

6th International Conference on Equity and Inclusive Education
2022

**A System without Discrimination: Redefining
Education in the context of 21st Century**

19-21 May, 2022

Conference Proceeding

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Dhaka, Bangladesh

A System without Discrimination: Redefining Education in the context of 21st Century

(Conference Proceeding)

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Dr. Dipu Moni, M.P.
Minister
Ministry of Education
Peoples' Republic of Bangladesh



ডাঃ দীপু মনি, এম.পি.
মন্ত্রী
শিক্ষা মন্ত্রণালয়
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার



Speech by the Chief Guest

This is a great pleasure to be present as the Chief Guest at the Closing Ceremony of the 6th international Conference on Equity and Inclusion on Education, organized by the Asian Centre for Inclusive Education (ACIE), Bangladesh in collaboration with 08 other partners. I am happy to know that such event is happening in Bangladesh, when the nation is celebrating its Golden Jubilee of our independence and the Centennial birth anniversary of the Father of the Nation Bangabandhu Sheikh Mujibur Rahman, who always had the dream of and made us dream about an Independent, Golden Bangladesh!!

In this rapidly changing world, ensuring every citizen's development is a key to sustainable development for any country. It has been well understood by countries around the world that ensuring only access to education does not guarantee equity and inclusion in education. Rather it is important to make a system responsive and resilient in such a manner that every learner can get access to and participate actively, achieve required competencies as per their aptitude and needs and then be accepted by the next layer of education and employment and social sectors could ensure equity and inclusion through education.

The broader goal of education is not only preparing a citizen for the job market in recent days. Educational interventions become effective if a learner grows up in a holistic manner with self-identity, patriotism, confidence, and happiness by achieving adaptive and transferable skills to cope with the changing world and be contributive through their creative thoughts and skills. Research studies done in last two decades constantly indicated that educational practices in different parts of the world are somehow missing the varying needs and potential of individual learner, context, and trends of social change in this transition period of post-modern era. There are examples though that some countries understood the gap beforehand, tried to do alternative practices and presented alternative models of education to the

world. For example, Finland transformed their curriculum into interdisciplinary thematic/phenomena-based instead of subject-based approach. We also can mention the example of Philippines where the skill-based approach has been mainstreamed throughout the curriculum. In addition to that, 4th industrial revolution is replacing traditional human attempts to machine efforts and artificial intelligence is shifting human learning pattern from convergent memorization to divergent problem solving. Based on such shifts, we could experience various virtual learning platforms that are making learning more personalized. However, a holistic global movement towards educational reforms for a paradigm shift is yet to be done.

COVID-19 pandemic has collapsed the education system almost all over the world. In this situation, several alternative initiatives have been undertaken by different countries through radio, television and online media for the continuation of learning activities and for ensuring timely academic year and cycle completion at a possible level. Such volatile experience opened up to experiment some new options to learning (i.e., distance learning, home based and community-based learning, project-based learning) and assessment processes (i.e. multi-modality and multi stakeholder assessment), which has reduced many inequalities caused by the traditional educational practices (i.e. face to face centre-based learning, textbook based learning, memorization based paper-pencil test). On the other hand, many children remained out of reach due to not having internet access and/or device availability. For example, one hard reality faced by Bangladesh is that female participation in distance mode and online classes remarkably reduced, while in regular classes' female participation and achievement in education is significantly higher than male students. Such digital divide has also excluded many children living in economically disadvantaged families. Such experiences indicate that education system should be flexible and resilient enough to cope with any situation to make learning happen.

However, Bangladesh has the power to get the best from the edge. Now Bangladesh is referred as one of the few countries who have very well managed the COVID-19 situation and in COVID-19 recovery successes. Such successes are neither surprise nor coincidence. These are the results of continuous planned leadership of the Government of Bangladesh. It is a matter of pride that Bangladesh, under the leadership of Bangabandhu's daughter, Honourable Prime Minister Sheikh Hasina, has become a role model for developmental progress in this region. Consequently, Bangladesh is accelerating its pace towards reaching the middle-income country status and planning to reach the developed country status by the year 2041. Factors that helped us to work rightly for the future so far include development of long-term visionary plans that helped us to set clear goals. Steps taken for developing a digital Bangladesh has also accelerated the holistic development of the nation. In line with this developmental achievements, current Government is working smart to make a resilient education system for the future generations. The government has

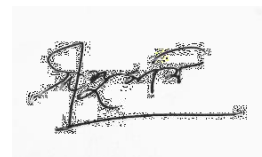
recently developed a new National Curriculum Framework aiming to develop patriotic, productive and happy global citizens who would possess high level of values, transformative and employable skills and knowledge and skills to create, lead, communicate and collaborate in the global village.

I believe that this conference would be a great opportunity for Bangladeshi academics, researchers and policy makers to learn at least from 17 country practices in this critical age of the human civilization. This conference will help all the participating countries to understand, compare, collaborate, have mutual benefit for the betterment of educational equity and inclusion. I would like to thank ACIE from the core of my heart for providing with such a platform for the Asia Pacific region and beyond. I hope that along with the conference and research initiatives, ACIE would continue to publish the Asian Journal of Inclusive Education for the dissemination of knowledge in the globe.

In this Journey towards equity and inclusion, there are some glittering stars who have sacrificed their whole life for the inclusion of people from disadvantaged backgrounds in Bangladesh. Late Mr. Lindsay Allan Cheyne, Founder of UCEP Bangladesh, is one of the Stars. I feel proud, in this precious occasion, to hand over the Nirafat Anam Memorial Inclusion (NAMI) Award 2021 to this changemaker in Bangladesh. I would like to thank ACIE for honouring him with this award.

I truly believe that this is not the end, but the beginning of newer ideas and initiatives through attending the 6th international conference on equity and inclusion organized by ACIE, Bangladesh. I also thank all the participants, keynote speakers, panelists, session chairs, partners and all the persons whose contributions has made this event a success!

Thank you all.... Joi Bangla, Joi Bangabandhu!!



Dr. Dipu Moni, M.P.
Ministry of Education
Peoples' Republic of Bangladesh

Mohibul Hasan Chowdhury, M.P.
Honourable Deputy Minister
Ministry of Education
Peoples' Republic of Bangladesh



মহিবুল হাসান চৌধুরী, এম.পি.
উপমন্ত্রী
শিক্ষা মন্ত্রণালয়
গণপ্রজাতন্ত্রী বাংলাদেশ সরকার



Speech by the Special Guest

I am delighted to be present at the Closing Ceremony of the 6th international Conference on Equity and Inclusion on Education, organized by the Asian Centre for Inclusive Education (ACIE), Bangladesh, in collaboration with 08 other partners. This is a great pleasure of mine to recognize the commitment of so many outstanding speakers to contribute to inclusive education and promote an inclusive learning environment for all learners regardless of their diversity. It presents a vision to all of us here – that there is so much we can do to build an inclusive society if we put our hearts and minds to it.

Bangladesh has been showing an impressive trend of economic growth over the last more than one decade. Having a solid demographic dividend, this low-income country is envisioning to become a middle-income country within a short time. However, just like any other country, the 'demographic dividend' is unlikely to last long for Bangladesh. To take advantage of the demographic dividend and utilise all learners' diverse capacities, the country needs to ensure the accessibility of quality education to all children. Thus, this is now obligatory to embed the recent academic development of inclusive education in the national curriculum. Also, the educational institutions need to be transformed into an inclusive learning environment and involve all other stakeholders in the learning process, to facilitate students with diverse abilities and learning needs. I am delighted and proud to attend this timely initiative. This kind of academic conference provides excellent opportunities to interchange ideas and views from scholars, guiding policymakers in the decision-making process and providing evidence-based insights.

In recent years, the world has faced many new challenges and changes. Some of them had been predicted earlier, but not all. For example, after the Covid-19 outbreak shattered the whole world, the general approaches of the formal education system struggled to cope with the new normal situation. Many students have been dropped out, the digital divide has increased, and underprivileged learners face new disparity forms. Even before the COVID outbreak, the global notion of education had been shifting in line with the context of the 21st century. 4th industrial revolution challenged the job landscape and has redefined the international perspectives on educational goals and objectives. Due to the rapid-evolving technology and the rise of the gig economy, it has been nearly impossible to predict the job market even after a few years from now. Hence, any educational transformation needs to address these challenges to prepare the students for the future world.

To accelerate our goal of meeting the learning needs of all children, the Government of Bangladesh has taken specific achievable actions. A new national curriculum framework has been developed, which proposes significant transformations in the education system. The upcoming new curriculum is competency-based and skill-focused. It offers flexibility to accommodate the needs of diverse learners by practising experiential learning, which provides scopes to relate learners' personal experiences with the curricular competencies. While the national curriculum is shifting towards personalized learning, skill programs are designed to develop the capacity of individual students. To keep relevance with the uncertain future job market, the focus has been shifted to transferable skills, like communication skills, problem-solving, critical thinking, creative thinking, decision making, self-management skills, etc. Embedding these soft skills into the mainstream curriculum can ensure access to and quality and relevance of education, which are the main concern for laying the foundation for all learners to become adaptive, employable, and active global citizens. In addition to that, the Technical and Vocational Education and Training (TVET) Reform Project successfully implemented the reforms in the formal TVET system. They set the foundation for futuristic technical and vocational education and training in Bangladesh.

Education is an essential social leveler that ensures a good start in life; they are given equal and fair opportunities to access a good education through which they can realize their potential and pursue their aspirations. This conference will help all the participating countries to understand, compare, and collaborate on ideas and innovative solutions to ensure educational equity and inclusion. I would like to thank ACIE for providing me with such a platform.

Few people are mainly remembered for dedicating their lives to ensuring equity and inclusion in the context of Bangladesh. Late Mr Lindsay Allan Cheyne, Founder of UCEP Bangladesh, is one of few people. I want to thank ACIE for honouring him with the Nirafat Anam Memorial Inclusion (NAMI) Award 2021.

I genuinely believe that this is not the end but the beginning of newer ideas and initiatives through attending the 6th international conference on equity and inclusion organized by ACIE, Bangladesh. I also thank all the participants, keynote speakers, panellists, session chairs, partners, and persons whose contributions have made this event a success!

Thank you.

Joi Bangla, Joi Bangabandhu



Mohibul Hasan Chowdhury, MP
Honourable Deputy Minister
Ministry of Education
Peoples' Republic of Bangladesh

Professor Dr. Md. Abdul Halim
Director
Institute of Education and Research
University of Dhaka



Message

This is a great pleasure and honour to be present as the Special Guest at the Opening Ceremony of the 6th international Conference on Equity and Inclusion in Education organized by the Asian Centre for Inclusive Education (ACIE) in collaboration with 8 other partners.

Education is significant and the most powerful tool to eradicate poverty and a strong means for social and human progress. Skilled human resource is essential for sustainability of development initiatives for any nation. Besides, human innovation and knowledge generation through higher education demands an equal opportunity of access and participation of diverse learners into education. Globally ensuring equity and inclusion in education has been considered as a viable strategy for ensuring quality education all. For that, existing education system must be made flexible and responsive according to the learner needs. Such reform in education may develop responsive learning environment in developing hard and soft skills among learners required for the 21st century and for achieving SDGs.

For making inclusion happen, there is no alternative to changing human belief system, practices. Developing enabling environment in educational institutions could assist in changing human attitudes and practices. The University of Dhaka has a glorious history of welcoming students from diverse backgrounds irrespective of their gender, ethnicity, socio- economic status, disability and geographical positions. Colourful and vibrant participation of diverse learners is making our campus as a model of successful inclusion into higher education. Institute of Education and Research (IER) of the University of Dhaka is committed to promote inclusion through its research and human resource development initiatives.

It is also a matter of joy for the IER faculty members are actively engaged in the ACIE's international initiatives from its inception. Being the Director of IER I am

really honoured and glad to be present in this 6th International Conference on Equity and Inclusion in Education 2022.

I would like to congratulate ACIE and all the national-international participants as well as partners for making this event a success. I expect that Asian Centre for Inclusive Education (ACIE), Bangladesh would continue its efforts through research, innovation, publication, advocacy and networking for achieving quality education in this region through ensuring equity and inclusion. I wish this conference a great success!!

Thank you all!



Professor Dr. Md. Abdul Halim
Director
Institute of Education and Research
University of Dhaka

Professor Dr.M. Wahiduzzaman

Former Vice Chancellor, Noakhali Science and
Technology University
Faculty, Institute of Education and Research
University of Dhaka



Message

This is an immense pleasure that the Asian Centre for Inclusive Education (ACIE), Bangladesh has organized the 6th *International Conference on Equity and Inclusion in Education 2022*. It is an opportunity for Bangladesh to promote the philosophy of equity and inclusion in education both in international and national levels through this conference to ensure equal access of all citizens to education. The process of promoting equity and inclusion is not always easy. It demands a shifting in attitude that may be not found comfortable for all. It also requires the determination to reform the traditional thoughts and practices. The cultures, policies and practices in educational institutions must adapt and respond to the diversity of students. We must identify opportunities; we must invest in people and local solutions. We must be willing to learn. I believe that such an international event would help us promote this philosophy through collaborative learning.

The Government of Bangladesh has taken various initiatives to promote equity and inclusion in education. Significant importance has been given on inclusive education strategies from primary to tertiary levels of education. Skills of teachers and educational administrators have been enhanced through different training programmes. Participation of girl children into education has dramatically increased and Bangladesh is now a role model in Gender Transformative Education for other countries. The Government of Bangladesh has also taken initiatives for popularizing multilingual education for ensuring education right in mother tongue. I can boldly claim that the mentioned initiatives are some strong evidences of the commitments of the current government under the leadership of the Honourable Prime Minister,

the Mother of Humanity Sheikh Hasina towards ensuring equity and inclusion for all learners into education. Strategic interventions in favour of inclusion have remarkably improved access and participation of diverse learners in learning activities.

I appreciate assistance of all the partners and participants of this international conference and wishes this event a big success!

Thank you all...



Professor Dr.M. Wahiduzzaman

Former Vice Chancellor

Noakhali Science and Technology University

Faculty, Institute of Education and Research

University of Dhaka



Professor Md. Moshuzzaman
Chairman
National Curriculum and Textbook Board



Message

I am delighted to attend the Closing Ceremony of the 6th international Conference on Equity and Inclusion on Education, organized by the Asian Centre for Inclusive Education (ACIE), Bangladesh in collaboration with 08 other partners. This brings me great pleasure to share this platform with distinguished scholars and practitioners, whose continuous effort allows us to take evidence-based informed decision in national curriculum development process.

The conference theme is “A System without Discrimination: Redefining Education in the context of 21 Century”. For me, it could not be more relevant than right at this moment, as NCTB is launching new national K-12 curriculum, suggesting a radical shift in our national education system; proposing major transformations in terms of approach, teaching learning process, assessment process, etc. This new curriculum focuses on learners’ diverse needs, and shares the notion of equitable and inclusive education. In a time when the traditional view towards education has been challenges worldwide, and the need to reimagine the role of education has been discussed more than any time before, let me take the opportunity to provide a brief overview of the key features of the new curriculum.


Unlike the traditional content-focussed approach, this new curriculum is competency focused and offers flexibility to embed learners’ personal experience in the learning process by practicing experiential learning. Thus, learning is personalized and learners’ individual context and experiences are recognized in the formal learning setting. Theme based interdisciplinary approach is followed which may facilitate the learners to relate their learning with different real life contexts,

regardless to their diversity. They can learn by solving authentic personal and community level problems, within their own capacity; and thus theory comes into practice through meaningful learning. Assessment system is transformed from standardized to personalized and multi-dimensional, providing scope to recognize learners' diverse ways of communication and other soft skills. By following all these means, the curriculum has shifted from the traditional one-size-fits-all approach, and adapted the equitable view of inclusive education. And thus it accommodates learners' personal contexts, abilities, perspectives; and provides scope to tailor learning as per their diverse needs.

In last couple of years, a new reality has been surfaced because of Covid-19. Months long school closure forced us to question the traditional school system, as it has been evidently failed to cope with the new normal situation. Disparity has taken many new forms; digital divide has increased, and questioned our existing perception of learning. According to the new curriculum, learning is to take place not only within the school premise, but also at learners' home, community and society. School is not considered as an isolated place, rather a social hub; and all stakeholders have a role in the learning process, as the learning experiences does include them all and assign them with meaningful role to turn the whole process into a collective effort. And last but not the least, the role of teachers is redefined. As the power is shifted to increase learners' agency, teacher's traditional authoritative role is to be changed as they need to become transformative learner in the teaching-learning process.

I would like to thank ACIE for providing with such a platform to interchange ideas and to create room for collaboration. It is my great pleasure attending the 6 th international conference on equity and inclusion organized by ACIE, Bangladesh. I also thank all the participants, keynote speakers, panellists, session chairs, partners and all the persons whose contributions has made this event a success!

Thank you all.... Joi Bangla, Joi Bangabandhu!!



Professor Md. Moshuazzaman
Chairman
National Curriculum and Textbook Board

Muhammad Mushfiqul Wara
Country Director
CBM Global Bangladesh



Message

I congratulate Asian Center for Inclusive Education (ACIE), organizing partners, technical partners, and all participants for making the 6th International Conference on Equity and Inclusion in Education a reality. It feels also amazing for CBM Global Bangladesh family to be part of this noble effort that brings hundreds of academia, development professionals, technical experts, think-tanks, and policy makers together to share their knowledge, experiences, and good practices from the field so that policy process can positively influence the lives of the most marginalized.

Education is key to holistic human development. Making education inclusive is even more important if we wish to adhere to the global commitment of 'Leaving no one behind'. It is reported that an estimated 58 million children between the ages of 6 and 11 years old, and 63 million adolescents remain out of school worldwide¹. The situation in Bangladesh is even worse as only 11 per cent children with disabilities receive any form of education² which indicates that many children with disabilities remain out of school. An ongoing research by Humanity and Inclusion has revealed that around 65 per cent children with disabilities remain out of school due to existing barriers in the Bangladesh education system. In addressing above mentioned challenge, Bangladesh Government has enacted several policies and has taken programmatic interventions to create enabling environment for children with disabilities to access, participate and attain competencies through the education system. Despite all, only 4.2% of children with disabilities complete primary education in Bangladesh which indicates the need for innovation in ensuring inclusion of those children in education. COVID-19 pandemic brought us tremendous challenges as well as opportunities to review the existing education system, teaching learning method, technology and environment in terms of ensuring access to education for the marginalized children during the crisis. Hundreds of thousands of learners with disabilities, most of whom belong to the poorest section of the population have remained excluded from education during this covid-19 pandemic due to unaffordability of ICT equipment, inaccessible infrastructure, inadequately skilled teachers and many more reasons.

On the contrary, the children and parents from the well-off economic background in urban settings fought hard with adverse impact of long screen time be it physical

or mental due to online education.³ Amidst of this complex context, ACIE and its partners' effort to organize the 6th International Conference on Equity and Inclusion in Education is timely effort to bring all relevant actors to exchange knowledge and experiences. I believe this platform will contribute to knowledge body on inclusive education and will support us all to exchange and work together to achieve sustainable development goal 4 by 2030. On behalf of CBM Global Disability

Inclusion Bangladesh I wish every success for this conference.

Thank you.



Muhammad Mushfiqul Wara
Country Director
CBM Global Bangladesh

Editor's Note

This is our pleasure to publish the proceeding of the sixth international conference on equity and inclusion in education 2022 organized by the Asian Centre for Inclusive Education (ACIE), Dhaka, Bangladesh. The broad theme of the conference is “A system without discrimination: Redefining education in the context of 21st century”. This theme has been selected by the conference organizing committee to get an opportunity to share and disseminate ideas, research findings, academic and field-level experiences of different countries to promote equitable, inclusive future-oriented education more effectively.

We are thankful and overwhelmed to find the responses from around the world that covered representatives from almost all the continents of the globe. This event is enriched by the presentation of over 80 papers from 17 countries.

The editorial board of the ACIE conference 2022 received more than 100 abstracts for this event. After following a peer-review process 77 abstracts have been selected for the presentation. These selected abstracts are then being distributed in ten sub-themes, read and edited and then included in this proceeding. In addition to that, the editorial board also included three keynote papers, and plenary sessions' presentations of the event.

We would like to take the opportunity to thank the partner organizations, keynote speakers and all the presenters and participants of the ACIE conference 2022. We are confident that this conference proceeding would be a valuable document for the international community who are engaged in reforming policies or implementing equitable, inclusive future-oriented education for the 21st Century.

Professor M. Tariq Ahsan, PhD.

*Editor, Publication Committee & Member Secretary, ACIE Conference 2022
Faculty, IER, University of Dhaka.*

Conference Chair

Professor Umesh Sharma, PhD

Monash University, Australia

Umesh Sharma is Professor in the Faculty of Education at Monash University, Australia where he is the Associate Dean (Equity and Inclusion). Umesh's research programs in the area of disability and inclusive education span India, Pakistan, China, Bangladesh, Fiji, Solomon Islands, Vanuatu and Samoa as well as Australia, Canada, USA and New Zealand. He is the chief co-editor of the



Australasian Journal of Special Education and the Oxford Encyclopedia of Inclusive and Special Education. He has authored over 175 academic articles, book chapters and edited books that focus on various aspects of inclusive education. His co-authored book “A Guide to Promoting a Positive Classroom Environment” was the recipient of the International Book Prize Award from the Exceptionality Education International. He was (2019) named the top Special Education Researcher in Australia based on the impact of his work locally and internationally by the Australian Chief Scientist. More recently he was identified as the ‘most prolific author’ in the field of inclusive teacher education (ITE) and inclusive education respectively based on systematic bibliometric reviews which examined the work of highly cited inclusive education researchers in the last 25 years. His main areas of research are: positive behaviour support, inclusive education for disadvantaged children and policy and practice in special and inclusive education.

