that policies and guidance reflected better inclusion but conceptual clarity is comparative low and not changes compare to analysis for the total number of organization (N=132). In conclusion, this findings and analysis are providing divergent ways of thinking and analysis to critically look in to the issues to have better strategies and action plan for implementing inclusive education across the organizations.

The study also explored documents to understand and rate the policies and practices of organizations based on a defined conceptual analysis framework. It is important to understand this frame before interpreting the findings form the review. As the review was done by technical professionals utilizing the analysis framework and inter-rater reliability was ensured, the review findings credibility was high than the survey results. In general, the quantitative analysis findings for policy documents were consistent across the dimensions with all most equal number of highly and moderately inclusive rating except areas of programming. This is also justified as majority of our programs/interventions are still struggling with access and participation where achievement and acceptance remains a big challenge. It can also be noted here that, though the broader understanding among the organization was low but policy documents are mostly highly rated as inclusive or moderately inclusive. It is expected because the policy documents are mostly prepared/ developed following global standard documents and by the technical experts. So, these documents reflect better understanding but translation of these documents in to practice is the major challenge.

However, the review of implementation documents following the same analysis framework has given different results compare to the policy documents review. It seems that in the concept and understanding dimensions, documents received equal number of highly and moderate inclusive rating. But for programming, implementation and resourcing dimensions, moderate inclusive rating dominated over highly inclusive. This is also expected for the same reason mentioned above. So, from the analysis, repeatedly the weakness of the translation of good understanding and policy in to implementation and practices are coming. From the correlation analysis of different dimension of policy document review, another trend has been identified that in most of the cases, direction for implementation and proper guidance are missing in the policy documents. That can be one reason to justify why the translation of policies in to practice is weak.

Considering all the dimensions of rating a policy documents or implementation practices, a comprehensive analysis was done to rate documents and practice from inclusion blind to inclusion transformative. This is basically an indicative exercise to promote holistic approach in programming and assessment of the program. As the spirit of this study is not just only identify the current strength and weakness in implementing inclusive education rather facilitating a process of review that promote holistic understanding from conceptualization to implementation and assessment. Besides, the identified inclusion transformative and inclusion blind documents and practices can be further reviewed and analyzed to sharpen the understanding and identify elements of success and weakness to work for change.

Overall, through different exercises and analysis, the study tried to map different dimensions, strength, challenges, strong policies and practices and areas or gaps that need attention. It also

created a pathway of thinking and reviewing process to sequentially go through for better understanding and implementation of inclusive education interventions.

Recommendations

Study findings and discussion chapter has already made few recommendations linking with results and observation to consider for further exploration. Followings are few broader recommendations that can guide more technical and follow up work to promote quality inclusive education program focusing on process.

- The unique methodology of this study has created a pathway with different conceptual analysis frameworks to review, assess inclusiveness of an interventions that can be conceptualized to develop a framework for design and assessment to guide organizations to be holistic and on track with quality.
- In-depth analysis of identified critical documents and process can be done utilizing revised and more concise scales that will be benefitting in two ways; deeper understanding and rating of the documents that will led a robust process of review and assessment and concise and sharp conceptual analysis scale tested that promote critical analysis during review.
- High rated documents and practices can be further reviewed and analyzed to share with others as good document or practice that will practically guide others to transform their program/interventions in to quality one.
- A cross learning opportunity and mechanism can be established not only based on the areas identified or mapped through this study but also following the process which will be an exercise to follow by a multi-organization group of professionals periodically. That will be a very good capacity building initiative as well as give critical analysis of our documents and practice on inclusive education.
- There are some inconsistencies in findings and results that can be further explored to understand the reasons and justification that may bring new dimension in thinking and process.
- A non-conventional resource map can be developed and shared with all regularly which will not only give the physical coverage or resources but also map soft issues like skills, strategies thought process or conceptualization.
- A collaborative and shared action plan can be developed to create and update mutual understanding on inclusive education among all stakeholders to avoid confusion and conflict. That will lead better implementation and coexistence also.