Conference Member Secretary

*Professor M. Tariq Ahsan, PhD
Institute of Education and Research (IER)
University of Dhaka*



Professor Dr. Mohammad Tariq Ahsan has been working at the Institute of Education and Research (IER) of University of Dhaka since 2001. His specialization areas are Educational Change and Pedagogical Reform, Equity and Inclusion in education, and Teacher preparation. Tariq has vast experience for the development of National Frameworks/standards in the areas of specifically focusing on National Curriculum Framework Development, equity and inclusion, SDG 4, Global Citizenship Education (GCED), ECCD, Education in Emergency for Geographically Displaced Children, Adolescent Skill Development. Tariq conducted a significant number of research studies on education and published more than 100 papers in the forms of national and international journal articles, books, conference proceedings, periodicals and reports. His research manuscripts were published in high impact prestigious journals like Oxford Encyclopedia and Cambridge Journal of Education. Tariq worked with UN agencies and with renowned I-NGOs on the above-mentioned areas. Tariq is also contributing at the Asian regions and international levels through various initiatives. He is the Secretary General of the “Asian Centre for Inclusive Education” and through this platform he organized five successful international conferences in the Asia Pacific Region and in the USA. Tariq was involved in several international projects. Tariq is the founding editor of an international journal titled “Asian Journal of Inclusive Education” and reviewed many research papers for several prestigious journals. Tariq was involved in the editorial process of many publications and been keynote speakers in many international conferences. As an honour of Tariq’s contributions at the country and regional levels Tariq received several international awards.

**6th International Conference on Equity and Inclusion on
Education
19-21 May 2022**

Programme Schedule

**Venue: Bishwo Shahitto Kendro (BSK), Dhaka, Bangladesh & Virtual
Platform**

Day 1 Programme	Venue, Day & Bangladesh Standard Time (GMT +6)
Registration	BSK BD Time (GMT +6) 08:30 am - 09:30 am
Inauguration Welcome Address: Professor Dr. M. Tariq Ahsan, Member Secretary, ACIE Conference-2022 & Secretary General, ACIE Video Clip on Asian Centre for Inclusive Education (ACIE), Bangladesh Special Guests: Video Message from partner representatives Professor Dr. M. Wahiduzzaman, Former Vice Chancellor, Noakhali Science & Technology University (NSTU) & Faculty, IER, University of Dhaka, Bangladesh Professor Dr. Md. Abdul Halim, Director, IER, University of Dhaka, Bangladesh	BSK (Blended), 19.5.22 (Day 1) BD Time (GMT +6) 09:30 am - 11:00 am

<p>Book & Journal unveiling by invited guests</p> <p>Speech by the Chief Guest and Conference Opening: Professor Dr. Md. Akhtaruzzaman, Vice Chancellor, University of Dhaka, Bangladesh</p> <p>Speech by the Chair: Professor Umesh Sharma, PhD, Associate Dean, Faculty of Education, Monash University, Australia & Chairperson, ACIE Conference 2022</p>	
<p style="text-align: center;">Tea Break</p>	<p style="text-align: center;">BD Time (GMT +6) 11:00 am - 11:30 am</p>
<p style="text-align: center;">Plenary Session 1</p> <p>Chair: Professor Dr. Syed Md. Golam Faruk, Former Director General, Directorate of Secondary & Higher Education, Ministry of Education, Bangladesh</p> <p>Key Note Speech -1: Dimensions of equity and inclusion in education in a time of disruption</p> <p>Professor Tim Loreman, PhD, President & Vice Chancellor, Concordia University of Edmonton, Alberta, Canada</p> <p>Key Note Speech -2: Educational Reforms and the Demands of Global Change: An Overview</p> <p>Professor Dr. Syed Manzoorul Islam, Department of English, University of Dhaka, Bangladesh</p> <p>Q/A and Discussion Session</p> <p>Reflection & Conclusion by the Chair</p>	<p style="text-align: center;">BSK (Blended) 19.5.22 (Day 1)</p> <p style="text-align: center;">BD Time (GMT +6) 11:30 am - 12:00 pm</p> <p style="text-align: center;">12.00 pm - 12.30 pm</p> <p style="text-align: center;">12.30 pm - 12.50 pm</p> <p style="text-align: center;">12.50 - 01.00 pm</p>

<p style="text-align: center;">Lunch & Prayer Break</p>	<p style="text-align: center;">BD Time (GMT +6) 01:00 pm - 02:00 pm</p>
<p style="text-align: center;">Panel Discussion</p> <p>Chair: Mr. Monsur Ahmed Chowdhury, Disability Rights Activist; Founding Director, Impact Foundation Bangladesh & Member, Trustee Board, Bissho Shahitto Kendro, Dhaka, bangladesh</p> <p>Theme Paper: Community engagement is key for inclusive education of children with disabilities: CBMG’s experience from the fields</p> <p>Presenter: Lila Ratsifandrihamanana, Country Director, Madagascar</p> <p>Panelists: Md. Jahangir Alam, General secretary, Visaul Impaired People’s Society Ripon Chakraborty, Humanitarian Manager, CBM Global Bangladesh</p>	<p style="text-align: center;">BSK (Blended) 19.5.22 (Day 1)</p> <p style="text-align: center;">BD Time (GMT +6) 02.00 pm - 03:00 pm</p>
<p style="text-align: center;">Partner Organization Profile Video Presentation</p> <p>Chair: Professor Dr. Mohammad Ali Zinnah, IER, University of Dhaka, Bangladesh</p> <p>Technical Partners: Associate Professor Dr. ASM Shihavuddin Department of CSE, Independent University, Bangladesh Ms. Arifa Rahman, Assistant Professor & Lead Facilitator, Center of Excellence for Teaching and Learning, Green University of Bangladesh</p> <p>Organizing Partners: Ms. Shereen Akther, Program Officer, UNESCO Dhaka Mr. Asim Dio, Advocacy and Communication Manager, CBM Global Bangladesh</p>	<p style="text-align: center;">BSK (Blended) 19.5.22 (Day 1)</p> <p style="text-align: center;">BD Time (GMT +6) 03:00 pm - 04:00 pm</p>

<p>Contributing Partners:</p> <p>Mr. Md. Saydul Huq, Integrated Sponsorship Project Manager, Plan International Bangladesh</p> <p>Mr. Monirul Islam, Program Manager, Room to Read Bangladesh</p> <p>Ms. Mustakima Khanam, Advisor, Gender & Inclusive Education, Sesame Workshop Bangladesh</p>	
<p>Evening Tea</p>	<p>BD Time (GMT +6) 04:00 pm-04:30 pm</p>
<p>Day 2 Programme</p>	
<p style="text-align: center;">Concurrent Session 1</p> <p style="text-align: center;">Sub Theme 5: Educational Innovation for Ensuring Equity (Models and Practices)</p> <p>Chair: Professor Dr. Saiful Malak, IER, University of Dhaka, Bangladesh</p> <p>Presenters:</p> <p>STEAM Education in the 21st Century: Promoting Educational Equity and Inclusion Niroj Dahal, School of Education, Kathmandu University, Nepal</p> <p>Holistic Education of Adivasi: A case study of Kalinga Institute of Social Sciences Kadey Soren, Kalinga Institute of Social Sciences, Bhubaneswar, Odisha, India</p> <p>Inclusion in media and digital platforms: Sesame’s learning and reasoning, Ms. Mustakima Khanam, Advisor, Gender & Inclusive Education, Sesame Workshop Bangladesh</p> <p>Accessible reading materials, tertiary education and Bangladesh: An analysis of the current situation and demand of the visually impaired students Mohammed Arifur Rahman, Young Power in Social Action, Bangladesh</p>	<p>Virtual 20.5.22 (Day 2)</p> <p>BD Time (GMT +6) 09: 30 am - 11:00 am</p>

<p style="text-align: center;">Concurrent Session 2</p> <p style="text-align: center;">Sub Theme 2: Future Skills for Changing Contexts (Rethinking Soft skills, Transferrable skills, Foundational skills, Disability Inclusive TVET)</p> <p>Chair: Associate Professor Dr. Sumera Ahsan, IER, University of Dhaka, Bangladesh</p> <p>Presenters:</p> <p>Education in 21st Century response on collaboration, critical thinking, learning skills, opportunities, personality Development and intellectual development Srishti Sinha, Banasthali Vidyapeeth University, Jaipur, India</p> <p>Commemorating Ethical Practices to Researchers and Educators in 21st Century for Inclusive Education Vineet Kumar, Kurukshetra University, Kurukshetra, India</p> <p>The fundamentals of studies that focus on research methods and data analysis techniques in the disability field, focuses on finding out the research gaps Kiran Chalise, PhD Scholar, School of Education, Kathmandu University, Nepal</p> <p>Unequal Access to TVET Programs at Technical Training Centers (TTC) in Bangladesh: TVET Administrators' Perspectives Md. Shahjahan Bhuiyan & Mahbub Hasan, Islamic University of Technology (IUT), Board Bazar, Gazipur-, Bangladesh.</p>	<p style="text-align: center;">Virtual</p> <p style="text-align: center;">20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6)</p> <p style="text-align: center;">09: 30 am - 11:00 am</p>
<p style="text-align: center;">Concurrent Session 3</p> <p style="text-align: center;">Sub Theme 6: Gender Equity</p> <p>Chair: Mr. Dipa Das, Lead Education, Plan International Bangladesh</p> <p>Presenters:</p> <p>Education for Women Lavanya Chauhan, Officer's Enclave, Khamaria, India</p>	<p style="text-align: center;">Virtual</p> <p style="text-align: center;">20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6)</p> <p style="text-align: center;">09: 30 am - 11:00 am</p>

<p>Assessing gender representation in English textbooks for Rohingya refugee children in Cox’sbazar Fatimatu Sarwar, Freelance Researcher & Musharraf Tansen, Country Representative, Malala Fund, Bangladesh</p> <p>Impact of Girl Education on Households Pragya Milind, School of Social Sciences – II , Jawaharlal Nehru University, New Delhi, India</p> <p>Father’s Café is the way to enhance positive parenting (PNGO SUROVI) Plan International Bangladesh</p>	
<p style="text-align: center;">Concurrent Session 4</p> <p style="text-align: center;">Sub Theme 4: Education in Emergencies (Covid-19, Displaced Children, Climate Change, Conflict Zone, School Reopening)</p> <p>Chair: Dr. Nurul Amin Chowdhury, Deputy Director, Directorate of Primary Education, Ministry of Primary and Mass Education, Bangladesh</p> <p>Presenters: Perception of the parents of people with ASD on the facilitators and barriers of online learning during the COVID-19 pandemic Roshni Mukherjee, Research Scholar, Department of Education, University of Calcutta, West Bengal, India & Santoshi Halder, Professor, Department of Education, University of Calcutta, West Bengal, India</p> <p>Ensuring Equity in Higher Education During Pandemic: Viewed Through The Lens Of Sen’s Capability Approach Shnaoli Chakraborty Acharya, PhD, Assistant Professor, Department of Education, West Bengal State University, Barasat, India</p> <p>Challenges and Concerns Faced by School Leaders in the Philippines due to the Covid-19 Pandemic: A Comparison with Global Findings Gautam Anand, Director of Research, Global School Leaders, Philippines</p> <p>Response to the needs of students with ASD (Autism Spectrum Disorder) during the COVID-19 outbreak in Bangladesh Sanjida Khanom & Tonni Aktar, IER, University of Dhaka, Bangladesh</p>	<p style="text-align: center;">Virtual</p> <p style="text-align: center;">20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time</p> <p style="text-align: center;">(GMT +6)</p> <p style="text-align: center;">11:00 am - 12:30 pm</p>

<p style="text-align: center;">Concurrent Session 5 Sub Theme 5: Educational Innovation for Ensuring Equity (Models and Practices)</p> <p>Chair: Ms. Tanjilut Tasnuba, National Program Officer, International Labour Organization</p> <p>Presenters:</p> <p>A Critical Analysis of NEP2020 Amit Anand, Research Scholar, Faculty of Education L.N.M. University, Darbhanga, India</p> <p>Paradoxes of inclusion: a case study from Japan Professor Santoshi Halder, Department of Education, University of Calcutta, India</p> <p>Equity and inclusion in School Education: A case of India's education with reference to Jharkhand Mukta Sinha, PhD, Assistant Professor, Department of Education, Vinoba bhawe University, Hazaribagh, India</p> <p>CBM supported inclusive education (Kulaura Model) model enables children with disabilities to participate and retain in education successfully Zakia Rahman, Programme Officer, CBMG & Tazeen Hossain, Program Manager, CBMG, Bangladesh</p>	<p style="text-align: center;">Virtual 20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6) 11:00 am - 12:30 pm</p>
<p style="text-align: center;">Concurrent Session 6 Sub Theme 7: Social Inclusion and Justice</p> <p>Chair: Aouana Marzia, Former Senior Lecturer, Proyash Institute of Special Education and Research (PISER), Bangladesh University of Professionals (BUP) & Consultant, NCTB</p> <p>Presenters:</p> <p>Clinical Legal Education In India: Long Way To Go Mr. Ashish Kumar Sinha, Chanakya National Law University, Patna, India</p> <p>Conflict Handling Model to Improved Productivity in Schools, Batticaloa District, Sri Lanka</p>	<p style="text-align: center;">Virtual 20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6) 11:00 am - 12:30 pm</p>

<p>Mr. Shandru Mariyadas, Dept. of Education, Alagappa University, Sri Lanka</p> <p>School Inclusion of Students affected by Conflict Induced Displacement in Burkina Faso, BONKOUNGOU Koung-Nongom, Assistant Professor at University of Dédougou, Burkina Faso & KOUNIKORGO Ouindinhidzanga Fernand, Master's Student at Naruto University of Education, Japan,</p> <p>Create a society for senior adults without discrimination: Experiences from Taiwan's Active Aging Learning Program Hui-Chuan Wei, An-Ti Lin, Department of Adult & Continuing Education, National Chung Cheng University, Taiwan</p>	
<p>Break</p>	<p>BD Time (GMT +6) 12:30 pm - 02:00 pm</p>
<p style="text-align: center;">Concurrent Session 7 Sub Theme 9: Transformation in Pedagogy Learning Environment and Assessment</p> <p>Chair: Shereen Akther, Program Officer, UNESCO Dhaka</p> <p>Presenters:</p> <p>Creating a Culturally Responsive Classroom's: Student Teachers Perception about making Classroom Equitable and Inclusive Mr. Pandurang Bhagwan Pandit, Assistant Professor, Ganpat Parsekar College of Education Harmal, Goa, India</p> <p>Equity and inclusion in the existing teacher education curriculums in Bangladesh: exploring the context from the new national curriculum framework 2021 Shahriar Pranto, IER, University of Dhaka, Bangladesh</p> <p>Exploring the perceptions of secondary level teachers about equity and inclusion from the perspective of new curriculum framework Syeda Fareha Laharen, IER, University of Dhaka, Bangladesh</p>	<p>Virtual 20.5.22 (Day 2)</p> <p>BD Time (GMT +6) 02:00 pm - 03:30 pm</p>

<p>Exploring parents’ perception towards ‘equity and inclusion’ addressed on the national curriculum framework 2021: secondary education perspective in Bangladesh Anannya Chakma, IER, University of Dhaka, Bangladesh</p>	
<p style="text-align: center;">Concurrent Session 8 Sub Theme 3: Holistic Diversity Focused Child Development (ECCD, Adolescent Development, ASRH, Mental Health)</p> <p>Chair: Mr. Shah Alam, Managing Director, Sesame Workshop Bangladesh</p> <p>Presenters: Mental Health of Children with Physical Disabilities: Their Social Inclusion Professor Jace Pillay, Faculty of Education, University of Johannesburg, South Africa</p> <p>Causes of the Suicidal Behaviour among the Secondary Level Students of Dhaka and its’ Effects on the Quality of Education Rahul Chandra Shaha, Assistant Professor; Ankhi Rani, M.Phil. Researcher & Professor Md. Fazlur Rahman, IER, University of Dhaka, Bangladesh</p> <p>Care For Harmony Through Multicultural Education In Melaya Village, Jembrana, Bali Luh Putu Sri Ariyani, Universitas Pendidikan Ganesha, Bali, Indonesia</p> <p>Extended SBK Model: A Possible Solution for Continuing Early Childhood Development during Emergency Situations of 21 Century Plan International Bangladesh</p>	<p style="text-align: center;">Virtual 20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6) 02:00 pm - 03:30 pm</p>

<p style="text-align: center;">Concurrent Session 9</p> <p style="text-align: center;">Sub Theme 4: Education in Emergencies (Covid-19, Displaced Children, Climate Change, Conflict Zone, School Reopening)</p> <p>Chair: Professor Dr. Abdus Salam, IER, University of Dhaka, Bangladesh</p> <p>Presenters: Innovations for Ensuring Education of Children with Disabilities during Covid Pandemic Bhushan Punani, ICEVI Global, India</p> <p>Higher Education vs COVID-19 Impact: Toward an Inclusive Higher Education Athenkosi Nzala, Learn more at LimitlessOLS, South Africa</p> <p>Child Bride to Bookworm project: Reducing school dropout in urban slums of Bangladesh- impact of COVID-19 Plan International Bangladesh</p> <p>Exploring Bangladeshi Primary Teachers' Perception Towards Blended Learning at the Time Of Emergencies Sadap Jahan Dina, Nazifa Tabassum Bannah, Farhin Rahman Monika and Jannat Ara Barsha, IER, University of Dhaka, Bangladesh</p>	<p style="text-align: center;">Virtual</p> <p style="text-align: center;">20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6)</p> <p style="text-align: center;">02:00 pm - 03:30 pm</p>
<p style="text-align: center;">Concurrent Session 10</p> <p style="text-align: center;">Sub Theme 9: Transformation in Pedagogy Learning Environment and Assessment</p> <p>Chair: Mr. Mazharul Karim, Program Manager, Literacy, South Asia, Room to Read Asia Global Office</p>	<p style="text-align: center;">Virtual</p> <p style="text-align: center;">20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6)</p> <p style="text-align: center;">03:30 pm - 05:00 pm</p>

<p>Presenters:</p> <p>The preschool teacher’s assumptions about a child’s ability or disability: finding a pedagogical password for inclusion Fatema Taj Johora, Faculty of Education, Monash University, Australia</p> <p>Content Analysis of the Cognitive Domain in EFL High School Textbooks Dr. Fatima Zohra Kroum, Hassan II Institute of Agronomy and Veterinary Medicine Rabat, Morocco</p> <p>Inclusive Teaching Competency Model and its applicability Ms. Devjani Chakravarty, PhD Scholar, Department of Education & Extension, Savitribai Phule Pune University, India</p> <p>Correlating reading strategies and comprehension among first-year college students GILBERT C. BINAS, Northern Iloilo Polytechnic State College, Philippines</p>	<p>BD Time (GMT +6) 03:30 pm - 05:00 pm</p>
<p style="text-align: center;">Concurrent Session 11 Sub Theme 6: Gender Equity</p> <p>Chair: Associate Professor Dr. Sanzida Akhter, Department of Women & Gender Studies, University of Dhaka, Bagladesh</p> <p>Presenters:</p> <p>Analysis of the Influence of Socio-Cultural Factors on Girl-Child Education in Mubi Educational Zone of Adamawa State, Nigeria Professor Stephen Tizhe Kojigili, Faculty of Education, Adamawa State University, Mubi, Nigeria</p> <p>Explore career opportunities for diverse women in South Africa with special reference to aviation</p>	<p>Virtual 20.5.22 (Day 2)</p> <p>BD Time (GMT +6) 03:30 pm - 05:00 pm</p>

<p>Mabatho Sedibe, PhD, Faculty of Education, University of Johannesburg, South Africa</p> <p>Sexual and Reproductive Health Rights in Education Curriculum of Bangladesh: A gender lens on Bangladesh secondary education Hasne Ara Begum (Ms.), Risk Governance Department, CARE for South Asia, Bangladesh</p> <p>Engagement of Grand Parents for Creating Gender Transformative and Inclusive ECD Platform. (PNGO SAP-Bangladesh) Plan International Bangladesh</p>	
<p style="text-align: center;">Concurrent Session 12 Sub Theme 8: Digital Transformation (Ed Tech., AI, LMS)</p> <p>Chair: Professor Dr. Laffa Jamal, Department of Robotics & Mechatronics Engineering, University of Dhaka, Bangladesh</p> <p>Presenters:</p> <p>Blended Mode of Teaching and Learning and its Implication on Undergraduate Class Attendance: Students' Perspectives Damaris Kariuki, Kenyatta University, Kenya</p> <p>Impact study of data-driven automated system for maintaining Equality in Outcome Based Education M M Mahbubul Syeed; ASM Shihavuddin, Associate Professor, Department of CSE, Independent University, Bangladesh; Faisal M. Uddin, Assistant Professor, Department of CSE, Independent University, Bangladesh; Mahady Hasan, Associate Professor, Department of CSE, Independent University, Bangladesh & Arifa Rahman, Assistant Professor, CETL, Green University of Bangladesh</p> <p>Online Learning and Digital Disparity in Education Rubina Khan, PhD, Department of English, University of Dhaka, Bangladesh & Kh. Atikur Rahman, PhD, Department of English, Bangabandhu Sheikh Mujibur Rahman Maritime University</p>	<p style="text-align: center;">Virtual 20.5.22 (Day 2) BD Time (GMT +6) 03:30 pm - 05:00 pm</p>

<p>Empowering women through skills training on computer graphics design (CGD) during COVID-19 Pandemic: an in-depth investigation Benadjih Oiriddine Abdou, Md. Shahadat Hossain Khan & Mahbub Hasan, Department of Technical and Vocational Education, Islamic University of Technology, Bangladesh</p>	
<p style="text-align: center;">Concurrent Session 13 Sub Theme 9: Transformation in Pedagogy Learning Environment and Assessment</p> <p>Chair: Professor Dr. Muhammed Mahbubur Rahaman, IER, University of Dhaka, Bangladesh</p> <p>Presenters:</p> <p>Legal Education in India: Redefining The Pedagogy, Learning and Assessment Saif Rasul Khan, PhD, Assistant Professor, NERIM Law College, Assam, India</p> <p>Application of Big Data Analytics in monitoring student performance Tahsin Tanzila Mayabae; Sadia Khan; Armun Alam; Jannat Khair Chowdhury, Student, Independent University, Bangladesh & Mahady Hasan, PhD, Associate Professor, Independent University, Bangladesh</p> <p>STEAM Pedagogy For Educational Transformation in Nepal Binod Prasad Pant, Bal Chandra Luitel & Niroj Dahal, Department of STEAM Education, Kathmandu University School of Education, Nepal</p> <p>Teaching Students with Attention Deficit Hyperactivity Disorder in Inclusive Classrooms: Bangladesh Perspective Mohammad Quamrul Hassan, Lecturer (Special Education), IER, Rajshahi University, Bangladesh</p> <p>& Trina Sarker, Special Education Teacher, International School Dhaka (ISD), Bangladesh</p>	<p style="text-align: center;">Virtual 20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6) 05:00 pm – 06:30 pm</p>

<p style="text-align: center;">Concurrent Session 14 Sub Theme 1: Global Citizenship for Sustainable Future (GCED, ESD, Learning for Empathy)</p> <p>Chair: Ms. Laila Farhana Apnan Banu, Education Specialist, UNICEF</p> <p>Presenters: Envisioning Sustainability by navigating students becoming global citizens Chitra Bajpai, Research Scholar, Department of English and Modern European Languages, University of Lucknow, India</p> <p>Addressing Disability Issues in Pedagogical Practices of Citizenship Education in Secondary Education Level in Bangladesh Shawon Azad, York University, United Kingdom</p> <p>Social inclusion of Bangladeshi young people studying in Australian universities: Looking through the lens of global citizenship Md Tariqul Islam, PhD, BRAC Institute of Educational Development, BRAC University, Bangladesh</p> <p>Promoting empathy through experiential learning: examples from Bangladesh Shereen Akther, Program Officer, UNESCO Dhaka & Prof. M. Tariq Ahsan, IER, University of Dhaka, Bangladesh</p>	<p style="text-align: center;">Virtual 20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6) 05:00 pm – 06:30 pm</p>

<p style="text-align: center;">Concurrent Session 15</p> <p>Sub Theme 10: Collaborative Approaches for Development (Multi Level Stakeholder Engagement, OPD Engagement)</p> <p>Chair: Mr. A. H. M. Noman Khan, Executive Director, Centre for Disability in Development (CDD), Bangladesh</p> <p>Presenters: Beyond the vision of Eye, Insight Inclusion for Differently able persons’ Spectrum Divergence Ms. Debashree Sengupta, Jadavpur University, India</p> <p>Community based inclusive education to promote educational rights of children with disabilities Iftekhar Ahmed, Centre for Services and Information on Disability (CSID), Bangladesh</p> <p>CBMG Bangladesh’s Approach to Inclusive Education, Asim Dio, Advocacy and Communication Manager</p>	<p style="text-align: center;">Virtual 20.5.22 (Day 2)</p> <p style="text-align: center;">BD Time (GMT +6) 05:00 pm – 06:30 pm</p>
Day 3 Programme	
<p style="text-align: center;">Plenary Session 2 (Keynote Speech 3)</p> <p>Chair: Professor Dr. M. Wahiduzzaman, Former Vice Chancellor, Noakhali Science & Technology University (NSTU) & Faculty, IER, University of Dhaka, Bangladesh</p> <p>Policy Reform for Future Education: A Reflection from South Asian Initiatives Professor Sanjeev Sonawane, PhD, Dean, School of Education & Director, Faculty of Interdisciplinary Studies, SP Pune University, India</p>	<p style="text-align: center;">Virtual 21.5.22 (Day 3)</p> <p style="text-align: center;">BD Time (GMT +6) 09:30 am – 10:30 am</p>

<p>Q/A, Discussion Session, Remarks by the Chair</p>	
<p style="text-align: center;">Concurrent Session 16 Sub Theme 7: Social Inclusion and Justice</p> <p>Chair: Mr. Hasan Al Zubayer Rony, Faculty, Centre of Excellence for Teaching & Learning, Green University of Bangladesh</p> <p>Presenters:</p> <p>Health Self-management Effectiveness of Applying 123 Instructional Design Model for Elderly Adults in the Rural Areas Fang-Mien Liao, Aging and Education Research Center, National Chung Cheng University, Taiwan</p> <p>Re-evaluating structural and systemic discrimination pertaining small ethnic and marginalized communities for inclusive and equitable education system in Bangladesh Lawrence Besra, PhD, United States of America</p> <p>Social justice and inclusive education in Holy Cross education in Bangladesh: the case of Notre Dame College Md Shaikh Farid, PhD, Dept. of World Religions and Culture, University of Dhaka, Bangladesh</p> <p>Fablabs: a case study towards sustainable education and equality Md Rubayed Mehedi, Mahady Hasan, PhD, Independent University, Bangladesh</p>	<p style="text-align: center;">Virtual 21.5.22 (Day 3)</p> <p style="text-align: center;">BD Time (GMT +6) 10:30 am – 12:00 pm</p>
<p style="text-align: center;">Concurrent Session 17 Sub Theme 8: Digital Transformation (Ed Tech., AI, LMS)</p> <p>Chair: Associate Professor Dr. M M Mahbubul Syeed, Department of Computer Science & Engineering, Independent University, Bangladesh</p>	<p style="text-align: center;">Virtual 21.5.22 (Day 3)</p>

<p>Presenters:</p> <p>Integrating AI in School Garden: An Explosion of Soft Skills Sanjaya Kumar PANT, Kathmandu University School of Education, Nepal</p> <p>Digital Transformation (Edtech) Abdullah Binta Suleiman, Department of Technical and Vocational Education, IUT, Bangladesh</p> <p>Information and Communication Technology (ICT) Support Toward Implementing Gender and Inclusive Pedagogies (GIP) Approach in the Secondary Education During COVID 19 and Beyond: A Case of Bangladesh Md. Shahadat Hossain Khan, Mohammad Ali Zinnah, Mohammad Tariq Ahsan, Wahiduzzaman, Md. Abdus Salam, Md. Ahsan Habib, Md. Saiful Malak, Md. Khairul Islam, Sumera Ahsan, Diba Hossain, IER, University of Dhaka, Bangladesh</p> <p>Quality Assurance model for LMS to facilitate Education and Equality Md Tarek Hasan; Farhina Akter, Graduate Student, CSE, Independent University, Bangladesh; Sabrina Alam, Lecturer, Department Computer Science & Engineering, Independent University, Bangladesh & Mahady Hasan Head, Department of Computer Science & Engineering, Independent University, Bangladesh</p>	<p>BD Time (GMT +6) 10:30 am – 12:00 pm</p>
<p style="text-align: center;">Concurrent Session 18</p> <p style="text-align: center;">Sub Theme 5: Educational Innovation for Ensuring Equity (Models and Practices)</p> <p>Chair: Ms. Nasreen Sultana Mitu, Science Content Developer & Former Faculty, IER, Rajshahi University, Bangladesh</p> <p>Presenters:</p> <p>Without Discrimination, Effective Interventions Shine: A Win for Persons with Disabilities Abdoulaye Diallo, Associate Professor, Northern Illinois University, United States of America</p> <p>Equity In Education: Context Of Schooling of Dalit-Blind Children At Kalyani Block In West Bengal Prodip Adhikari, Department of Education University of Kalyani, Nadia, India</p>	<p style="text-align: center;">Virtual 21.5.22 (Day 3)</p> <p>BD Time (GMT +6) 10:30 am – 12:00 pm</p>

<p>Developing Inclusive Education for Students with Disabilities in Selected Sri Lankan Universities Mr. M.Ravi, Department of Philosophy & Value Studies, Faculty of Arts & Culture, Eastern University Sri Lanka</p> <p>Challenges Encountered by Visually Impaired Trainee-Teachers in Written Examination: A Scenario of DPED Exam in Bangladesh Mohammad Abu Bakar Siddik, National Academy for Primary Education Bangladesh</p>	
<p style="text-align: center;">Concurrent Session 19 Sub Theme 8: Digital Transformation (Ed Tech., AI, LMS)</p> <p>Chair: Professor Dr. Md. Shahadat Hossain Khan, Islamic University of Technology, Bangladesh</p> <p>Presenters:</p> <p>Integration of Technology in the Classroom of India and Bangladesh Shweta, University of Delhi, India</p> <p>Developing a model for LMS to facilitate Education and Equality by following QA Mahady Hasan, Department Head, CSE, Independent University, Bangladesh; Sabrina Alam, Lecturer, CSE, Independent University, Bangladesh; Md Tarek Hasan; Farhina Akter, Graduate Student, CSE, Independent University, Bangladesh;</p> <p>A Data Driven Solution for Providing Equality in Higher Education of Bangladesh Mahmudul Islam, Fatema Tuj Johora, Aurpa Anindita, Noushin Islam, Mahady Hasan, Independent University Bangladesh</p> <p>An inquiry into Inclusive Architectural Design approach for Educational Buildings Srushti Pathak, Assistant Professor, Department of Architecture, Faculty of Technology and Engineering, The Maharaja Sayajirao University of Baroda, Vadodara, India</p>	<p style="text-align: center;">Virtual 21.5.22 (Day 3)</p> <p style="text-align: center;">BD Time (GMT +6) 12:00 pm – 01:00 pm</p>

<p style="text-align: center;">Concurrent Session 20</p> <p style="text-align: center;">Sub Theme 9: Transformation in Pedagogy Learning Environment and Assessment</p> <p>Chair: Sumaiya Khanam Chowdhury, Faculty, Jagannath University, Bangladesh</p> <p>Presenters:</p> <p>Diversify reading opportunities to ensure reading success and promote inclusion: at the core of RtR children’s literacy initiative. Shamima Ferdous Tanny, Saidus Saklaen, Room to Read Bangladesh</p> <p>Impact Study of Online Assessment Methods Facilitating Blended Learning towards Inclusion and Equity Arifa Rahman, Assistant Professor, CETL, Green University of Bangladesh, Dr. ASM Shihavuddin, Associate Professor, CSE, Independent University, Bangladesh, Md. Hafiz Sikder, Graduate, EEE and Green University of Bangladesh, M M Mahbulul Syeed, Associate Professor, CSE, Independent University, Bangladesh</p> <p>Ways needed to create positive learning environment for everyone in inclusive classrooms Meenu Sharma, Department of Education, University of Delhi, India</p>	<p style="text-align: center;">Virtual</p> <p style="text-align: center;">21.5.22 (Day 3)</p> <p style="text-align: center;">BD Time</p> <p style="text-align: center;">(GMT +6)</p> <p style="text-align: center;">12:00 pm – 01:00 pm</p>
<p style="text-align: center;">Break</p>	<p style="text-align: center;">BD Time</p> <p style="text-align: center;">(GMT +6)</p> <p style="text-align: center;">01:00 pm - 02.00 pm</p>
<p style="text-align: center;">Panel Discussion</p> <p style="text-align: center;">Theme: Future Curriculum, Pedagogy, Assessment, Equity</p>	<p style="text-align: center;">BSK (Blended),</p> <p style="text-align: center;">21.5.22 (Day 3)</p>

<p>Panelist:</p> <p>Professor Dr. Syed Md. Golam Faruk, Former Director General, Directorate of Secondary & Higher Education, Ministry of Education, Peoples’ Republic of Bangladesh</p> <p>Professor Chris Forlin, Research Fellow, The University of Notre Dame Australia</p> <p>Professor Md. Mashiuzzaman, Member (Curriculum), National Curriculum & Textbook Board, Ministry of Education, Peoples’ Republic of Bangladesh</p> <p>Moderator: Mr. Iqbal Hossain, Executive & Advisory Committee Member, ACIE</p>	<p>BD Time (GMT +6) 02:00 pm - 03:30 pm</p>
<p style="text-align: center;">Closing Ceremony (Part 1)</p> <p>Video Clip on NAMI Award</p> <p>Video Clip on Late Mr. Lindsay Allan Cheyne</p> <p>NAMI Award Handover, Certificate & NAMI Cheque Distribution</p> <p>ED’s Speech:</p> <p>Md. Abdul Karim, PhD, Executive Director, UCEP Bangladesh & Former Principal Secretary to the Prime Minister, Government of People’s Republic of Bangladesh</p> <p>Speech by the jury Board Chair:</p> <p>Professor Dr. Syed Manzoorul Islam, Department of English, University of Dhaka, Bangladesh</p>	<p>BSK (Blended), 21.5.22 (Day 3)</p> <p>BD Time (GMT +6) 03:30 pm - 04:00 pm</p>
<p style="text-align: center;">Closing Ceremony (Part 2)</p>	<p>BSK (Blended), 21.5.22 (Day 3)</p>

<p>Video Clip on ACIE</p> <p>Video Clip on Conference Partners Reflection</p> <p>Closing Remarks by the Member Secretary: Professor Dr. M. Tariq Ahsan, Member Secretary, ACIE Conference-2022</p> <p>Guest of Honour: Ms Beatrice Kaldun, Head of the Office and UNESCO Representative, Bangladesh</p> <p>Professor Md. Mashiuzzaman, Chairman, National Curriculum & Textbook Board, Ministry of Education, Peoples' Republic of Bangladesh</p> <p>Special Guest Mr. Mohibul Hassan Chowdhury, MP, Honourable Deputy Minister, Ministry of Education, Government of the Peoples' Republic of Bangladesh</p> <p>Chief Guest: Dr. Dipu Moni, MP, Honourable Minister, Ministry of Education, Government of the Peoples' Republic of Bangladesh</p> <p>Speech by the Chair: Professor Umesh Sharma, PhD, Associate Dean, Faculty of Education, Monash University, Australia & Chairperson, ACIE Conference 2022</p>	<p>BD Time (GMT +6) 04:00 pm - 05:00 pm</p>
<p>Closing Tea</p>	<p>BD Time (GMT +6) 05.00 pm</p>

Professor Tim Loreman, PhD

Dr. Tim Loreman is the eighth President and Vice-Chancellor of Concordia University of Edmonton. Installed on January 1, 2017, Dr. Loreman's transformational leadership style and bold vision for the future has propelled CUE forward towards realizing its potential as Canada's pre-eminent small university. Dr. Tim Loreman joined CUE in 2003 as a professor in the Faculty of Education. He is known around the world for his work in inclusive education and pedagogy, and holds a Diploma in Teaching from Monash University, Graduate Diploma in Special Education from Deakin University, Master of Education from Deakin University, and Doctor of Philosophy in Education Psychology from Monash University. Prior to being installed as CUE's eighth President and Vice-Chancellor, he served as Vice-President Academic and Provost. Under his leadership, CUE has grown into a place of spirit and discovery, offering students from around the world a boutique learning experience that prioritizes wellness, curiosity, and active citizenship.



Keynote Speech 1

Dimensions of equity and inclusion in education in a time of disruption

Tim Loreman, PhD

The past three years have been the most disruptive to global society since the Second World War, and arguably in some ways even more disruptive and profound in terms of the potential long-term consequences. This Keynote presentation will explore three areas with respect to recent global events and how they relate to inclusive education for children with disabilities. These include some of the challenges children with disabilities have experienced in receiving an equitable and inclusive education during the ongoing global COVID-19 pandemic, the impact on inclusive education of the 'empathy deficit' we are seeing as we begin to emerge from the worst impacts of the global pandemic, and some of the opportunities and challenges for inclusive education brought about by the 'fourth industrial revolution' that has advanced exponentially during the pandemic. Finally, questions will be raised about the potential local and global impact of an extended war in Ukraine on inclusive education.

Equity and inclusion in education during the global COVID-19 pandemic

Children with disabilities were amongst some of the hardest hit during the COVID-19 pandemic. The switch to remote learning in many areas of the world presented challenges for many learners, and especially learners who required additional supports. This included not only children with disabilities, but also encompassed issues of poverty, gender inequity, and other areas of education disadvantage. For example, even in the wealthy United States it was estimated that 1 in 7 children lacked home internet access, a number that increases in the homes of disadvantaged children (Masonbrink & Hurley, 2020). In the abrupt shift away from face-to-face learning many of the principles of inclusive education on which so much time and effort had been spent were, in many cases, exposed as little more than lip-service. The most vulnerable children were left behind, ignored, and in some cases even defunded (Bradford, Loreman & Sharma, in press). The long-term impact of over two years of this situation remains to be seen.

The empathy deficit

Compounding the practical disadvantages of resource changes and a move away from face-to-face teaching and learning was the formation of an ‘empathy deficit’ that grew more acute as the pandemic progressed (Bruce, 2022). The empathy deficit was by no means limited to school education, but most certainly made its presence felt in that environment. Although focused on medical professionals, Bukhari, Robinson, Adebajo, Heslop, & Walker (2021) noted that “...[empathy] may be influenced by conscious or unconscious biases such as personal, religious, political, racial and class, but it can also be limited due to daily stresses resulting in compassion fatigue. However, research has also suggested that the perceived effects of feeling empathy, whether positive or negative, could reduce over time (SI).” The development of feelings of empathy can result in improved attitudes towards stigmatized groups (Batson et al., 1997), and it is increasingly clear that positive attitudes towards children with disabilities and inclusive education are essential components for successful implementation of an inclusive education approach (Forlin, Earle, Loreman, & Sharma, 2011). If we are to successfully re-boot an inclusive approach to education for children with disabilities, we must first attend to the empathy deficit by deliberately targeting and promoting more empathetic school and classroom cultures. Parsons & Brown (2001) suggest that this can be achieved through:

1. Deconstructing our own stances
2. Fostering voice; and,
3. Encouraging risk-taking.

A practical approach to addressing the empathy deficit is important in order to move inclusive education forward from its current state of recession.

The fourth industrial revolution

The fourth industrial revolution is described as being "...characterized by a fusion of technologies that is blurring the lines between the physical, digital, and biological spheres." (Schwab, 2016), and while it has its roots in the period prior to the onset of the COVID-19 pandemic, it has progressed exponentially over the past two years, particularly in the development of artificial intelligence (AI). This has profound implications for the inclusion of children with disabilities, and these implications are largely positive.

Judiciously employed, AI has the potential to support children with disabilities, while at the same time making effective use of limited resources. As one example, an AI-driven assistant for people with disabilities, MAIYA, has recently been developed at Concordia University of Edmonton in Canada. MAIYA has a number of different features including a study buddy, a material summarizing feature, and an assignment management function. More features are in development. Students accessing MAIYA are greeted with the message "My name is Maiya. I was developed at Concordia University of Edmonton (CUE) to help you learn in a more effective way. I use artificial intelligence to chat with you and keep you company as well as summarize your reading materials, and help you schedule and prioritize your schoolwork." While this was developed to assist university students, it can work equally well with students of any age. It is just one example of how AI can be deployed to assist not only students with disabilities, but all students.

One significant challenge of the fourth industrial revolution is access. As previously discussed, there are often acute issues with respect to access to technology for disadvantaged children (Masonbrink & Hurley, 2020), and this issue must be addressed if these children are to be able to adequately participate in the opportunities provided by the fourth industrial revolution.

Questions arising from the war in Ukraine

The war in Ukraine, while still seemingly in its early stages, has already shown signs of disrupting inclusive education for the most vulnerable both locally in Ukraine, and internationally.

Locally, the Russian invasion of Crimea in 2014 had the effect of disrupting progress made from a Canadian funded inclusive education project in that region, severing relationships. More recently, international partnership efforts aimed at inclusive education research and practice have been interrupted by the war.

Following the Ukrainian victory in Kyiv, consideration is being given to re-engagement between an international research team and Ukrainian colleagues.