Conclusion

The study explored and mapped inclusive education policies and practices in a non-conventional and qualitative way to bring deeper issues in-front that need attention for quality implementation. The study captured the qualitative status of the organizational policies and practices, and at the same time developed a qualitative method to review program and policy following a rigorous

process. Lots of questions and quarries are raised by researchers as well as by the process that need further exploration that is a very good menu for future study. It has also shown a pathway to work collectively to maximize quality of intervention through mutual and cross learning. A brief version of the report or specific part linked with specific action can be developed for sharing with the practitioners to influence the understanding on inclusive education and quality of the interventions. More technical discussion on the method, process and findings are always welcomed to sharpen the understanding and methodology.

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Appendices

<u>Online Survey Questionnaire</u>

Mapping of Inclusive Education in Bangladesh: Identification of Good Practices

Conducted by: ACIE, Save the Children, CBM International Bangladesh & DRRA

An Initiative of the Inclusive Education Working Group

উত্তর প্রদানকারীর নাম:

পদবী:

সংস্থার নাম:

সংস্থার ঠিকানা:

ফোন নম্বর:

ই-মেইল:

<u>বিঃদ্রঃ অনুগ্রহ করে প্রতিটি প্রশ্নের উত্তর দিন, প্রয়োজনে প্রশ্নের একাধিক উত্তর প্রযোজ্য হলে একাধিক উত্তরে টিক চিহ্ন দিতে পারেন</u>

(আপনার প্রদত্ত উত্তরটি **X** চিহ্ন দিন/ প্রযোজ্য উত্তরটি **বোল্ড** করুন/ **রঙ** দিয়ে চিহ্নিত করুন/ **উত্তরের অপশনটি** ই-মেইলের বডিতে লিখে প্রেরণ করুন)

১. টেকসই উন্নয়ন লক্ষ্যমাত্রা (গোল)-৪ অর্থাৎ সাম্যের ভিত্তিতে একীভূত মানসম্মত শিক্ষার লক্ষ্য অর্জনের জন্য আপনার প্রতিষ্ঠান নিচের কোন ধারণাটিকে গ্রহণ করেছেন/ করছেন/ গ্রহন করার জন্য পরিকল্পনা নিয়েছেন?

ক. প্রতিবন্ধী, নৃ-গোষ্ঠি, জেন্ডার সহ সব ধরণের শিশুর মূলধারার শিক্ষা কার্যক্রমে অংশগ্রহণ নিশ্চিত করা উচিৎ

খ. নির্দিষ্ট লক্ষ্যদলেকে (যেমন:প্রতিবন্ধী, পথশিশু) মূল ধারায় এনে বিশেষ পদ্ধতিতে তাদের শিক্ষা কার্যক্রমে অংশগ্রহণ নিশ্চিত করা উচিৎ

গ. সব ধরণের শিশুর বিদ্যালয়ে প্রবেশগম্যতা,সক্রিয় অংশগ্রহণ, অর্জন এবং গ্রহণযোগ্যতা নিশ্চিত করা উচিৎ

ঘ. শিশুদের বিদ্যালয়ে এনে প্রতিবন্ধিতার মাত্রা সঠিকভাবে সনাক্ত করে প্রয়োজনীয় সহায়ক উপকরণ (হুইল চেয়ার, চশমা) প্রদান, বিভিন্ন থেরাপিউটিক সহায়তা (ফিজিওথেরাপি) নিশ্চিত করা উচিৎ

২. টেকসই উন্নয়ন লক্ষ্যমাত্রা (গোল)-৪ অর্থাৎ সাম্যের ভিত্তিতে একীভূত মানসম্মত শিক্ষার লক্ষ্য অর্জনের জন্য আপনার প্রতিষ্ঠান সম্পদ/ রিসোর্স সংগ্রহ ও ব্যবহার কীভাবে করেছেন/ করছেন/ করার জন্যপরিকল্পনা নিয়েছেন?