More broadly, the war in Ukraine may have a long-term international impact. Inflation, resource, and supply chain issues resulting from the conflict have exacerbated a challenging global economic environment, and it is often the most vulnerable who suffer in these circumstances. Questions directly pertaining to education arising from the conflict include but are not limited to:

- What is the status children with disabilities in regions of Ukraine directly impacted by the war?
- How are Ukrainian refugee children coping? Is the education they are receiving, amongst other supports, adequate?
- How are the global economic consequences of the war impacting the education of vulnerable children?

Conclusion

This Keynote presentation explores three areas with respect to the COVID-19 pandemic and highlights ways in which they relate to inclusive education for children with disabilities. These include:

1. Challenges children with disabilities have experienced in receiving an equitable and inclusive education during the ongoing global COVID-19 pandemic.
2. The impact on inclusive education of the pronounced ‘empathy deficit’ related to the COVID-19 pandemic.
3. Issues for inclusive education brought about by the ‘fourth industrial revolution’ that has advanced, perhaps coincidentally, throughout the period of the COVID-19 pandemic, with specific emphasis on artificial intelligence.

This presentation concludes with some questions and ruminations around local and global impacts of the current and evolving war in Ukraine, including its immediate impact on Ukrainian children, economic conditions, and inclusive education research.

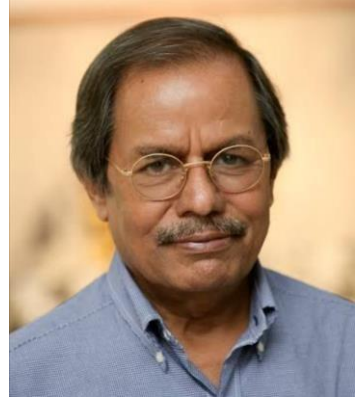
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Professor Syed Manzoorul Islam, PhD

Syed Manzoorul Islam Ph.D. taught at the Department of English, University of Dhaka for more than four decades before retiring in 2017. He now teaches English at the University of Liberal Arts Bangladesh. Apart from teaching and research in literature, literary theory and cultural studies, he has been involved in educational reform, planning and materials design for a long time. He has edited English Language textbooks for NCTB, helped prepare the National Curriculum Framework 2021 as an expert, and assisted in preparing strategic plans for developing college and university education (Strategic Plan for Higher Education, 2017-2030, MoE/HEQEP/UGC; the ongoing CEDP, MoE/NU/UGC). In the column he writes for the popular Bangla daily Prothom Alo as well as in other newspapers and journals of the country he has written extensively on the need for educational reform and how to go about it.



Keynote Speech 2

Education Reforms and the Demands for global Change: An Overview

Professor Syed Manzoorul Islam, PhD

Abstract

The new Corona virus pandemic has hit us hard in such vital areas as health and wellbeing, economy and education. Although in education, the pandemic had pushed us back at least by a couple of years, it has also brought into the fore the pressing need to change the way we impart our education not only to make up for the losses we have suffered, but also for facing the challenges the new century is unfolding. Like many other comparable countries we too have to transit from the traditional methods of teaching and learning -- and the whole range of practices they entail -- to a truly twenty first century, future oriented version focused on building knowledge, skills, competency, critical thinking and problem solving capabilities, supported by the latest developments in technology, and adequately prepared to respond to the changes in society, economy, science and technology and climate. The article focuses on the existing and emerging challenges in all areas of teaching-learning, from pedagogy to curriculum to classroom management, and show how we can face them and turn them to our advantage. We can do so successfully only when the efforts of education planners and managers, teachers, and experts are matched by firm political commitment and social support. The article ends with the outline of a visionary—but achievable—model of a twenty first century classroom that has the potential to bring the desired paradigm change in our education.

Professor Sanjeev Sonawane, PhD

Professor Sanjeev Sonawane, PhD is the Dean, Faculty of Interdisciplinary Studies, Savitribai Phule Pune University, Pune since December 2019 and the Director of School of Education, Savitribai Phule Pune University, Pune. In addition to that he is the Director (I/C) of UGC-HRDC, S.P.P.U. Pune since June 2012; Director, Faculty Development Center, PMMMNMTT, S.P.P.U. Pune and the Co-ordinator of National Resource Centre, PMMMNMTT, S.P.P.U. Pune. Besides, he is In-charge Director of the Board of Examination & Evaluation Since 02/05/2022 till date and in-



charge of the Centre for Inclusive Education. He has published various documents in the forms of Books-18, Chapter in Books -02, Journal Article -40 Seminar /Conference, Proceedings & Presentation – 21. He is the founding member of the Asian Centre for Inclusive Education. His areas of interests include Teacher Education, Health & Physical education, Inclusive Education, Quality in Teacher Education & Higher Education. As the recognition of his contributions, Dr. Sanjeev received several awards that include Lanus–Palme Teacher Exchange Scholarship in 2004& 2010 by Govt. of Sweden, School of Education & Communication, Jonkoping University, Sweden, The NCPEDP Mind Tree Helen Keller National Award 2012, and Award of Eminence IATE, 2019.

Keynote Speech 3

Policy Reform for Future Education: A reflection from South Asian Initiatives

Introduction

Human leaving in two words one is natural world and another is manmade world. Education system is a part of manmade word, and it influences human development. Restructuring and reform in Education system according to the needs of human life is continues ongoing process, these reforms and restructuring in Education system is the responses to changes occurring in word community. The south Asian countries are not away from this movement. Last three to five years, lots of reform

initiative had planned and implemented in south Asian countries in the area of Education specially to continue learning outcomes

This keynote will summarize these educational reforms for tomorrow. We will discuss first initiatives taken by India through New Educational Policy 2020 and National Curriculum Framework 2022, according to NEP 2020.

Vision of Indian NEP 2020

An India-centric Education system by developing high quality education for all, it will contribute directly to nations' long-term transformation towards equal and thriving knowledge societies.

NEP 2020 has the aim of universal access of education from pre-schooling to secondary school level to achieve a 100% Gross Enrollment Ratio in schooling by 2030

Major transitions and paradigm shift in NEP, 2020.

- Transitioning to a more multidisciplinary and holistic education
- An emphasis on critical and analytical thinking rather than rote learning

Transitioning to new curriculum pedagogical structure

1. Foundational stage (three years of preschool + Grades 1-2 Ages 3-8): flexible, multilevel, Play-based learning in particular, universal access to high quality early childhood Care and Education.
2. Preparatory stage (Grades 3-5; Ages 8-11): Discovery and activity-based learning along with some formal interactive classroom learning in order to lay a solid groundwork in reading, speaking, physical education, art languages, science social science and mathematics
3. Middle stage (Grades 6-8; Ages 11-14): Pedagogical and curricular style of the Preparatory stage but with the introduction of some subject teachers for learning and discussion of some of the more abstract concepts in each subject that student will be ready for this stage across the sciences, mathematics arts, social sciences and humanities.
4. Secondary stage (Grades 9-12; Ages 14-18): Four years of multidisciplinary study with subject depth, focus on analytical thinking, alternation to life aspirations and flexibility in choice of subjects for students. Enabling structural changes are including eventual transition to semester long course modules.

Transforming higher Education

1. Moving towards multidisciplinary universities and colleges, with more HEIs across India that offer medium of instruction in local/Indian languages.
2. Moving towards a more multidisciplinary undergraduate education.
3. Moving towards faculty and institutional autonomy.
4. Revamping curriculum, pedagogy, assessment, and student support
5. Reaffirming the integrity of faculty and institutional leadership positions
6. Establishment of a National Research Foundation
7. Governance of HEIs by independent boards having academic and administrative autonomy.
8. “Light but tight” regulation by a single regulator for higher education.
9. Increased access, equity, and inclusion

Emphases of inclusive Education at school at school level

1. Education of children with disabilities: "the Rights of Persons with Disabilities (RPWD) Act, 2016 defines inclusive education as a 'system of education wherein students with and without disabilities learn together and the system of teaching and learning is suitably adapted to meet the learning needs of different types of students with disabilities'. This Policy is in complete consonance regarding school education (NEP 2020, 6.10)
2. The awareness and knowledge of how to teach children with specific disabilities (including learning disabilities) will be an integral part of all teacher education programmes, along with gender sensitization and sensitization towards all underrepresented groups (SEDGs) in order to reverse their underrepresentation" (NEP 2020, 6.14)

Reform in Teacher Education

Type of teacher Education Programmes:

1. 4- Year integrated teacher Education Programmes: " by 2030, the minimum degree qualification for will be a year integrated B.Ed degree that teacher a range of knowledge content and pedagogy and includes strong practicum training in the form of student - teacher at local schools." (NEP 2020,5.23)
2. 2-year B.Ed programme: "The 2-year B.Ed programmes will also be offered, by the same multidisciplinary institutional offering the 4 year integrated B.Ed and will be intended only for those who have already obtained Bachelor's Degrees in other specialized subjects" (NEP 2020, 5.23)

3. 1 Year B.Ed programme " These B.Ed Progeammes may also be suitably adopted as 1-year B.Ed Porgrammes and will be offered only to those who have completed the equivalent of 4 year multidisciplinary beachgoer's Degrees or who have obtained a master's degree in a specialty and wish to become a subject teacher in that specialty (NEP 2020 5.23)

" All such B.Ed degrees would be offered only by accredited multidisciplinary higher education institutional offering 4 year integrated B.Ed programmems" (NEP 2020, 5.23)

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Panel Discussion

Community engagement is key for inclusive education of children with disabilities: CBMG's experience from the fields

Lila Ratsifandrihamanana, PhD
Country Director, Madagascar

Abstract

Inclusive Education is increasingly implemented in Southern developing countries. It appears a key to the successful inclusion of children and youth with disabilities within communities. Informed by UNCRPD, CBM has long advocated for inclusive education to scale up the reach in the enrolment of children and youth with disabilities in formal mainstream schools. Inclusive Education contributes as well to the culture of inclusion within the society and the education system. Reminding UNCRPD engagements and key indicators will foster our awareness of their importance. We share the case of Madagascar to reflect on experiences and lessons learned and to identify propositions that could inform IE policies and practices. Among questions to point out are:

- What are the challenges for inclusive education in the context of developing countries?
- How to remove the barriers that prevent community engagement, including OPDs engagement?
- How can the community overcome recurrent challenges to IE?
- How can IE strategies be sustainable and take into consideration diverse cultural identities?

Panel Discussion 2

Theme: Future Curriculum, Pedagogy, Assessment, Equity

Panelist:

Professor Dr. Syed Md. Golam Faruk, Former Director General, Directorate of Secondary & Higher Education, Ministry of Education, Peoples' Republic of Bangladesh

Professor Chris Forlin, Research Fellow, The University of Notre Dame Australia

Professor Md. Mashiuzzaman, Chairman, National Curriculum & Textbook Board, Ministry of Education, Government of Peoples' Republic of Bangladesh

Moderator: Mr. Iqbal Hossain, Executive & Advisory Committee Member, ACIE

Thematic Presentations

Sub Theme 1: Global Citizenship for Sustainable Future (GCED, ESD, Learning for Empathy)

Envisioning sustainability by navigating students becoming global citizens

Chitra Bajpai

Research Scholar, Department of English and Modern European Languages
University of Lucknow, India

Abstract

The Sustainable Development Goals embrace global citizenship by focusing on SDG 4: Ensuring an inclusive and quality education for all and fostering lifelong learning. Global citizenship education by 2030 is one of the world community's goals for sustainable development. Universities must educate students on the value of global citizenship and how to use their degree and training to positively benefit the global society. This study focuses on redirecting ways of teaching and learning inclusive of sustainable education. The study uses storytelling and communicative research methodology. The findings of the study focused on the global social, political, environmental, and economic actions, referred to as "global citizenship". The findings show that rather than a single-player affecting isolated civilization, individuals are said to be members of many local and global networks. Global citizenship in sustainable development is one of the most effective strategies to help individuals feel more connected and take responsibility for their social duties.

Addressing Disability Issues in Pedagogical Practices of Citizenship Education in Secondary Education Level in Bangladesh

Shawon Azad

MA in Global and International Citizenship Education
University of York, United Kingdom

Abstract

Citizenship Education is part of the national curriculum in many countries across the world. In Bangladesh, this content is taught using two textbooks at the secondary level: 1. Civics and Citizenship, and 2. Bangladesh and Global Studies. Disabled citizens, being one of the most marginalised groups in the country, have a long history of being denied basic citizenship rights. Given that, the purpose of this study was to see how disability concerns are addressed in pedagogical practices of citizenship education in secondary schools in Bangladesh. To gather data, the researcher used document analysis and semi-structured interviews. Two above-mentioned citizenship education textbooks at secondary level were

used as documents and semi structured interviews were conducted with six teachers who are teaching these subjects. Purposive sampling was used to select teachers with experience in teaching students with disabilities. The data from document analysis and existing literature were used to create an interview questionnaire. Data from participants' interviews was compared to the data acquired through document analysis. The findings imply that students and persons with disabilities are far behind in accessing their rights as a citizen. By addressing disability issues adequately and appropriately, the CE pedagogy could have filled the lack bridging the gap between government stakeholders and disabled citizens. And by doing so, community members, students as well as teachers might show a more careful approach toward disabled individuals as a citizen.

Social inclusion of Bangladeshi young people studying in Australian universities: Looking through the lens of global citizenship

Md Tariqul Islam, PhD, Assistant Professor, BRAC Institute of Educational Development, BRAC University, Bangladesh

Abstract

Numerous studies have established that international students in a host country, on the one hand, go through a complex living experience, and on the other, need to practice responsibilities as global citizens. Further, plentiful literature expressed the importance of discovering physically mobile international students' ways of sensing and engaging with the lifestyle of the host society. Following a qualitative research approach, this paper discusses the present lived experiences of 18 physically mobile Bangladeshi international students in Australian society as global citizens. It portrays the economic and moral uncertainties, hopes, and inclusion and exclusion tensions of young students in a neoliberal globalised society, shaping their decisions in the present and future mobilities. Universities and other socio-spatial organisations in Australian society and their linkage with other overseas help develop young Bangladeshi students as global citizens as they face the challenges of homesickness, social exclusion, and the cultural and moral issues related to the Australian labour market. Their new identity as a global citizen best fits the privatised, individualised and fast globalising world. Young students' experience uncovered in this paper will help inform policymakers of the host countries to address the issues to enrich the learning and well-being of future global citizens.

Promoting empathy through experiential learning: examples from Bangladesh

Shereen Akhter, Program Officer, UNESCO Dhaka

&

Professor M. Tariq Ahsan, PhD, Institute of Education and Research, University of Dhaka, Bangladesh

Abstract

UNESCO Dhaka jointly with the Directorate of Madrasah (DME) has been implementing a pilot project “Learning for Empathy: teacher exchange and support programme” to promote empathy among teachers, students and communities. This project is being implemented with funding support from the Japanese Government from 2019. This project provides an opportunity to blend knowledge, behavioural and social-emotional issues to achieve holistic GCED competencies by ensuring interlinks among subject contents, co-curricular and community engagement initiatives during Covid-19 and beyond by developing an action plan. In this co-designed experiential learning focused pedagogical approach based project, students and teachers of 4 religious education institutions and one mainstream secondary school identified three thematic areas and some regular school activities for promoting the values of learning for empathy. Three thematic areas include: Cleanliness, Green-environment and Health Safety. Through the leadership of DME under Technical and Madrasah Education Division of Ministry of Education, UNESCO Dhaka, NCTB and experts of DME, the teachers of the educational institution have identified institution-based (both subject base content learning and co-curricular) and home-based activities as well as some parent and community-based tasks to mitigate those challenges. They have identified those tasks in such a manner so that learners can go through the experiential learning cycle even if the madrasah/school is closed due to Covid-19 and they stay at home. These tasks are distributed all the year round by developing an annual action plan. Even different day-celebrations, co-curricular events and regular assembly were also linked with these institution based action plans. While implementing these experiential learning ideas, learners are now having an opportunity to relate their textbook contents of different subjects to understand the context, generating ideas for problem solving, engaging stakeholders that ultimately help them to develop collective GCED competencies.

Sub Theme 2: Future Skills for Changing Contexts (Rethinking Soft skills, Transferrable skills, Foundational skills, Disability Inclusive TVET)

Education in 21st Century response on collaboration, critical thinking, learning skills, Opportunities, personality Development and Intellectual Development

Srishti Sinha

B.A Humanities and Social Science, Banasthali Vidyapeeth University, Jaipur, India.

Abstract

Education in 21st Century focuses on collaboration, critical thinking, learning skills, opportunities, personality Development and intellectual development. It also provides the opportunities for all students, facilitating their studies, overall development and extra-curricular activities. Everyone has given equal opportunities, and rights to education, but most of the students are unable to get access to due to their poor economic condition. Not to say about all other students is no talented or able but some students as well and so most of the students who were able and help in development of our country and have well skilled, which is necessary, not get educational or other opportunities. Under the Article 12, right to education, most of the students do not get benefited from these rights as some schools are less likely to recognise student talent and their curiosity in studies. Some of them at a very early age get engaged with child labour. Even parents also send their child to child labour like rag picking, working in factories in hazardous condition. Education always gives opportunities and competition like environment for knowledge but students trap in rat race in which each and every students to do more better than others and competitors and their parents also wants this like if he or she is all-rounder and even got top rank every time and another one is top in studies and better in some activities but not all-rounder so both of the parents wants their children to be perfect than each other and pressurize them due to which students development is not at all. Even not have a curiosity to gain knowledge and achieve something and do something new. And in every year attempt suicide occurs due to pressurization or poor not to get education and think his or her parents suffered a lot due to their studies if they lost their problems will be over. Schools and colleges not see the money but see the talent of their students and also help them and get better students. Don't try to trap in a rat race or pressurize them which inhibits the overall developments of students. Even all parents have to support the students in their willing subjects and don't compares their children with other children and every person and parents ensure to education given to children and also not to do child labour.no discrimination on any basis. It is concluded that every child have right to education or our single practice or

right thinking give a chance to a skilled and curious child. And it is that 21st century skills are very helpful to children.

Commemorating Ethical Practices to Researchers and Educators in 21st Century for Inclusive Education

Vineet Kumar

Research Scholar (PhD), Department of English, Kurukshetra University,
Kurukshetra, India

Abstract

It is hard to imagine a prosperous and harmonious world without ethical values in its citizens. The beginning of the 21st century introduced an endless ocean of knowledge with the development of the internet. The Internet revolutionized every sector of human affairs e.g., Information and Communications Technology (ICT), business, security, economy, and education. Education is significant among all fields as humans are the only creatures gifted with language and education. In the 21st century chiefly during and after Covid-19, the education sector is speedily relying on technology for its smooth function. The introduction of new technologies in the field of research and education has brought new challenges to the field. Teaching-learning apps have launched a new epoch in the field of research and education. This proliferation of knowledge hauls dubiety which alarms governments, NGOs, universities, researchers, and educators to gauge ethical values in research and education. The present paper will critically analyze and discuss the importance of ethical values in the education system across the globe. It will also suggest the way forward on this path with advisory comments of philosophers on ethics and obligations of researchers and educators.

Research Methods and Data Analysis Techniques used in Disability Based Studies in Nepal

Kiran Chalise

PhD Scholar, Kathmandu University, School of Education, Nepal

Abstract

The fundamentals of studies that focus on research methods and data analysis techniques in the disability field, focuses on finding out the research gaps. The same research gaps could serve as the areas for the researchers in applying proper methods and data analysis techniques so that the depth and breadth of the subject matters related with a disability, especially children with disabilities and their education can be analyzed properly and effectively in the coming days. Unfortunately, this kind of research is still rare in Nepal. This study aimed to access the diversity of research approaches, designs, variables, data collection and analysis techniques, as well as research subjects in studies published/issued

on the subject matter of disability, children with disabilities and inclusive education in Nepal from the year 2010 to 2020. Content analysis was used as the research tool in this study in which as many as 31 detailed studies were analyzed. The results revealed that the most widely used approach, design, variable, data collection and analysis techniques, as well as the subject which frequently used, were qualitative, document review and compilation, persons with disabilities (PWDs), document review, descriptive analysis and children with disabilities respectively. There were a variety of approaches, designs, data collection and analysis techniques, as considerable as research subjects that have been used in the studies carried out in Nepal. Moreover, there are findings where some studies with the same research design have applied different data collection and data analysis techniques. Thus, it is suggested to the next researchers to choose the most appropriate methods and consider the identified gaps areas in research in the coming days.

Unequal Access to TVET Programs at Technical Training Centers (TTC) in Bangladesh: TVET Administrators' Perspectives

Mahbub Hasan

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&

Md. Shahjahan Bhuiyan

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Islamic University of Technology (IUT), Gazipur, Bangladesh

Abstract

The establishment of the Technical Training Centers (TTC) in Bangladesh empowered the underprivileged community by ensuring their access to TVET programs, particularly in rural areas. Although equitable access to these TVET programs has been prioritized, there is undeniable evidence of a significant and widespread discrepancy in access to TVET. In this context, this study aims to determine what obstacles prevent equal access to TTC's TVET programs. Methodologically, this study followed a qualitative paradigm. Twenty participants were selected purposively from TVET policymakers, administrators, and trainers, and they agreed to be interviewed provided that their identities were confidential. Data collection to explore their perspectives on student enrollment issues in TVET programs offered by TTC through an in-depth semi-structured interview technique. Interview data analysis involved the thematic procedure. Findings drawn based on the empirical data show that barriers that prevent students' access to TVET programs are mainly three categories: i) students' perceptions about the TVET curriculum, ii) students' socio-economic conditions, and iii) TVET policy issues. The study concludes with implications for TVET policymakers and administrators that help ensure better and equal access for all potential students/trainees.

Sub Theme 3: Holistic Diversity Focused Child Development (ECCD, Adolescent Development, ASRH, Mental Health)

Mental Health of Children with Physical Disabilities: Their Social Inclusion

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&

Mrs Eumbreth Phakula

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Abstract

Most research in the field of education and health studies focuses on the physical health of children with disabilities, often neglecting their mental health. Hence, the focus of this paper is on the mental health of children with physical disabilities living in child-headed households (CHHs) in Johannesburg, South Africa, who experience social exclusion. Qualitative data was collected from six children from CHHs who had been diagnosed with a physical disability, and who attend a special school catering for their needs. Researchers used a combination of individual and focus group interviews and collages. Through thematic analysis, several psychological, social and educational factors were identified as contributors to the poor mental health of the participants. Adopting the Capabilities Theory of Development the authors provide strong arguments for the social inclusion of children from CHHs living with physical disabilities. The findings have global value since such children can be found worldwide.

Causes of the Suicidal Behaviour among the Secondary Level Students of Dhaka and its' Effects on the Quality of Education

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&
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Abstract

Suicide and suicidal related behaviour have been increasing terrifyingly in Bangladesh. Bangladesh is ranked 38th in the world (Ara, Uddin & Kabir, 2016), and it is now the eighth leading cause of death risk in Bangladesh (Osterweil, 2007). It is extremely alarming in teenagers or adolescents who are mostly secondary school going students. The existence of suicide phenomena in society is a significant issue that requires careful examination (Wanyoike, 2015), and conducting research to address it clearly is a matter of urgency. This study attempted to explore the primary causes and consequences of suicidal behaviour (SB) among secondary school students in Dhaka. The study adopted mixed method design. To accomplish the study's objectives, data were gathered from teachers, students, parents, psychologists, and educationalists via FGD, semi-structured interviews, and a questionnaire. The data were analysed statistically and thematically, and presented in the form of tables, graphs, and themes. Detailed analysis of the data revealed that 'Depression & Frustration' (18.45%) and 'Academic Pressure' (17.15%) are the leading causes of SB. Additionally, this study revealed that SB has a negative effect on 'students' study, 'their personal life,' and 'their family'. Recommendations are made for resolving the overall situation based on the findings of this study.

Extended SBK Model: A Possible Solution for Continuing Early Childhood Development during Emergency Situations of 21 Century

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Abstract

Plan International Bangladesh is providing early childhood development support to Rohingya and host community children aged 3-5 years since the beginning of 2018 through "Shishu Bikash Kendro (SBK)" model. During COVID-19, all learning centers including SBKs of Plan International Bangladesh closed by government guideline and circular. But Plan International Bangladesh did not stop providing support to its targeted

beneficiaries. To minimize the learning loss and continuation of education support, team has developed an “Extended SBK” model of existing SBK which is specially focused on gender transformative and inclusive ECD. Extended SBK is a mini form of SBK where a learner’s house used as an SBK center through engaging parents and caregivers who play a vital role in this approach. This study aims to measure the effectiveness of extended SBK model and its impact on continuing early childhood development for children aged 3-5 years through engaging their parents and caregivers during pandemic situation of 21 century. A mixed research methodology and specialized tools (IDELA and FGD) is used to fulfill the purpose of the study. The findings show that children made a significant progress in all 4 domains of early childhood development even though during COVID pandemic. Specially they made utmost progress in physical and socio-emotional development.

Care for Harmony through Multicultural Education in Melaya Village, Jembarna, Bali

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Abstract

This study aims to analyze the multicultural education system model that develops in various educational agents that apply to religious groups in Melaya Village to maintain religious harmony. Conducted in Melaya Village, West Bali, this study was based on descriptive qualitative research with a critical paradigm. The results showed that the harmony did not occur naturally, but there are various multicultural education efforts, whether consciously or not, in multiple institutions in Melaya village. In addition to formal education in schools, the family plays a significant role in multicultural education. The family promotes the habitus of tolerance since childhood. This habitus fosters the spirit of harmony by developing mutual cooperation habits known as *menyama beraya* and various traditions such as *ngejot* tradition (tradition of giving or exchanging food) and *penyelaman* tradition (tradition of providing halal food for Muslims). The leaders in this village are also able to set an excellent example for inter-religious harmony. They treat all religions the same way and fight radicalism in cooperation. The evidence shows that the elders continue to internalize the values of harmony to their young people by practicing the traditions that have existed since the beginning.

Sub Theme 4: Education in Emergencies (Covid-19, Displaced Children, Climate Change, Conflict Zone, School Reopening)

Perception of the parents of people with ASD on the facilitators and barriers of online learning during the COVID-19 pandemic

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&

Santoshi Halder

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Abstract

The susceptibility of COVID-19 has made the special schools shift to cloud classrooms for the first time. The online classrooms have created a new learning environment for them disparate from the traditional classrooms. The students with autism spectrum disorder (ASD) are marked by their troubles in areas of communication and behavior. Hence, the new classroom environment is experimental, challenging, and demands innovations from parents and teachers. Currently, the parents are highly engaged in the entire teaching-learning process along with the students of ASD and special educators. Therefore, the parents of the students with ASD could be considered as the most significant stakeholder of the learning process of these students. This study explores the facilitators and barriers of online teaching-learning for people with ASD from the delineations of their parents. The study is based on inductive thematic analysis through in-depth interviews of parents (n=10) in West Bengal, a state in eastern India. Their children are enrolled in different privately run special schools (n= 3) and attending classes via online mode. The parents of children from all categories, ages, and gender of autistic spectrum disorder have been included in the purposive sampling. Through the extracted themes the facilitators and deterrents of successful learning are revealed. A major finding is that the attention and involvement of the parents have shown highly positive results in attaining the learning goals. The presence of significant restraints is there. The study intends to propose a future direction for this novel method of teaching students with ASD.

Ensuring Equity in Higher Education during Pandemic: Viewed through The Lens of Sen's Capability Approach

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Abstract

As the world experienced the outbreak of COVID-19, the education system encountered a hard hit. The reconfiguration of the higher education system is evident in different institutions due to the sudden impact of the unprecedented shutdown. Already prevailing limited opportunities for a group of learners have been exacerbated by the Covid situation. It has been well-acclaimed that not all the learners get equal opportunity to achieve their goals. Therefore, higher education institutions could frame their strategies to address the issues of equity within the “capability approach”, as put forward by the economist-philosopher Amartya Sen and philosopher Martha Nussbaum. The study has emphasized on the leader's innovative strategies to address the issues of equity during pandemic, rather than focusing more on their rights. The study has adopted the qualitative approach and data has been collected using unstructured interviews through one in - person interview and four online meetings via Google Meet from five educational leaders, including Principals and departmental heads of different higher education institutions of West Bengal, a state in India. The participants have been selected using purposeful sampling. The researcher tried to unfurl the narratives along with the counter-narratives of the interviewees to “unpack” the various strategies which have worked, and which have failed to work during the closure of face-to-face classes in the higher education institutions. The study suggests that higher education could follow the ideology of capability approach to deal with the issues of equity, as it considers the contingent circumstances of learners, not merely their societal background. It could serve a structural framework as it considers the opportunities along with the invisible hindrances that learners come across during their study period.

Challenges and Concerns Faced by School Leaders in the Philippines due to the Covid-19 Pandemic: A Comparison with Global Findings

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Director of Research, Global School Leaders,
&
Jhon Erl B Campos
MEAL Officer, Ramon Aboitiz Foundation Inc. (RAFI), Philippines

Abstract

In July 2021, a total of 11,667 educators from 24 low and middle income countries (LMICs) self-selected to participate in a survey conducted by the Global School Leaders. The survey aimed to understand concerns and challenges faced by educators in LMICs due to the COVID-19 pandemic. We will present a comparative analysis of the global findings with 8,754 educators in the Philippines, which was implemented in collaboration with the Ramon Aboitiz Foundation Inc. In the Philippines and globally, rural and urban schools have different challenges, with rural schools needing more support for addressing the learning loss, while urban schools for supporting mental health of the school community. In other middle-income countries like the Philippines, we also find a higher rate of loss of lives compared to low-income countries in the survey, with educators demanding more guidelines for teachers and parents to support students' mental health. In contrast, educators in low-income countries need to be better equipped with strategies to address learning loss.

Response to the needs of Students with ASD (Autism Spectrum Disorder) during the COVID-19 outbreak in Bangladesh

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Abstract

The study exposes the challenging situation of students with ASD (Autism Spectrum Disorder) in the COVID-19 pandemic in Bangladesh and manageable strategies to meet the educational, physical, and psychological needs of students with ASD. This qualitative research was conducted in two phases: information collection from parents of students with autism and looking for solutions from professionals. The snowball sample technique was selected for both phases due to the social distance rules. The result of the interview includes three major critical situations which are i) no proper routine, ii) new challenging behavior, and iii) no awareness among parents to consult with specialists. The professional panel recommended six strategies considering the challenging situation. These strategies include

a proper routine, spending quality time with students, engaging with various activities, providing services & creating awareness through media, future community rehabilitation centers, money, and resources support. This study provides evidence of the challenging situations of students with ASD in the COVID-19 pandemic in Bangladesh since there is little research on ASD. It also provides the recommendation to confront difficult times like the COVID-19 pandemic. The study findings are significant for the government and non-government organizations for a deeper understanding of encountering those challenging situations for students with ASD in future crisis cases. Study recommendations will enhance the future educational crises during a pandemic for students with ASD.

Innovations for Ensuring Education of Children with Disabilities during COVID Pandemic

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Abstract

In most countries in West Asia, lock-down was declared in the last week of March without any scope for any specific preparations. All residential schools, hostels, inclusive schools were completely closed. In many cases, students did not even have the opportunity of carrying their Braille books and audio material. Educational activities had come to virtual halt with no scope for restarting of the schools at least for next 9 months. This paper analyzes the innovations and opportunities for education of Children with Disabilities created especially during COVID Pandemic. Some countries have started teaching students through WhatsApp or Google Meet by developing on-line teaching lessons. Lessons are now available in audio form for students at school level. The concept of Braille Quiz has been introduced to promote reading and writing of Braille. Some countries have developed digital methods of teaching basic computer operations and conducting online computer competency tests. ICEVI promoted a YouTube channel “teachspecialchild” to ensure participation of parents in conducting functional curriculum. Because of emergence of on-line method of teaching, all material is now available in audio format, a great advantage for students with visual impairment. Parents have started participating in the learning process and understanding of on-line lessons. They are coming forward to spend money on equipment and internet to facilitate access to teaching material. The challenge however is identifying best practices during Covid in respect of effective on-line teaching and confidence building practices and disseminating the same through appropriate means.

Higher Education vs COVID-19 Impact: Toward an Inclusive Higher Education

Athenkosi Nzala

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Abstract

This paper aimed to explore and understand the University of Cape Town student perceptions and lived experiences of Emergency Remote Teaching and Learning (ERTL) during COVID-19. COVID-19 is a communicable disease instigated by a novel virus (SARS CoV-2 virus). After the inevitable subsequent national lockdown of South Africa, the university placed ERTL measures in place for the second quarter of the first semester to curb the impact of the virus on its students while also enabling learning and teaching activities to continue remotely. This paper reports on the 707 students who responded to an online survey while engaged in their online courses. The Substitution, Augmentation, Modification, and Redefinition (SAMR) and Andersons' Online Learning Model were used to engage with students on the use of technology that enabled their interaction with lecturers, each other, learning and teaching activities, and other remote learning resources. Understanding the student experiences was achieved through a mixed-method paper approach that involved undergraduate and postgraduate students. The Google form online surveys, with both open and closed ended questions with some using the 5-point Likert scale ratings, were distributed using social media platforms and university email system to students in order to collect the data. MAXQDA and Excel software were later utilised to analyse and code the data. Findings of this paper indicate that the ERTL experience of the participants during the COVID-19 pandemic presented both opportunities and barriers. Some of the perceived opportunities by students were flexibility and convenience, pedagogical improvements, time saving, self-directed learning (working anytime they want and creating and managing their working schedule), and spending time with family. Interestingly enough, some of these benefits turned out to be challenges for some of the students. Hence, some of the barriers students perceived were distractions, internet connectivity and technical issues, inequitable living and environment conditions, lack of hands-on experience and how this made their degree feel incomplete and difficult, mental health issues, and many other barriers. The disciplinary faculties that experienced most of the obstacles and difficulties associated with ERTL were those whose academic experience depended on practical work in labs and studios or needed software that can only be accessed through labs and would need a specific operating system. The carrying out of this research will help ensure the effectiveness, investment, and continual integration of technology in future programs that involve learning and teaching.

Child Bride to Bookworm project: Reducing school dropout in urban slums of Bangladesh- impact of COVID-19

Plan International Bangladesh

Abstract

The COVID-19 pandemics started at the beginning of 21st centuries has created the largest disruption of education systems in human history, affecting nearly 1.6 billion learners in more than 200 countries. Closures of schools and institutions and other learning spaces have impacted more than 94% of the world's student. In Bangladesh 37 million children is at risk with their education and more than a few affected by the COVID-19 pandemic. Within the short span of the COVID-19 pandemic, many researchers have shared their works on teaching and learning in different ways. Several educational institutions have discontinued face to face teaching. As a result, COVID-19 pandemic has provided us with an opportunity to pave the way for introducing digital learning. On the other hand, in most areas there is inequality in relation to equity and inclusion. The article aims to provide a comprehensive report on "Reducing school dropout in urban slums of Bangladesh- impact of COVID-19". This document shows the projects reflections on the issue of educational quality to produce inclusion and equity in education and the way forward of ensuring equity and inclusion in secondary education for reducing school dropout and ensure quality education.

Exploring Bangladeshi Primary Teachers' Perception towards Blended Learning at the Time of Emergencies

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Abstract

The nature of the crisis has grown more complex with countries facing violent conflicts and global pandemics. Worldwide dropout rates are projected to rise as a consequence of this major interruption of such crises on access to education. Combating these trends requires effective application of education in emergencies, which has never been more necessary than it is now. To be able to respond to any emergency, blended learning can be a favorable approach that has already been introduced in Bangladesh to some extent. The objective of the study was to explore primary level teachers' perceptions regarding the use of blended learning during the current crisis caused by COVID-19. A qualitative research method was used to collect the data from 20 teachers from different primary

schools of Dhaka through semi-structured interviews. The major findings of this research indicated that due to the prolonged COVID- 19 pandemic most of the participants faced significant challenges in teaching across various platforms. It also revealed that teachers considered blended learning as a work overload compared to full face-to-face learning. Further, the paper discusses the measures for dealing with blended learning along with its benefits and challenges in the context of Bangladesh.

Sub Theme 5: Educational Innovation for Ensuring Equity (models and practices)

STEAM Education in the 21st Century: Promoting Educational Equity and Inclusion

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Abstract

The purpose of this presentation is to share Niroj's engagements as a Ph.D. scholar in Nepal, which is focused on STEAM (science, technology, engineering, arts, and mathematics) based mathematics education. In addition, the goal of STEAM education is to encourage students to ask thought-provoking questions that promote creativity and exploration, as well as to connect their problem-solving to real-world solutions. However, among the other opportunities and challenges, the above concept of STEAM education requires the niche of equity and inclusion. These opportunities and challenges are always linked to school-community relations in developing an engaged educational process, pedagogical process conceived and implemented for producing innovators, teacher professional development, leadership development process, and synergy between local and global knowledge systems. In doing so, we will consider contextual and universal viewpoints, as well as existing equity and inclusion practices. Under transformative educational research, Niroj embraces multi-paradigmatic design space (Willis, 2007; Luitel, 2009; Taylor, 2014; Qutoshi, 2015; Luitel & Taylor, 2019). Transformative learning theory (Mezirow, 1991), knowledge constitute interests (Habermas, 1972), critical pedagogy (Freire, 1993), and swaraj perspective (Gandi, 1909) are the theoretical lenses that govern our equity and inclusion viewpoint that we will share during the presentation.

Equity in Education: Context of Schooling of DALIT-BIND Children at Kalyani Block in West Bengal

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Abstract

The educational backwardness of the Dalit community is generally attributed to poverty and the illiterate home environment prevailing among them. The Dalit-Bind community is the most backward sub-caste in terms of empowerment in the Dalit in West Bengal. The people of this community are lagging far behind in education and economy. Their female society is the most backward among the Dalits-Bind Community. The study was mainly

conducted on Dalit-Bind Girl-students in Nadia district of West Bengal and this study draws attention to the impact of learning environment in the formal education system on Dalit-Bind students in Nadia District of West Bengal. It especially draws attention to the impact of learning environment in the formal education system on Dalit students in West Bengal. It argues that in addition to poor infrastructural facilities, the lack of effective educational support for acquiring linguistic, numerical and cognitive skills adversely affects the schooling of Dalit-Bind children. More importantly, despite the active encouragement from poor family members, apathetic behaviour by teachers and school administrators largely shaped the learning experience of these socially disadvantaged groups. By creating a separate field of non-formal education for such groups, the late government has abandoned the responsibility of creating equity in the formal school system.

Inclusion in media and digital platforms: Sesame's learning and reasoning

Mustakima Khanam
Sesame Workshop Bangladesh

Abstract

Media always reflects the socio-cultural norms and practices and has a great impact on children's development process that has already been proven by many pieces of research. Electronic media, particularly television, have long been discussed for their potential influences on children's socio-emotional and cognitive development at their early ages and in recent days, especially after the covid pandemic, the digital platform has come to the same table as a discussion point. According to World Bank (2017) report, the attendance rate in any kind of Early Childhood Care and Education program is about only 13% for 3 to 5 years old children which can be easily increased with extended digital services and media. Current statistics show that children's screen time is increasing day by day and that can't be ignored but the quality of the content is still a big concern. Early exposure to age-appropriate programs designed around an educational curriculum is associated with cognitive and socio-emotional enhancement, whereas exposure to pure entertainment and violent content is associated with poorer cognitive development and inappropriate social and cultural perception. Sesame workshop Bangladesh has been working in Bangladeshi media since 2005 and offering age-appropriate quality content for making early childhood education delightful and enjoyable for children aged 3-8 years. In sesame's contents, the social domain is considered a key one where diversity, equity, and inclusion will be at the center for the next couple of years. This report aims to highlight, how media especially television and digital platforms can enhance children's socio-emotional skills for an inclusive and equitable society by addressing diversity properly in their audio-visual contents and what are the basic considerations for it.

Accessible reading materials, tertiary education and Bangladesh: An analysis of the current situation and demand of the visually impaired students

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Abstract

The inability to read printed material introduces significant barriers to education for the visually impaired students. While their enrollment is increasing at tertiary level, the drop-out rate is also significantly high due to inaccessible infrastructure and lack of adequate study materials. Using survey questionnaires and desk review methods, this study analyzed the current situation and special needs of the visually impaired students studying at the tertiary level in Bangladesh in terms of accessible study materials, especially reading materials. The study found that almost all of these students are studying in the subjects under the departments of social science and arts. Despite their disappointment with the existing mechanism, all of the respondents agreed that accessible audiobooks and text-only materials are the most effective and efficient because these are easy to operate via open source screen-reading software. It has been identified that the tertiary level study materials that are available via one or two NGO's are not enough. Besides, there are no unified accessible library facilities available in the country and none of the institutional libraries have appropriate study materials for the students with visual impairment. It is necessary to arrange a specific mechanism that will address these issues and resolve it by providing these students with adequate and in-demand reading materials so that they become ready to contribute to the 21st-century workforce.

A Critical Analysis of NEP2020

Issues: Challenges, Opportunities and criticism

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Abstract

The New Education Policy replaces the previous National Policy on Education 1986 and forms a comprehensive framework to transform both Elementary and Higher Education in India by 2021. New Education Policy which is also known as NEP focuses on five Pillars: - Affordability, Accessibility, Quality, Equity and Accountability to ensure continuous learning. The NEP 2020 calls for key reforms in both School and Higher Education that prepare the next generation to thrive and compete in the new digital age. NEP 2020 aim to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. There are around 350 million Indians today in School-going and College-going age-groups, the NEP calls for a large scale implementation of a magnitude

never before attempted anywhere in the world. This presents substantial execution challenges both quantitative and qualitative. In this paper an attempt has been made, to analyze the New Education Policy of India. The primary data is collected from the drafts of NEP 2020 and the secondary data is collected from articles, books and website. This data was then analyzed and reviewed to arrive at the inferences and conclusions. The article has amply emphasized the issues, challenges and opportunities of New Education Policy in India in a proper perspective. This article contains the secondary data for collection of information. The necessary secondary data is also collected from various research work, magazines, Journals, websites and other publications etc. This paper also outlines the salient features of NEP and analyses how they affect and reform the existing Education system.