ক. নিজস্ব সম্পদ সংগ্রহ ও ব্যবহারের মাধ্যমে প্রতিষ্ঠানের নিয়মিত কার্যক্রম হিসাবে পরিচালিত হচ্ছে/ পরিচালনার পরিকল্পনা নেওয়া হয়েছে

খ. অন্য প্রতিষ্ঠান বা দাতা সংস্থার কাছ থেকে সম্পদ সংগ্রহ করে সেই অনুযায়ী কার্যক্রম পরিচালনা করা হচ্ছে/ পরিচালনার পরিকল্পনা নেওয়া হয়েছে

গ. নিজস্ব সম্পদের সাথে অন্যান্য উৎস থেকে সম্পদ সংগ্রহ করে নিয়মিত কার্যক্রমকে শক্তিশালী করায় ব্যবহৃত হচ্ছে/ করার পরিকল্পনা নেওয়া হয়েছে

ঘ. শিক্ষার্থীর অভিভাবক চাঁদা ও/অথবা দানশীল ব্যক্তির দানকৃত সম্পদ সংগ্রহ ও ব্যবহারের মাধ্যমে পরিচালিত হচ্ছে/ পরিচালনার পরিকল্পনা নেওয়া হয়েছে

৩. *টেকসই উন্নয়ন লক্ষ্যমাত্রা (গোল)-৪ অর্থাৎ সাম্যের ভিত্তিতে একীভূত শিক্ষার লক্ষ্য অর্জনের জন্য আপনার প্রতিষ্ঠানের কী ধরণের নীতিমালা/ গাইডলাইন/ নির্দেশনা/ কৌশল ইত্যাদি রয়েছে/গ্রহণ করার জন্য পরিকল্পনা নিয়েছেন?*

ক. মূলধারার শিক্ষা ব্যবস্থায় সব ধরণের শিশুকে অন্তর্ভুক্ত করে কার্যক্রম পরিচালনার জন্য নীতিমালা/ গাইডলাইন/ নির্দেশনা/ কৌশল রয়েছে বা পরিকল্পনা নিয়েছেন

খ. নির্দিষ্ট লক্ষ্যদলের(যেমন:প্রতিবন্ধী, পথশিশু) শিশুদের বিশেষ পদ্ধতিতে/ব্যবস্থায় শিক্ষা কার্যক্রম পরিচালনার জন্য নীতিমালা/ গাইডলাইন/ নির্দেশনা/ কৌশল রয়েছে বা পরিকল্পনা নিয়েছেন

গ. নির্দিষ্ট লক্ষ্যদলকে মূল ধারায় এনে বিশেষ পদ্ধতিতে বিশেষ কৌশলে শিক্ষাদানের নীতিমালা/ গাইডলাইন/ নির্দেশনা/ কৌশল রয়েছে বা গ্রহণের পরিকল্পনা নিয়েছেন

ঘ. প্রতিবন্ধী শিশুদের বিশেষ শিক্ষা প্রদানের নীতিমালা/ গাইডলাইন/ নির্দেশনা/ কৌশল রয়েছে বা গ্রহণের পরিকল্পনা নিয়েছেন

৪. *টেকসই উন্নয়ন লক্ষ্যমাত্রা (গোল)-৪ অর্থাৎ সাম্যের ভিত্তিতে একীভূত মানসম্মত শিক্ষার লক্ষ্য অর্জনের জন্য আপনার প্রতিষ্ঠান কোন ধরণের কার্যক্রম পরিচালনা করেছে/ করছে?*

ক. মূলধারার শিক্ষা ব্যবস্থায় সকল শিশুর অন্তর্ভুক্তির সুযোগ সৃষ্টির জন্য কাজ করা হচ্ছে/ কাজ করার পরিকল্পনা নেওয়া হয়েছে

খ. নির্দিষ্ট লক্ষ্যদলকে মূল ধারায় নিয়ে এসে বিশেষ পদ্ধতিতে শিক্ষা ও অন্যান্য সহায়তা প্রদানের জন্য কাজ করা হচ্ছে/ কাজ করার পরিকল্পনা নেওয়া হয়েছে

গ. প্রতিবন্ধী শিশুদের জন্য বিশেষ শিক্ষা কার্যক্রম বাস্তবায়ন করা হচ্ছে/ কাজ করার পরিকল্পনা নেওয়া হয়েছে

ঘ. প্রতিবন্ধী শিশুদের মূলধারায় এনে বিদ্যালয়েই তাদের প্রতিবন্ধিতা সনাক্তকরণ, সহায়ক উপকরণ প্রদান,থেরাপি প্রদান কার্যক্রম পরিচালিত হচ্ছে/ পরিচালনার পরিকল্পনা নেওয়া হয়েছে