Paradoxes of inclusion: a case study from Japan

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Abstract

Despite Inclusion being the slogan for the last many decades, its implementation varies across countries and is subject to multiple controversies with valid evidence. However, Japan is one of those very few countries that are successfully continuing few simultaneous successful models of segregated higher education settings providing support to the differential unique needs of the students with disabilities most effectively. [Please state the aim/purpose of your research here]. Six teachers and five students with hearing impairment who are studying in a segregated setting were chosen purposively for this study. Data has been gathered from the participants through in-person in-depth interviews spanning over forty minutes to an hour. Consent from the participants were obtained. Besides, semi-structured questionnaire was used too for data collection. Thematic analysis methodology was followed and narratives were used for results and interpretation. The paper explores the enigma of seclusion vs inclusion extracting the advantages and impediments of segregated settings, one and the only of its kind higher education Universities in Japan and countable few in the entire world, explained by the teachers and students. The study also discusses certain challenges of the current mainstream and inclusive setting concerning students with disabilities. The findings provide valuable insights for the policymakers including the practice groups for navigating a truly inclusive educational environment for students with disabilities that caters to the needs of the students with disabilities most effectively. The value of the study lies on its nature as it captures the voices and first-hand experiences of the students with disabilities who experienced both the system- earlier mainstream and current special educational setting.

Equity and inclusion in School Education: A case of India's education with reference to Jharkhand

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Abstract

RTE Act'2009 as means of equal and inclusive education, a critical analysis is a step towards inclusion of everyone in the system. The present system and the social framework of the present system is unequal, discriminatory and biased against marginalized section specially girl child with reference to dropouts/denial. Socio- economic- cultural and digital divide as major obstacles. . Neighborhood school system, as in USA, is better alternative for ensuring equity & inclusion in education. All children of school going age residing in an area of 2-3 kms must be enrolled in the same school irrespective of social and financial status. Issues of accessibility, quality, equity and relevance to be addressed in proper and judicious way for intellectual development of child. This work is a critical analysis of school education in Jharkhand in respect of equity and inclusion. The every aim and objective of owning the responsibility of public education for public good by the government. The government should invest more on education the adequate budgetary support and allocation by the government is a requirement. The autonomy to school and democratic practices should prevail. There should be adequate representation of teachers in policy making, planning and execution. Decentralization of system universal compulsory free education to all as measure towards enduring equity and inclusion in education. The issues pertaining to Global learning and humane approach in education. This work with the sole aim of fulfilment of need of inclusion will move towards discussion and solutions with reference to India more specifically Jharkhand.

CBM Supported Inclusive Education (Kulaura Model) Model Enables Children with Disabilities to Participate and Retain in Education Successfully

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&
Tazeen Hossain
Program Manager, CBMG

Abstract

The project aims to improve the quality of life of people with disabilities in Bangladesh by utilizing appropriate local resources to assure the inclusion process in eight ANCP-funded districts. This research conducted an assessment in 2021, using the project's methodology of desk review and field visits. The purpose of the study was to determine the effectiveness, efficiency, and impact of the project interventions for extracting the learning and sustainability of the project. This study conducted seventeen FGDs, forty in-depth interviews (KIIs), and three workshops with project officials from partner NGOs, CDD, and CBM. Under two broad interventions on inclusive education (result area-3) including a) Capacity development and support to create an environment for inclusive education b) Strengthen the collaboration between SHGs, local government, and local education authority to improve access and quality of education. The evaluation finds that government teachers are skilled in managing different types of children with disabilities where teachers applied quality education in their schools. Twelve government primary schools created a disability-friendly environment and practiced inclusive education where local education authorities allocated a budget for creating an inclusive environment in schools with community contribution. Three hundred and sixty children with disability and other marginalized communities (tea garden workers, Dalit) were enrolled in ten government primary schools. Schools were provided with the necessary support for continuing education and to prevent dropout students. Four government schools were developed as a model of inclusive education. The evaluation recommended national level advocacy which requires the inclusive education model for mainstreaming in all educational institutions and local schools. In addition, the study also suggested at least one trained teacher in each to deal with students with disability, particularly for students with deaf-blindness.

Without Discrimination, Effective Interventions Shine: A Win for Persons with Disabilities

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Abstract

Effective interventions or approaches, even with rigorous designs, become of little or no use, since ultimately discrimination can eclipse or dampen their fruitful outcomes (e.g., gainful employment). A system without discrimination may mean victories for effective approaches for persons with intellectual disabilities, for whom career dysfunctional thoughts and motivation to seek employment are barriers. Accordingly, in our study we focused on a combined CBT and MI in tandem to improve employment seeking of persons with intellectual disabilities, while using a randomized control trial repeated measure. The intervention group (N=26) received a modified brief CBT and MI in tandem (twice a week for 5 weeks) and an additional follow-up reduced session (once for five week). The control group (N=26) received a fact sheet information on career-dysfunctional thoughts and lack of motivation to obtain employment. Results indicated that the intervention group reported higher motivation in seeking employment than the control group at 4.5 weeks and at an additional 5 weeks.

Holistic Education of Adivasi: A case study of Kalinga Institute of Social Sciences

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Abstract

Odisha, located in eastern India, is home to a large population of indigenous communities. Despite being protected as Scheduled Castes and Tribes under the Constitution of India, these groups are plagued with crippling poverty, illiteracy, malnutrition and are relegated to a low caste and social status that is replete with isolation. The group is often forced to endure menial jobs or rampant unemployment, because of geographical isolation, cloistering in hills and forests, they maintain cultures, languages and religions that are distinct from so called mainstream India, and often, undocumented. With over 47% of Odisha's population living under the poverty line, the State's marginalised Indigenous population is consequently subject to poor socio-economic conditions. Additionally, rapid industrialization and deforestation has spurred mass displacement of Indigenous population, while simultaneously depleting their socio-cultural practices, religion,

languages and heritage. This is where Kalinga Institute of Social Sciences now deemed to be University (KISS-DU) is instrumental in transforming the lives of Indigenous communities by recruiting youth and providing them with free, residential, quality education. In this endeavour, KISS-DU is unique; besides being the first Adivasi University exclusively for Indigenous people; Kalinga Institute of Social Sciences has also gained special consultative status with the United Nations, and works tirelessly with NGOs, and other global and national organisations to provide various workshops, training camps and opportunities for its ever-growing family of students. Since its humble inception with merely 125 students, KISS has grown to its present strength of over 30,000 students. Thus, KISS simultaneously empowers Indigenous communities and preserves their culture and heritage, through the gift of education.

Developing Inclusive Education for Students with Disabilities in Selected Sri Lankan Universities

Mr. M.Ravi

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Abstract

It is well known that that education is a fundamental human right and the foundation for a more just society and thus the said opportunity to be extended to all irrespective of race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability. It is apparent that education could be offered in various contexts such as, formal, informal, families and community level as well. It is widely believed that disability is one of the most serious barriers to education across the globe and in order to get rid of the issue the practice of inclusive education was introduced and at present the concept and practice has gained an important place in primary, secondary and tertiary education. One of The UN organizations UNICEF has defined the concept of inclusive education as “Inclusive education means all children in the same classrooms, in the same schools. It means real learning opportunities for groups who have traditionally been excluded – not only children with disabilities, but speakers of minority languages too.” further is said that the field of Inclusive education is considered as a reform that supports and welcomes diversity amongst all learners. As it was understood inclusive education is essential to achieve social equity and is a constituent element of lifelong learning and which also could extensively contribute massive transformation in learning not only at school level but also at University Level to the deserve students, some Universities in Sri Lanka in association with some leading universities in Europe an submitted a project proposal to the European Union under the Erasmus programme and the project proposal has been accepted and

the project activities are being implemented. In this context this paper will focus on the sharing of experience, good practices, and success stories in empowering the inclusive education at selected Universities in Sri Lanka.

Challenges Encountered by Visually Impaired Trainee-Teachers in Written Examination: A Scenario of DPED Exam in Bangladesh

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Abstract

This study explored the challenges faced by visually impaired trainee-teachers of Primary Teachers' Training Institute (PTI) in Patiya; during the written examinations for the Diploma in Primary Education (DPED). For collecting data, the observation method included extensive field notes and in-depth interviews with three visually impaired examinees, four scribes, and three PTI personnel during the two exams. The result showed the challenges faced by the visually impaired trainee-teachers during written tests. This study found that the seating arrangement for visually impaired examinees in the office-staff room was not convenient for them to concentrate throughout the exam. The scribes had no prior experience in transcribing and had language barriers while taking instructions from the examinees. Furthermore, existing guidelines for the written examination have no specific instructions about the selection criteria for a scribe, flexible exam duration, and inclusive exam arrangements for the students with disability. The study recommends focusing on addressing the difficulties faced by visually impaired students in exam settings and developing a comprehensive examination guideline accommodating the specific needs of learners with disability.

Sub Theme 6: Gender Equity

Education for Women

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Abstract

The issue of lesser women in the education has always been unique. Even today when the laws are stern, women still seem to be among the minority of the two sexes to receive education. Not only does this affect women as individuals, but it also poses as a global threat. Ensuring that all girls and young women receive a quality education is not only their human right but also a global development priority. It is estimated that, around the world, 129 million girls are out of school, including 32 million of primary school age, and 97 million of secondary school age¹. Globally, primary, and secondary school enrolment rates are narrowing between the genders, accounting for 90% male and 89% female. But while enrolment rates are similar, completion rates for girls are still lower in low-income countries where 63% of female primary school students complete it, compared to 67% of male primary school students. In low-income countries, secondary school completion rates for girls also continues to lag, with only 36% of girls completing lower secondary school compared to 44% of boys. Upper secondary school completion rates have likewise disparities in lower income countries, the rate is 26% for young men and 21% for young women². Both the sexes are facing a learning crisis. Learning Poverty measures the share of children who are not able to read proficiently at age 10. There are several other matters which pose as a challenge in gender equity in education. Poverty is one of the most prominent factors for determining whether a girl can access and complete her education. Violence also prevents girls from accessing and completing education – often girls walk long distances to school placing them at an increased risk of violence and many experience violence while at school. Steps are being taken to increase women's participation in educational process. Nation-wide gender sensitization programme of educational personnel and parental awareness for generating a positive climate for girls' education are also taking place. The study analyses issues through a broader lens on gender equity as it pertains not just to education, but also to employment and women's rights and empowerment.

Assessing gender representation in English textbooks for Rohingya refugee children in Cox's Bazar

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Abstract

Textbooks are widely considered as the core component of any education system. Since it is the only component that can be fairly accessed and used by all the stakeholders including teaching professionals, pupils, their families and communities. Research from all the corners of the globe indicates that the textbooks have educational implications, but it also has economic and ideological implications over its educational aspects. Textbooks have always been a path indicator and a guide to the young mind, thus promoting and representing gender equality through textbooks could be an appropriate, effective and meaningful approach. Intense research took place to understand the complex context of gender representation at the primary level; as this stage being the most sensitive of all. 'English Text Books' (Students' Workbooks and Teachers' Guide) of first four levels were collected at the beginning, to understand and focus on the gradual thought process of gender representation in the textbooks. After the initial study and research on the books, questionnaire was prepared to conduct Key Informant Interview (Education Sector Partners); checklists were also prepared to include the teachers in the research process; because what teachers think and how they interpret the information given in the books to the students is quite important and vital to the study. This study attempted at examining and assessing the gender representation in the textbooks that are used for education of the Rohingya refugee children. Literature review (international research papers) suggested that, the crucial problem is girls' underachievement due to less access to school, poor academic performance and survival within the education system. It was also found that there is a link between the girls' underachievement and textbooks, to the degree that gender inequality and discrimination are supported by textbooks; for this reason the study was conducted to examine whether girls have equal representation in the text books or not and what is the current scenario.

Impact of Girl Education on Households

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Abstract

Third decade of the twenty first century has started from 2020 in the year of pandemic. Though it is a continuous process, so far, we have not achieved the desired goal in the field of women's equality at the national level. Gender discrimination is considered as a legal

offense in India and several provisions have been made for women such as, the Right to Education. Many schemes are being run for girl's education by the Government aiming to develop the whole society. The main objective of this study is to analyze the impact of girl education on the members of households and level of progress in the households. Survey method was used to conduct the research. Data has been collected from 300 respondents of two cities namely Delhi and Gwalior. The result shows that girl's education leads to progress in families.

Sexual and Reproductive Health Rights in Education Curriculum of Bangladesh: A Gender Lens on Bangladesh Secondary Education

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Abstract

Education directly influences and is influenced by the cultural, political, and economic value system of a country. Even after 44 years of national independence, the Bangladesh education system still faces uncertainty and frequent changes and experimentation as a result of changes in the ruling government. The absence of a broader educational philosophy, despite the need for a unified national education system and curriculum, is a result of divergent political interests. This situation is particularly the case with Sexual and Reproductive Health Rights (SRHR) education. Religion has an immense influence on the cultural value system of Bangladesh and plays a vital role in educational reform. Though Bangladesh has achieved gender parity in primary education, education is still the political instrument for social and cultural reproduction and an agent for exercising power-dominance that contributes to gender inequality (Codd et al., 1985). This paper focuses on the secondary curriculum and argues that to be truly emancipatory, the SRHR curriculum will need to challenge the prevailing social-cultural norms that shape the broader education system and philosophy. A critical feminist perspective is used to explicate the ideas embedded within the sexual and reproductive health curriculum and the way young girls and young boys are positioned in the socio-cultural context of Bangladesh. The paper uses texts as the primary data source. The introduction of sexuality and reproductive health education in the mainstream public education curriculum is a big step forward for Bangladesh. However, opening a concrete pathway for learners within this new curriculum is a big challenge.

Father's Café is the way to enhance positive parenting

Plan International Bangladesh

Abstract

On the basis of the social culture of Bangladesh, child rearing is considered to be the only responsibility of the mother. And for this reason the father has no role in raising the child. Besides, there is a common practice in the community that only mothers/ female will be engaged with parenting and nurturing care and male/ fathers will be engaged with outer works (income generating activities); this project will work to break this traditional social and gender norms. Fathers are not aware about how to play with their children especially focusing on gender equal play with their kids. This project will also create fathers' play zone where fathers will get chance to learn how to play with their children in gender responsive manner and do practice in their family environment. Parents/ primary caregivers (male & female) play a vital role in nurturing care; but they are doing things in a traditional way. Son preference is a common attitude and practice by the parents; to reduce son preference and establish proper parenting for girl child – this is very important to work with this group.

Analysis of the Influence of Socio-Cultural Factors on Girl-Child Education in Mubi Educational Zone of Adamawa State, Nigeria

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Abstract

This study investigated the influence of socio-cultural factors on the girl-child education in Mubi Educational Zone of Adamawa State, Nigeria. The study was a causal comparative research by design. The population of the study comprised all the female students of secondary schools in the five Local Government Areas of Mubi Educational Zone. From the population, four out of the five Local Government Areas of the Educational Zone were sampled by balloting and from each; two secondary schools were also randomly selected making a total of eight schools. Then from each of the eight secondary schools, fifty female students were randomly sampled making a total of four hundred students. Three research questions and four hypotheses were postulated for the study. A structured questionnaire was the instrument used for the data collection and the data was analyzed using t-test statistics and Analysis of Variance (ANOVA). The results of the findings of the study revealed that the socio-cultural factors contributed significantly to influence girl-child education. It was also found that the challenges facing girls differ to some extent between rural and urban areas. Based on the findings of the study, it was recommended that there

is the need for cross cultural, interfaith and social integration as a way of encouraging parents to bring education to the doorstep of the girl-child in Nigeria; that the government and other stakeholders especially in women affairs in the study area should endeavour to constantly promote positive socio-cultural integration by preaching peaceful coexistence among people of differently socio-cultural background; and ways of creating favorable conditions which can discourage societal preference for male children and the traditional belief that the position of a woman is in the kitchen. Also, those in the guidance and counseling professions in secondary schools should recognize those variables that have been found to influence girl-child education and help them in schools to overcome the negative effects of these variables.

Explore career opportunities for diverse women in South Africa with special reference to aviation

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Abstract

The purpose of this study was to explore career opportunities for diverse women in South Africa with special reference to aviation. Little has been done on this focus due to its complexities and also that after 20 years of South African democracy; female skill shortage in the aviation industry is still not addressed. This study is theoretically- based where various theories and concepts are used rather than research- based. In concluding this study it was found that the relative lack of diverse women in South African aviation sector is not an excuse because the South African government has given us all the opportunities to explore this field. It is recommended that more career awareness and bursaries be made available to the ideal candidates and also that aviation industries should make piloting more attractive to women.

Engagement of Grand Parents for Creating Gender Transformative and Inclusive ECD Platform (By our PNGO SAP-Bangladesh)

Plan International Bangladesh

Abstract

The patriarchal society is responsible for the lack of participation of women in our society, even today. Yet the women in the family do not get Real dignity and support, of what they do, the main problem is that men do not participate in all household work, male engagement is needed to improve this system, In our society, everyone thinks that household work is responsible for all women, Men need to play a big role in getting this thought out of their minds. For this point of View to enhance the leading role in Parenting by the Men there

assembled a diverse program activity at Gender transformative early childhood development program. From the early stage of pregnancy of women a lot of caregiving for the expectant mother is significantly needed. Our traditional societal exposure of male engagement to the pregnant mother`s caregiving were not compulsory, even concern of maternal care work providing by the mother`s in law is not available because the mindset have not gradually improved for maternal caregiving. But introducing intensive caregiving to the Pregnant mothers through house visit and counseling , a few part of the Sub Urban and Rural Community has been transformed their attitude of care providing and this opinion has been reflected at Grand fathers and Grandmothers Coordination meeting. Another vital part of this program is to provide equal opportunity for the girls and boys at their childhood care providing period .Grandfather and Grandmother of each family would have care equally for their girls and boys at their family atmosphere. The practices and exercise of equity in parenting by the Grandparents have now played a strong role for building awareness among the communities. This effect would reflect a significant influence of gender equality among these rural and sub-urban communities of this reigning society.

Sub Theme 7: Social Inclusion and Justice

Clinical Legal Education in India: Long Way to Go

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Abstract

The legal system in India follows the common law model prevalent in the countries which were at one time under British Rule or were part of the British Commonwealth. The jurisprudence followed in India is almost the same as the one prevalent in England, though it has been cross-fertilized by typical Indian values. The Constitution of India has set up three branches of the state - the executive, the judiciary, and the legislature; and there are three streams of courts- the criminal courts, the civil courts and the family courts. The Constitution of India recognizes the right of all citizens to secure justice. However, many disadvantaged and poor citizens in India are denied access to justice. Besides, law graduates face problem due to lack of skills for analytical research and drafting to compete the job. However Law Clinics can make this approach effective so that people irrespective of their background can access to justice. This paper sheds light on the development of Clinical legal education in India in terms of access to justice.

Conflict Handling Model to Improved Productivity in Schools, Batticaloa District, Sri Lanka.

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&
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Abstract

Conflict situations are a reasonably frequent realism in every organization and eat deep into the system and performance of an organization affected. Several scholars have previously studied the source and effects of conflict handling styles on the performance of staff and arguments have erupted on the destructive nature of conflict and as well as its productivity. This research was on the whole captured on Batticaloa district school principals as managers to ascertain how they deal with conflict which they already view as

inevitable. Using a self-designed questionnaire, 507 responses were obtained from Batticaloa district school principals and vice -principals across selected schools. Data were analyzed using mean and standard deviation focusing on the four research questions formulated to investigate. The findings revealed that traditional view of conflict ranks the highest in Batticaloa district schools as a work place. Batticaloa schools principals are relevant more of collaborating, accommodating and compromising styles in handling conflict. The study further recommended 3D leadership model which is referred to as situational demand and the practical application of principle negotiation in dealing with conflict for improve productivity in Batticaloa district schools as a work place in Sri Lanka.

School Inclusion of Students affected by Conflict Induced Displacement in Burkina Faso

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KOUNIKORGO Ouindinhidebzanga Fernand

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Abstract

In this article, we discuss the “School Inclusion of Students affected by Conflict Induced Displacement (CID) in Burkina Faso”. The overall purpose of the study is to analyze the effectiveness of the government and partners’ policy, regarding the reintegration into the school system of those victim students of (CID). Since 2015, the education system in Burkina Faso has been affected by the conflict opposing terrorist groups and government soldiers. As a result, many children living in the conflict area are forced to drop out of the school system. Those who were re-enrolled in host schools are struggling to adapt to the new environment. We used a socio-anthropology approach to school re-enrollment focusing on a qualitative method for the data collection. We mainly used classroom observation and interviews with educational stakeholders to conduct the survey. A total of 33 semi-structured interviews and 12 classroom observations were conducted in the communes of Séno, Mouhoun, Ouagadougou, and in the North part of Burkina Faso. The findings show that the government policy. Especially the psychological and social support system for Students affected by Conflict Induced Displacement (CID) is ineffective. Furthermore, the survey reveals that the teachers lack appropriate pedagogical strategies to support these vulnerable students in their learning. In this context, the issues of living and working conditions of Students affected by CID, entail their academic failure and their lack of motivation regarding the continuation of their studies.

Create a society for senior adults without discrimination: Experiences from Taiwan's Active Aging Learning Program

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&

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Abstract

In Taiwan, since 2008, the Ministry of Education has set up the Active Aging Learning Program (AALP) throughout Taiwan. This program encourages people over the age of 55 to participate in learning. The purpose is to advocate forward-looking education and achieve Active Aging. This research aims to explain that Taiwan is committed to building a society without age discrimination through an innovative learning program:- 1. Exploring an educational plan for the super-aged society in Taiwan: AALP, 2. Analyze training policies and content for AALP professionals. 3. Assess learners' perceptions of the quality of AALP services. There are three primary sources of research data: the annual report on the AALP, the second is the professional training policy of the Ministry of Education in Taiwan, and the third is the AALP survey results on the service quality Active Aging Learning Centers (AALCs) learners. Taiwan is rapidly moving towards a super-aged society; the AALP provides an innovative service model. Learners who participate in AALP have given positive comments on the AAL centers service and quality. Research suggests that AALP needs to design educational content and support services to meet the need of male learners, senior learners, less educated learners, and economically disadvantaged learners.

Health Self-management Effectiveness of Applying 123 Instructional Design Model for Elderly Adults in the Rural Areas

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&

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Abstract

In Taiwan, the aging rate and the prevalence of non-communicable diseases (NCD) is higher in rural areas than in cities, and this discrepancy is related to health literacy, which can be improved by implementing an effective education strategies. To assess the effectiveness of a health self-management education program, enhancing the self-directed learning ability of the elderly in countryside. A convenience sample of 20 participants was recruited from a community-based care center. The program, using 123 Instructional Design Model, was based on the theories of adult learning and was conducted once per week and 90 minutes per session for two months. The effectiveness of the program was evaluated by Kirkpatrick Learning Evaluation Model. The participants showed improvement in learning and behavior performance, according to three indicators: health awareness, health beliefs, and health behaviors, including regular exercise, healthy diet along with blood pressure measurement ($p < .05$). Hence, healthcare professionals, working with the older community- dwellers, may consider applying 123 Instructional Design Model as a health education modality to improve the health awareness of the elderly.

Re-evaluating structural and systemic discrimination pertaining small ethnic and marginalized communities for inclusive and equitable education system in Bangladesh

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Abstract

After 50 years of independence, Bangladesh ranked as hybrid democratic country with slower progress in human development characterized by increased level of multi-dimensional poverty, widespread discrimination and inequality despite skyrocketing per capita income and massive development interventions. More likely to any other sectors, Bangladesh continues to struggle in combatting structural and systemic discrimination overtly embedded in the existing education system. Even after decades of rhetorical but

pejorative proclamation of education as human rights and constitutional mandating, the root causes of inequity and rampant discrimination broadly overlooked pertaining fundamental rights of education. Consequently, frequent changes of educational policy, acts, regulations and practices are covertly entangled with mismanagement of resources, corruption, lack of monitoring and evaluation and incapacity to imply any lessons learned. A comprehensive, consistent and long-term strategic policy, planning and practices aligned with transferable goals and objectives of country perspectives may contribute to dismantling hidden inequalities concerning different small ethnic communities, marginalized, disabled and socio-economically marginalized groups and people living in hard to reach and remote areas of Bangladesh. Finally, an efficient, inclusive and equitable education system starting from elementary level paved the way for congenial social vibrancy, peaceful co-existence, human development and stronger nation building in the context of 21st century Bangladesh.

Social Justice and Inclusive Education in Holy Cross Education in Bangladesh: The Case of Notre Dame College

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Abstract

This paper examines how Holy Cross missionaries in Bangladesh have interpreted the Catholic Church's teachings on social justice and inclusive education and have implemented its recommendations at Notre Dame College. The Catholic Church's documents on education provide direction, purpose, and rationale for Catholics across the globe. These documents advocate Catholic educators toward social justice in education by making education available, accessible, and affordable to all. Heft (2006) argues that the Church's concept of social justice should be the core of the rationale of Catholic education around the world. However, it is argued that the Vatican prioritizes the educational service to the poor and underprivileged as a policy as there is an impression that Catholic schools provide education only to the rich (McKinney, 2018). Grace (2002) argues that Catholic schools are in a difficult position since government policies follow the market economy in determining their support for education. As a result, Catholic education is adopting a policy of giving more priority to academic achievement, thereby sacrificing inclusive education. This leads to the question of how Holy Cross adopts social justice and inclusive education at its elite educational institutions such as NDC charges high tuition and enrolls mostly urban meritorious students. The paper is based primarily on a combination of examination of written documents and fieldwork involving oral history interviews with Holy Cross personnel. According to the report, Holy Cross educators have implemented many

educational programs and social initiatives – both official and informal – to help the impoverished and needy at Notre Dame College, as suggested by the Catholic Church. However, there is limited opportunity for the underprivileged for college admission due to the institution's merit-based admission process.

Fablabs: a case study towards sustainable education and equality

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Abstract

Fablabs are platforms globally led by the Fab-Foundation providing access to a collection of design and modeling tools, prototyping and fabrication tools, instrumentation and testing and debugging tools, and documentation tools for a wide range of applications in formal and informal education, health and environmental monitoring, and economic and social development. The fundamental idea is not only to make (almost) anything but to make fabrication technologies accessible for almost anybody initiating the journey to their own technological future. In Bangladesh, the government has backed and funded several universities in forming their own Fablabs & to achieve sustainability. Fab Lab IUB is such an example of a collaborative initiative that attempts to progress the Fab Foundation's vision. Their goal is to make learning, training, and access to fabrication tools as easy as possible while also nurturing and providing for the local maker community. Additionally, it facilitates software engineering and data driven research works and product development. People regardless of their academic and institutional backgrounds, gender, Religion etc are served. People develop skills, fabricate ideas & even their own products and form startups. Thus, the idea and operation of Fablab is serving the community through equality towards sustainability and progress.

Sub Theme 8: Digital Transformation (Ed Tech., AI, LMS)

Blended Mode of Teaching and Learning and its Implication on Undergraduate Class Attendance: Students' Perspectives

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&
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Abstract

With the emergence of the COVID 19 pandemic majority of the Higher Education Institutions (HEIs) adopted the blended mode of teaching and learning as a mitigation measure to ensure continuity in teaching and learning. Nevertheless, this mode of teaching and learning seems to be the new normal in most universities despite reduction in COVID 19 restrictions. Regrettably, it is observed that students in the regular mode of study who were predominantly taught using the face to face mode are registering low attendance in both the online synchronous and asynchronous forums. This study aims to establish the implication of blended mode of learning on online class attendance among fourth year regular undergraduate students in the department of educational management, policy and curriculum studies at Kenyatta University. The objectives are to; determine the students' perceptions towards blended mode of teaching and learning, determine students' level of awareness and utilization of the Learning Management System and to establish the challenges among students in accessing synchronous online classes. The study will be anchored on Technology Acceptance Theory (Davis, 1989). Social Constructivism Theory (1952). The study will adopt descriptive survey design. Data will be collected using an online survey. The target population will be 1,700 undergraduate students in the 2020/22 cohort. Stratified and simple random sampling will be used to obtain a sample a size of 323 students using Yamane formula. Descriptive statistics and thematic analysis will be used to analyze data and will be presented in form of tables, graphs and narratives. Study findings may act as drivers to the formulation, and execution of policies to enhance adoption and acceptance of blended teaching and learning as the new normal across Higher Education Institutions.

Impact study of data-driven automated system for maintaining Equality in Outcome Based Education

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&

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Abstract

Outcome Based Education aka OBE is one of the de-facto standards for the modern education system. An outcome is a culminating demonstration of learning that the student should be able to do at the end of a course. Therefore, OBE is an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course. In OBE, the product defines the process, conversely, students' pragmatic learnings or skill set development should drive the course content selection, teaching, and evaluation. Effective implementation of OBE maintaining equality requires comprehensive understanding of the OBE process and practices, proper documentation, and adequacy of automated process to learn, execute and drive through comprehensive software system. This research developed a comprehensive framework that will assist the academic stake holders (e.g., Teachers, Students, and CQI cell) to learn, design and evaluate a course in OBE model and measures the impact of this system in terms of overall OBE implementation to a university level maintaining equality across all stages. The software system developed also provides an interactive and adaptive, step-by-step suggestive interface in designing the course outline, setting evaluation methods, and carrying out the evaluation.

Online Learning and Digital Disparity in Education

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&

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Abstract

This research investigates the digital divide exposure in schooling as well as the underlying causes of the split. During the COVID-19 epidemic, when schools across Bangladesh were obliged to use online teaching and learning, a research was conducted to evaluate the digital

gap. It investigated the roles of information and communication technology (ICT) and the English language in perpetuating or alleviating marginalization in low-resource situations. Respondents were secondary school students, parents, and instructors from underserved schools in Dhaka and Bandarban Hill districts. Data collected from various sources through classroom observations, focus group discussions, and interviews. The result show that most students had little access to computers/laptops either at school or home, but had limited access to smartphones, which were hardly available at home from parents, relatives, or neighbors. Furthermore, infrequent online classes, expensive data package pricing, and a lack of ICT equipment in schools were significant impediments to online learning/teaching. Because of the high cost of cellphone and internet accessibility, students faced the first-level digital divide and were unable to use ICTs for educational reasons. This resulted in the creation of the third-level digital divide (utility gap), locking learners in a digital divide cycle. The study findings will implicate major policy reform by the study's stakeholders.

Empowering women through skills training on computer graphics design (CGD) during COVID-19 Pandemic: an in-depth investigation

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Abstract

The Government of Bangladesh (GoB) considers technical and vocational education and training (TVET) a key instrument for reducing the unemployment rate through skills training. Computer Graphic Design (CGD) skills in the TVET sector have brought the highest interest in the GoB and other private sectors due to its significant demand in the job sectors. Considering these demands, a project was proposed and funded by the Australian Award program-Bangladesh with the aim of offering job-focused skills so that the graduates (women and people with disabilities) attain the required competency to secure immediate jobs and/or to create their own business and/or to start earning via freelancing. Due to COVID-19 restrictions, a fully online CGD course was offered via Moodle-based Learning Management System, which was a novel initiative (first initiative) in Bangladesh. Upon completion of the program, an in-depth investigation was carried out by the researchers to identify the collective understanding of unemployed women about

computer graphics design (CGD) Skills Development Program that was delivered in online mode. Phenomenographic research approach was adopted as a theoretical and methodological pathway. 18 unemployed women who successfully completed skills training on CGD were interviewed to understand their experience on the relationship between online skills training, training environment, and employability. Qualitative seven-step data analysis process revealed four categories of description: a) friendly learning environment, b) independent learning environment, c) active learning environment and d) enabling employability. A few challenges associated with online training are also discussed, and recommendations are made to improve the upcoming online skills-focused training programs. The preliminary findings provide useful knowledge for policymakers, online training program designers, and managers in contexts where online skill training programs are believed to improve women's employability, notably in Bangladesh and other Asian countries with similar contexts.

Integrating AI in School Garden: An Explosion of Soft Skills

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Abstract

The rapidly accelerating pace of technology along with new economic order in the world have demanded learners equip with a certain set of soft skills such as critical thinking and problem solving, creativity and innovation, communication and collaboration, etc. One with the explosion of such skills could adapt to the complex nature of the work environment and thus demanded a subsequent shift in our education. This case study examines how the integration of Artificial Intelligence (AI) in school gardening projects leads to an explosion of soft skills in high school students and teachers of a community school in Nepal. With the support from Kathmandu University School of Education, this Participatory Action Research (PAR) was carried out among sixth to ninth-grade students and their teachers for one academic year. Using algorithms from deep learning, students and teachers designed robot that will inspect farm autonomously and check for any soil degradation or any potential threat for diseases that could spread within the crops. With experiential learning as a basic principle, the learners harness numerous soft skills which are evident in the qualitative data collected through participants' observation, focus group discussions and in depth interviews.

Digital Transformation (Ed.Tech.)

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Abstract

Edtech is a recipe for "Education" and "Technology" is the applied educational theory, practice, hardware, and software in the educational setting to facilitate learning and training. In-classroom tablets, interactive projection screens, MOOCs, learning management systems (LMS), learning recording store (LRS), education management information systems (EMIS), social networking, podcasting, computer-based training, online and mobile learning are all examples of EdTech. The objective is to improve the quality and support the better performance of educational systems. This study aims to assess students learning outcomes in Issac Newton's law of motion using Edtech for high secondary students in physics class using both direct and indirect measures of students learning outcomes. The descriptive research method used a survey questionnaire that collected data from two hundred and fifty students in five science and technical secondary schools of Science and Technical Education Board (STEB), Katsina State, Nigeria. Data analysis includes chi-square, correlation, and ANOVA tests of the statistical package for Social Sciences Software (SPSS). Study results show that students using digital tools increase their knowledge base by understanding what forces inertia, mass, accelerations, and equal & opposite forces are. The findings also boost students' self-learning skills in games, projects, and practices. Students learned about the process of changing the global view in reality acts, through teamwork, and problem-solving skills of Newton.

Information and Communication Technology (ICT) Support toward Implementing Gender and Inclusive Pedagogies (GIP) Approach in the Secondary Education During COVID 19 and Beyond: A Case of Bangladesh

Md. Shahadat Hossain Khan,

Mohammad Ali Zinnah, M. Tariq Ahsan, M. Wahiduzzaman, Md. Abdus Salam,
Md. Ahsan Habib, Md. Saiful Malak, Md. Khairul Islam, Sumera Ahsan, Diba
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Abstract

The COVID-19 pandemic has collapsed the education system almost all over the world including Bangladesh, Bhutan, Nepal, Vietnam, and Timor-Leste. In the existing situation, several alternatives such as radio, television, and online media have to lead been undertaken by the Governments of these countries to continue students' involvement in

education for completing their academic calendar at a possible level. Prior evidence, however, reported that ICT facilities at any educational institution, ICT devices in teachers' and students' hands, and easy access to online teaching-learning platforms etc. are some basic requirements to continue students' education during and after an emergency. Therefore, identifying existing ICT infrastructure and designing a realistic and effective ICT-enhanced online teaching-learning and assessment strategy is undoubtedly a demand to continue the education of the students during and after an emergency. This requirement emerged a need for investigating the ICT facilities in secondary schools in Bangladesh as a component of the baseline study to design a learning management system, under a research project funded by the International Development Research Centre (IDRC), for measuring the impact of Gender and Inclusive Pedagogy on students' participation and learning achievements in secondary schools during the pandemic and beyond. The data was collected from 40 secondary schools in Bangladesh by applying a cluster sampling technique. Data were analyzed by using IBM SPSS 20 software. The major findings revealed that ICT facilities in the secondary school were not favorable for integrating learning management systems. To continue online teaching-learning during the COVID-19 pandemic or an emergency, more than 70% of schools do not have internet facilities while 65% do not have any online teaching-learning platform. The results provide that secondary schools in Bangladesh are not well-prepared and fully equipped with conducting an effective online/blended teaching-learning during and after the pandemic. The results suggest enhancing ICT facilities and building capacities of the secondary schools, establishing a complete learning management system, and connecting the schools with this networking for continuing education during and after an emergency.

Quality Assurance model for LMS to facilitate Education and Equality

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Abstract

An envisioned learning management system for higher education will include courses from different universities, training courses, workshops, seminars by highly qualified persons at an affordable cost so that any student can enjoy learning from anywhere, anytime across the country according to their desire and convenience. Now a day's higher education is attempting to discover cost-effective ways to incorporate next-generation education

technology with Quality Assurance (QA). There are multiple approaches to quality assurance and ways to address the concerns about the quality of online learning management ensuring excellence in services provided. New forms of technology are regularly created for teaching and learning with significant benefits for diverse groups of students where one can get to enroll for a course without hassle. New tools address the challenges of meeting new labour force requirements for any industry. The goal of implementing the QA system is to improve the operational efficiency of students by providing opportunities to strengthen their skills with improved and robust learning experiences. The presented work critically evaluated each and every feature of the LMS systems in order to adapt the quality assurance model providing excellence in education and equality.

Integration of Technology in the Classroom of India and Bangladesh

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Abstract

This paper aims at understanding the status of technology integration in education in India and Bangladesh. The education systems of both countries are not likely to embrace change. Eventually, numerous challenges including teachers' ICT knowledge and skills and students' understanding of technology could be found consistently. Integration of Technology can be defined as the usage of a combination of technology, digital content, and instructions in the classroom to make learning more effective and efficient than in the former traditional education system in place. Through this research paper, an attempt has been made to understand the upcoming trends in the technology enhanced teaching-learning approaches in India and Bangladesh. The paper has potential to offer a guideline to effectively integrate technology in education that will help the future learners meet their learning needs adequately.

Developing a model for LMS to facilitate Education and Equality by following QA

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Abstract

An envisioned learning management system for higher education will include courses from different universities, training courses, workshops, seminars by highly qualified persons at an affordable cost so that any student can enjoy learning from anywhere, anytime across the country according to their desire and demands which will help them to accomplish the initiative. Now a day's higher education is attempting to discover cost-effective ways to incorporate next-generation education technology with quality assurance. There are multiple approaches to quality assurance and concerns about the quality of online learning management which bring equality to the students. New forms of technology will be created for teaching and learning with significant benefits for diverse groups of students where one can get to enroll for a course on an EMI, loan, or a trade basis. These benefits include meeting new labor force requirements in any industry. The goals of implementing the system were to improve the operational efficiency of students and to provide the students with many opportunities to strengthen their skills by improving and broadening learning experiences. The purpose of this project is to test each and every feature of the system in order to guarantee education and equality.

A Data Driven Solution for Providing Equality in Higher Education of Bangladesh

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Abstract

Higher education is a significant part of the development of a country. It plays a crucial role in different aspects of a country such as it offers progress to a more productive economy, improves individuals' lives, and thus helps to develop a modern society. Therefore, higher education should be accessible to everyone. In this research, with the view of improving higher education and making it accessible to everyone for 3rd world country like Bangladesh, we propose a Unified Universal University Management System (U3MS). U3MS includes admission process in higher educational institutions, course registration process, student's performance monitoring, teaching and learning process, library management and report generation. U3MS will provide equality in the higher education level for everyone through different modules. U3MS will generate different types of decision-making related reports of different phases of higher education like seat allocation for admission tests, course offering, room allocation for classes, courses timetable, course improvement, increment of revenue, learning program and seminar arrangement, library management, etc. The higher education process has to deal with a huge amount of data. So, the maintenance of these heterogeneous data is impossible without Big Data technology. Therefore, this research proposes a data driven solution to identify higher education management related problems and mitigate them.

An inquiry into Inclusive Architectural Design approach for Educational Buildings

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Abstract

The reality of the built environment for people with disabilities is one of social, physical and attitudinal barriers which prevent their ease of mobility, movement and access. It clearly envisages the Inclusive Architectural Design as one of the encouraging elements for Equity and Inclusion in Education. In case of students and teachers with disabilities, the accessible educational infrastructure plays an important role for teaching - learning activities, as it facilitates users to spend most of the time in the Educational Buildings. Inclusive Design is defined as design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference. This paper narrowed down the research mainly for the educational needs of the persons with loco motor disability and visual impairment. The Educational Buildings of The Maharaja Sayajirao University of Baroda were taken as a case study in which the selection was delimited only to the Heritage Buildings. The paper suggests practical modifications, which can be applied for the selected Heritage Buildings to convert them into accessible ones with a complete set of measures to be taken care of. Further, the engagement of different professionals as well as users can help in successful implementation of inclusive education and in achieving the goal of quality education in long run.

Sub Theme 9: Transformation in Pedagogy Learning Environment and Assessment

Creating a Culturally Responsive Classroom: Student Teachers' Perception about making Classroom Equitable and Inclusive

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&

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Abstract

Effective teachers have always been culturally sensitive and mindful of their students' backgrounds. These educators intuitively realize that a more inclusive classroom will result in more engaged students, and that engagement leads to achievement. Students' traditional roots are respected as an asset in the classroom when culturally relevant teaching is used. The current study examines student teachers' perceptions of culturally responsive pedagogy, the importance of culturally responsive teaching, and their experiences with culturally responsive teaching during school internships. This study is descriptive in nature and data will be collected from student teachers via a survey method with rating scale created by the researcher. Data will be collected from 150 student teachers studying in the last year of their B.Sc. B.Ed and B.A.B.Ed programmes from the state of Goa. Descriptive statistics will be used to analyse the data.

Equity and inclusion in the existing teacher education curriculums in Bangladesh: exploring the context from the new national curriculum framework 2021

Shahriar Pranto
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Abstract

The world is moving towards the fourth industrial revolution (4th IR) where most of current human jobs will be replaced by Artificial Intelligence. Based on the demands of the future globally the whole education paradigm is shifting to transformative competency and most the countries are reshaping their education policy, curriculum, teaching-learning process, etc. To align with the global reformation of education for the future, Bangladesh government has recently approved the National Curriculum Framework 2021 and from the lens of equity & inclusion there are a lot of changes in pedagogy, material, assessment &

system from the aspect of professional knowledge, professional practice & professional engagement. Based on these changes & aspects of the new National Curriculum Framework 2021, five teachers' education curriculums of Bangladesh were reviewed in this study following the document review guideline & eight experts' interview were conducted by using interview schedule. Data were analyzed by using thematic analysis technique and after that a validation webinar was conducted. Most of the components in the new National Curriculum Framework 2021 are inadequately present in the existing teacher education curriculums and these will face many challenges in the implementation process of the national curriculum framework. Existing teachers' education curriculum of Bangladesh needs a major reformation and Bangladesh government should think about this issue very seriously.

Exploring the perceptions of secondary level teachers about equity and inclusion from the perspective of new curriculum framework

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Abstract

Education is the key to development for any nation. With a view to develop the citizens of Bangladesh as Global citizens and to establish social equity and inclusion in Education, Bangladesh has reformed the National Curriculum in the year 2021. This study intends to identify the perception of equity and inclusion among the teachers of Bangladesh who shall be the prime actors of implementation of this new curriculum. The main goal of this study is to explore their understanding of "Equity and Inclusion" as in classroom pedagogy, assessment, materials and system shift and any challenges regarding this area and the ways to overcome the challenges. The results, in addition, put light on the differences of the perceptions about "Equity and Inclusion" in Education between the teachers who have received training on piloting the new curriculum and those who did not. It is crucial to check for the alignment of their perception and understanding with the components of the new curriculum 2021 to ensure a successful implementation. The study's collected and analyzed data have been triangulated through an expert opinion webinar consisting of important members of the Education ministry and curriculum experts. This study is an important document holding the current status, challenges and strategies to overcome challenges regarding teacher perception of "Equity and Inclusion".

Exploring Parents' Perception towards "Equity and Inclusion" Addressed on National Curriculum Framework 2021: Secondary Education Perspective in Bangladesh

Anannya Chakma

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Abstract

The purpose of this study is to investigate parental attitudes of 'equity and inclusion' as addressed by the national curriculum framework of Bangladesh in 2021. The study identified parental attitudes on 'equity and inclusion' in classroom teaching, teaching learning resources, and assessment strategies. This study also explored the perspectives of curriculum on piloting and non-piloting schools. A two-phased data was collected to organize the result of this study. One was the qualitative methodology and the other was in-depth interviews through purposive sampling. The researchers focused on parents of secondary school students to determine their understanding of the modified curricular components. The study also looked at the perspectives of educationists from both the government and non-government sectors. Their thoughts and opinions were considered when analyzing the final result. The study also attempted to identify curricular implementation issues as well as ways for resolving them.

**The preschool teacher's assumptions about a child's ability or disability:
finding a pedagogical password for inclusion**

Fatema Taj Johora

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Abstract

The advancement of inclusive education policies worldwide has given greater weight to social justice practices in educational settings. However, inclusion in preschools has received less attention from researchers. This article examines a 4-year-old child's participation in a mainstream preschool in Australia from a cultural-historical perspective. In particular, this study used the concept of secondary disability to analyse the data, and in this process identified a contradiction between the teacher's perceptions of the child's abilities and the teacher's reported understanding of the parent's perceptions of the child's abilities, which 'clouded' the child's position within the preschool setting. Eight hours of video data were gathered across eight months. The findings indicate that understanding the child's personality and potential can operate as a 'pedagogical password' for the teacher to enter on to the child's unique developmental trajectory. This paper argues that identifying the unique developmental pathway of the child is essential to reduce secondary disabilities.

Content Analysis of the Cognitive Domain in EFL High School Textbooks

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Abstract

The cognitive skill is one of the aspects that is implemented in the textbook which deals with intellectual or thinking ability and guide the students to think, have knowledge, and be active in the classroom. This paper focuses on finding the most type dominant cognitive domain reflected in EFL secondary textbooks. In other words, the study conducted a content analysis of the reading activities in EFL high school textbooks studying 10 units of the three level. The study attempted to answer the following question: To what extent do the activities of EFL high school textbooks lead students towards levels that demand higher or lower thinking skills? The activities that were used as units of study were WH-questions, Yes/No questions, multiple choice questions, complete the sentence, and statement and request questions. The activities were collected, listed and analyzed according to Bloom's Taxonomy low order thinking skills: knowledge, comprehension and application and high order thinking skills: analysis, synthesis and evaluation. The researcher then calculated the frequencies and percentage in which each level of cognition appeared for each separate unit of the ten units studied. The results showed that most of the reading activities emphasized levels of cognition representing the lower order thinking skills, while only few activities emphasized on the higher order thinking abilities.

Inclusive Teaching Competency Model and its applicability

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Abstract

The SDG 2030 Goal 4 emphasized on Inclusive Education. This paper focuses on the Inclusive Teaching Competency (ITC) Model. ITC Model is a framework that represents the structure of inclusive teaching competency by defining its areas and individual competencies that are consisted under each area. The ITC Model specifically deals with the competencies required for school teachers while teaching an inclusive classroom that includes children with or without disabilities. The purpose of this research paper is to elaborate on the applicability of this ITC model. The study employed a quantitative

methodology that administered a survey questionnaire. . The finding reflects on the status of teachers with respect to inclusive teaching competencies. The model will be helpful for teachers for self-assessment of inclusive teaching competencies. Furthermore it has potential to assist school administration in designing of need-based courses for school teachers towards in-service teacher training and orientation in inclusive teaching competencies.

Correlating reading strategies and comprehension among first-year college students

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Abstract

This study determined the correlation between the reading strategies and comprehension of first-year college students at NIPSC Batad Campus for the S.Y. 2019-2020. The descriptive correlation design determines the relationship between reading strategies and comprehension used by the respondents. The respondents took the test on understanding vocabulary in context, noting details and story structure to determine their reading comprehension level. Moreover, the respondents answered a questionnaire on reading strategies to identify the reading strategies. The use of stratified random sampling determined the 101 first-year college respondents. The findings revealed that the students had an outstanding comprehension in understanding vocabulary in context, and they excelled in noting details, determining the story structure and details of events. The most frequently used strategy in pre-reading was previewing the text, during-reading was integrating prior knowledge with what they are reading, and for the after-reading strategies, were summarizing and synthesizing what has been read, using what they have read in some applications, and applying the values and skills they have learned from the story. Lastly, the study revealed that students' reading comprehension significantly correlated with their reading strategies.

Legal Educaion in India: Redefining the Pedagogy, Learning, and Assessment

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Abstract

In India, the legal sector received a renewed focus after the formation of the National Law Universities, referred to as NLUs. These NLUs brought into effect a focussed system and learning that provided quality legal education, experience and skills for a secured future. However, that is broadly restricted to only these few select NLUs in the different states. There is broad discrimination in the pedagogy, learning and assessment between the traditional institutions and the NLUs. The traditional universities, and colleges have not amended their curriculum and pedagogy to the changing needs of society. Thus, in light of the above, the research aims to dwell on the issue of legal education and its wide-ranging methodology in the education sector in India. Based on a doctrinal study, the researcher argues that the traditional institutions should adapt to the dynamic nature of law. The core focus is to illustrate and recommend certain critical amendments that are urgently required and how it can be effectively used to ensure that the access to legal education is uniform and relevant to the practical field.

Application of Big Data Analytics in monitoring student performance

Tanzila Tahsin Mayabee, Sadia Khan, Armun Alam, Samsul Amin, Jannat Khair
Chowdhury, Muhammad Talha Hassan, Md Rubayed Mehedi, Sabrina.alam,
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Abstract

Artificial Intelligence and Big Data technologies are limitedly available in developing countries and understandably, their education systems lack data driven applications in practical. Again, online learning has become a strong tool for learning and education all over the world, especially after the pandemic, but in countries like Bangladesh students and instructors are struggling to keep pace with such updates. This may not be possible to shift the entire academic experience from classrooms to the internet overnight, we can at least initiate utilization of the data recorded earlier to create effective monitoring systems such as Student Performance Monitor (SPM) and guide the students to explore their strengths and overcome weaknesses. The big data analytics software may be utilized in an

outcome-based education (OBE) system, which is an educational approach that emphasizes each component of the educational system on achieving certain outcomes or goals.

STEAM Pedagogy for Educational Transformation in Nepal

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Abstract

Since the beginning of early grades, emphasis has been given to subject-centric teaching in Nepal. Procedural ways of teaching and learning in almost all subjects (mostly in mathematics and science) have been practiced for several decades. In recent years, the voices for incorporating integrated teaching and learning methods at the school level have been getting louder in academia. In the same line, the Nepal government has also developed an integrated curriculum for grades 1-3. In this context, as university faculties, we have been collaborating with several Nepali teachers to incorporate integrated ways of knowing, which is also known as STEAM pedagogy, in STEM disciplines and the use of STEAM projects in school education. For the last two years, we have collaborated with more than 50 teachers who have been developing and implementing STEAM projects from the perspectives of integrated teaching and learning. This paper argues the needs of STEAM projects, their development process, implementation strategies, and lessons learned during the implementation. While doing so, we share the sample projects and teachers' and students' voices while developing those projects. These projects can be helpful for schoolteachers to move on to integrated ways of teaching from the boundary of subject-centric teaching and learning.

Teaching Students with Attention Deficit Hyperactivity Disorder in Inclusive Classrooms: Bangladesh Perspective

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&
Trina Sarker
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Abstract

Children with Attention Deficit Hyperactivity Disorder (ADHD) generally face difficulties adjusting to the structure and expectations of the general classroom setting. Though the education policy of Bangladesh includes an inclusive approach, many teachers face challenges teaching students with ADHD at the elementary level, with all other students with newfound academic and behavioural demands. The researchers conducted a

qualitative study to explore teachers' challenges while teaching children with ADHD in an inclusive environment. The data was collected through classroom observation and interviews with class teachers from 3 elementary schools in Dhaka, Bangladesh. The researchers also interviewed 6 educational experts to suggest strategies for teachers to cope with relevant challenges. Findings from the study explored some issues such as the shortages of teachers trained in handling students with ADHD and proper classroom management, lack of appropriate teaching-learning materials and resources, and lack of knowledge to do differentiated planning for delivering the lessons. The study also reveals that collaboration among classroom teachers, special education support teachers, and parents is necessary to support children with ADHD to ensure they are following classroom instructions and achieving grade-level academic goals. The experts also opined that using adaptive behavior management strategies and technology-based learning can help these children concentrate and learn.

Diversify reading opportunities to ensure reading success and promote inclusion: at the core of RtR children's literacy initiative

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&

Saidus Saklaen

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Abstract

Room to Read (RtR) considers early grade literacy as the most effective weapon for fighting the war against exclusion, inequality and discrimination which is evidently reflected in its catchphrase “World change starts with educated children”. However, the major drives to reduce exclusion in reading success is often limited to provide wider access to educational resources and create a supportive learning environment, there has been conscious attempts by RtR to widening the choice of text for the underprivileged children by diversifying content that represents the wide range of their emotion and interests. RtR believes that content matters in respecting and reflecting the experiences of all children, especially for those children whose backgrounds have historically been underrepresented, helps all children understand that they do indeed matter and they are included- in the school and the larger community. RtR book development initiatives is greatly influenced by the idea (by Rudine Sims Bishop) of books as “mirrors,” where children have the opportunity to see themselves and their lives reflected in the book; as “windows,” where they gain an appreciation of experiences different from their own; and as “sliding glass doors,” where

children step through to become a part of the world created by the author. The recent pandemic and school-closure, significantly disrupted learning—and normal life—for children throughout the country. In response to support reading at home, Room to Read has explored ways to create reading opportunities of all children including the children with disabilities through diversified reading opportunities like digital story books, Read aloud videos, inclusive instruction videos for children and online trainings for teachers with inset sign language. This paper illustrates Room to Read's footprints on the journey of making literacy initiatives inclusive. From an applied perspective, there are some learning sharing which will contribute to the stakeholders working with literacy.

Impact Study of Online Assessment Methods Facilitating Blended Learning towards Inclusion and Equity

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Abstract

The use of information technology in evaluation in diverse fields, including educational assessment, is referred to as online assessment, alternatively known as digital assessment, e-assessment, electronic assessment, or computer-based assessment. However, online education has become a major debate due to the challenges and credibility of online assessment in Bangladesh in terms of inclusion and equity. According to the findings of recent studies, students' overall opinion of e-assessment is moderate, and this attitude varies depending on their gender, academic level, the field of study, and economic position. Those factors create a barrier to ensuring inclusion and equity in education including assessment. Though, COVID, according to their remarks, was a crucial factor in enhancing their interest in e-assessment. Still, several findings suggest that teaching and learning in a hybrid or blended learning environment necessitate the development of appropriate and effective assessment practices in order to improve students' learning and provide positive feedback in an inclusive setting. An explanatory mixed-method study will be carried out on tertiary level students in Bangladesh through SRS. The findings will help us to advocate for the widespread acceptance of inclusive blended learning at the tertiary level education and policy level adaptation, creating certain and sustainable e-assessment strategies and pathways.

Ways of creating positive learning environment for everyone in inclusive classrooms

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Abstract

Inclusive education is fairly a recent change in the Indian education system regarding the education of children with disabilities. In India, inclusion in the education system was needed for promoting an inclusive and discrimination free society. However, just bringing in a policy does not enable each and every stakeholder involved in the education system and make them ready for the inclusive setup. Since it involves children with disabilities, we need to be extra attentive to create a positive learning environment without any prejudices and biases. The objective of this study is to find out the ways and approaches needed in the present education system to create a healthy learning environment where there is no discrimination. The study is qualitative in nature and tries to engage with people working in the education system. Data were collected from thirty special educators, teachers and curriculum developers using semi- structured interviews. The findings suggest that we need to make changes in the pedagogy, curriculum as well as in the teacher education system to reap the benefits of an inclusive education system. Sensitization is also necessary on each stakeholder's part so that children can be sensitized too.

Sub Theme 10: Collaborative Approaches for Development (Multi Level Stakeholder Engagement, OPD engagement)

Beyond the vision of Eye, Insight Inclusion for Differently able persons' Spectrum Divergence.

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Abstract

Now whole World in the threshold of 21st century's 4th Industrial revolution. 3rd industrial revolution (1969-2010) which was deal with Corporate sector, automated product, using electronics, IT, Nuclear energy for human development. But those mechanical reproduction only show the path of materialistic gain and Bio-Psycho-Social feeling, emotion, empathy are became numb in Social Bio diversity inclusion. Whereas in this Era for Intelligence production, Smart sensors related to human brain Function, AI, Cloud technology and new Media are help for persons with special need to reaching out there need hierarchy according to their intelligence level with the help of those free association collective consciousness and express through Spectrum Divergence. With support of this isolation social inclusion of Differently abled person are easily included. According to their Organismic Valuing System. Like an example- person with Autism and ADHD have their own positive characteristic for our bio-psycho- social divergence world. They have spectrum of emotional feelings and resonance through sensory perceptions. May be sometime we all are feel in this spectrum (high or low intensity) and own space for empathize social inclusion. This paper's methods will be based on empirical theories of Psychology, Special need Person's case interventions, literature survey, Social survey interview and film references with analysis. Enhancing positive and general inclusion of person with special need in society with Equity for well-being. 4th Industrial revolution of human mind create a new meaning of perception, thinking and cognition. Their feelings and emotions are also creative and powerful for society.

Community based inclusive education to promote educational rights of children with disabilities

Iftekhar Ahmed

Director, Centre for Services and Information on Disability (CSID), Bangladesh

Abstract

Centre for Services and Information on Disability (CSID) is a voluntary organization in Bangladesh working through implementing community based rehabilitation programs since 1997. CSID's vision is to create an inclusive society where persons with disabilities are living with equal rights, opportunities, access and dignity. CSID strongly believes that children with disabilities have the equal rights to live with their families and enjoy all rights. CSID conducted studies at national and regional level and provided direct support to around 10000 children with disabilities. For contribution towards inclusive education CSID awarded by STAR Foundation-UK in 2011. Present paper, based on the participatory observation and document review, is focusing the initiative by CSID on community based inclusive education to promote educational rights of children with disabilities. CSID established inclusive preschools and community center based inclusive schools with the objective of creating examples of successful inclusive education in the community. To bring a positive, sustainable change for the children with disabilities, CSID providing teacher training on inclusive education, providing necessary services and extra classes to the children with disabilities, recreational and co-curricular activities, organize and empower parents' forum, community awareness, form and activate Community Committees, ensure government and local government participation.

CBMG Bangladesh's Approach to Inclusive Education

Asim Dio, Advocacy and Communication Manager, CBM

Abstract

Inclusive Education has become one of the major development agenda influencing development policies and practices in many countries globally in this Sustainable Development Goals (SDGs) era. Making no exception to this trend Bangladesh has also embraced global commitment of leaving no one behind and has put all possible efforts out to making education system inclusive to cater disadvantaged and marginalized sect of population such as children with disabilities. Aligning with this national and global commitment, CBM Global Bangladesh has also taken an approach to inclusive education that is grounded on non-negotiable commitments of UNCRPD and SDG 4. This paper intends to capture the overall approach and efforts of CBM Global Bangladesh in making education system inclusive for the children with disabilities. CBM's efforts in inclusive education are driven by the three vehicles for change namely field programmes, advocacy

and advisory. Through field programmes, CBM intended to develop an ideal model of inclusive education by implementing specific projects with its partners. Two separate models of inclusive education have been developed, documented, and successfully replicated namely the DRRRA inclusive education model and Kulaura inclusive education model. Taking the learning from the field programme, CBM worked for the policy influencing through collective advocacy by facilitating the emergence of Inclusive Education Working Group. The working group conducted policy gap analysis and influenced PEDP IV. CBM and its partners provide advisory support to GO and NGO entities in making education system and procedure inclusive for children with disabilities. In this entire process, CBM keeps Organization of People with Disabilities (OPDs) and community people at the center. CBM Global Bangladesh believes that holistic approach and collective efforts ensuring engagement of multi-stakeholder can only make the inclusive education a reality.

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12. Professor Nazmul Haq, General Member, ACIE Bangladesh
13. Ms. Selima Sultana, General Member, ACIE Bangladesh
14. Advocate K M Jabir, General Member, ACIE Bangladesh
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17. Abdus Samad, General Member, ACIE Bangladesh
18. Argha Mitra, , General Member, ACIE Bangladesh
19. Nusrat Parvin, , General Member, ACIE Bangladesh
20. Nazrul Islam, General Member, ACIE Bangladesh
21. Parveen Ahmed, General Member, ACIE Bangladesh
22. Gulshan Afroz, General Member, ACIE Bangladesh
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30. Sayeed Hossain, General Member, ACIE Bangladesh
31. Dr. Margub Aref Jahangir, General Member, ACIE Bangladesh
32. Anup Kumar Talukdar, General Member, ACIE Bangladesh
33. Ms. Nasreen Sultana Mitu, General Member, ACIE Bangladesh
34. Jahangir Alam, General Member, ACIE Bangladesh
35. Nishat Parveen Ripa General Member, ACIE Bangladesh
36. Associate Professor Dr. Sumera Ahsan, IER, University of Dhaka, Bangladesh

37. Ms. Tanjilut Tasnuba, National Program Officer, International Labour Organization
38. Grace P. Sengupta, Senior Manager, Strategy & Operations at BRAC
39. Associate Professor Dr. ASM Shihavuddin, Independent University, Bangladesh
40. Ms. Arifa Rahman, Assistant Professor Green University of Bangladesh
41. Ms. Shereen Akther, Program Officer, UNESCO Dhaka
42. Muhammad Mushfiqul Wara, Country Director, CBM Global Bangladesh
43. Asim Dio, Advocacy and Communication Manager, CBM Global Bangladesh
44. Md. Saydul Huq, Integrated Sponsorship Project Manager, Plan International Bangladesh
45. Manik Kumar Saha, Project Manager, Plan International Bangladesh
46. Mr. Monirul Islam, Program Manager, Room to Read Bangladesh
47. Ms. Mustakima Khanam, Advisor, Gender & Inclusive Education, Sesame Workshop Bangladesh
48. Mesbah Uddin Ahmed Sumon, Deputy T. Leader, Bishwo Shahitto Kendro, Dhaka, Bangladesh
49. Md. Faruk Hossain, Administrative Officer, Bishwo Shahitto, Dhaka, Bangladesh
50. Shahriar Pranto, IER, University of Dhaka, Bangladesh
51. Saiful Islam Akash, IER, University of Dhaka, Bangladesh
52. Themefic
53. National Bank Limited, Bangladesh
54. AGNI Systems Limited
55. E3 Solutions
56. Burger Hut- Shantinagar
57. Tuhin Metal

Volunteers

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2. Anannya Chakma, IER, University of Dhaka
3. Sadap Jahan Dina, IER, University of Dhaka
4. Tanvir Ahmed Miraz , IER, University of Dhaka
5. Sariya Shabnam, IER, University of Dhaka
6. Jannat Ara , IER, University of Dhaka
7. Nazifa Tabassum Bannah, IER, University of Dhaka
8. Farhin Rahman Monika, IER, University of Dhaka
9. Ashraful Alam Rafi, IER, University of Dhaka
10. Zillur Rahman Tamim, IER, University of Dhaka
11. Israt Jahan Shetu, IER, University of Dhaka
12. Antu Datta, IER, University of Dhaka

