# SITUATIONAL ANALYSIS AND ASSESSMENT OF EDUCATION FOR CHILDREN WITH DIABILITIES IN BANGLADESH, SOUTH ASIA, EAST ASIA AND SOUTH AFRICA

## Research Conducted by:

**CENTRE FOR SERVICES AND INFORMATION ON DISABILITY (CSID)**
**BANGLADESH**

**Commissioned by:**

**OVERSEAS DEVELOPMENT GROUP**
**UNIVERSITY OF EAST ANGLIA, UK**
**Under it's**
**DISABILITY KNOWLEDGE & RESEARCH (KaR) PROGRAMME**

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## Acknowledgements

DFID's Disability KaR program, under the Theme of Mainstreaming Disability in Development, and in consultation with People with Disabilities and Professionals in the field of Disability and Development, identified some research issues with a list of guiding principles for research as well as inclusive development. Education of Children with Disabilities was one of the identified issues.

The Disability KaR program circulated an invitation to submit Research Proposals from potential organizations / individuals. In response to that this proposal was prepared, in consultation with the Advocacy group of Street, Working and Slum Children with Disabilities formed and empowered under the Centre for Services and Information on Disability's (CSID) Child Focused Rights based Program.

CSID followed a participatory approach involving a wide range of participation of Children and adults with disabilities, disabled people's organisations, Organisations working with the disabled, professionals. The Research covered 4 countries of South Asia, East Asia and South Africa: Bangladesh, Nepal, Vietnam and Republic of South Africa. CSID would like to express its deep appreciation to the contact organisations in Vietnam- "The Office of National Coordinating Council on Disability (NCCD); Nepal- "National Federation of the Disabled-Nepal (NFD-N) and South Africa- "Secretariat of African Decade of Disabled People" who made an enormous effort to organise the research Team's visit; made appointments with different Government and Non-Government agencies/institutions, Schools, Professionals, DPOs, Parents Groups etc.; facilitated visa processing, reservation of accommodation and local transportation. Without their sincere cooperation it wouldn't have been possible for the Research Team to collect information from those countries. The research Team also express their deep appreciation and gratitude to the Education Institutions/organisations/persons/groups they visited, interviewed, and discussed, within Bangladesh and other countries who provided information to make the Research a success.

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Research Team

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## ACRONYMS

| ADL | Activities of Daily Living |
|---|---|
| BPEP-II | Basic Primary Education Project-II. |
| CSID | Centre for Services and Information on Disability |
| CRC | UN Convention on the Rights of the Child |
| DANIDA | Danish International Development Agency |
| DPOs | Disabled People's Organisations |
| DPI | Disabled People International |
| DFID | Department For International Development |
| ELSEN | Education for Learners with Special Education Needs |
| EFA | Education For All |
| FGD | Focus Group Discussion |
| FEDOMA | Federation of Disability Organisations of Malawi |
| HLW | HealthLink Worldwide |
| H&S | Hearing and Speech |
| IE | Inclusive Education |
| INGOs | International Non-Government Organisations |
| IEP | Individual Education Plan |
| ILP | Institutional Linkage Programme |
| KaR | Knowledge and Research |
| MoE&S | Ministry of Education and Sports |
| MGD | Millennium Development Goal |
| NFD-N | National Federation of the Disabled-Nepal |
| NCCD | National Coordinating Council on Disability |
| NGOs | Non Government Organisations |
| NCSNET | National Commission on Special Needs Education and Training |
| NCESS | National Committee on Education Support Services |
| NFE | Non-Formal Education |
| ODG | Overseas Development Group |
| PEDP-II | Primary Education Development Project-II |
| PWDs | Persons with Disabilities |
| SADDP | Secretariat of African Decade of Disabled Persons |
| SNE | Special Needs Education |
| SNES | Special Needs Education Section |
| SEC | Special Education Council |
| SES | Special Education Section |
| SNC | Special Need Section |
| UK | United Kingdom |
| UNICEF | United Nations International Children Education Fund |
| VI | Visual Impaired |

## DEFINITIONS

***Enrolment:***

Disabled Children enrolled in to different educational systems being practiced in different countries.

***Repetition:***

Disabled Children enrolled in different education system but could not get promotion to the higher classes and retained in the same class for 2/3 years.

***Dropout:***

Disabled Children enrolled in different education system but left school after a certain time for different reasons and not continuing to study any more.

***Formal Education:***

*Formal education* is defined as “the institutionalized, hierarchically structured, chronologically graded education system starting from primary to post-primary levels of education” (BANBEIS, 1999). UNESCO definition refers to “education provided in the system of schools, colleges, universities and other formal educational institutions that normally constitutes a continuous 'ladder' of full-time education for children and young people, generally beginning at age six and continuing up to 20 or 25 years of age”. *Formal basic education* usually comprises the primary school grades, but may include also additional grades (e.g. lower secondary schooling) that are considered ‘basic’. The term is used to distinguish cases where basic education in the formal school system is considered to extend beyond primary schooling” (UNESCO, 2002). Thus formal education comprises ‘an institution, hierarchically structured, and sequentially graded continuous 'ladder' of full-time education, beginning at age 6 and continuing through 20/25 years’.

***Non-Formal Education:***

Bangladesh defines NFE is "That form of education which consists of mostly assortment of organized and semi-organized educational activities operating outside the regular structure and routines of formal system, aimed at serving a great variety of learning *and livelihood skills* needs of different sub-groups of population, both young and old". UNESCO definition is, “Non-formal education may take place both within and outside educational institutions, and may cater to persons of all ages. Depending on country contexts, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life-skills, work-skills, and general culture. Non-formal education programmes do not necessarily follow the 'ladder' system, may have varying duration, and may or may not confer certification of the learning achieved”.

***Inclusive Education:***

Inclusive education (IE) is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion.

The principle of inclusive education was adopted at the World Conference on Special Needs Education: Access and Quality (Salamanca, Spain, 1994) and was restated at the World Education Forum (Dakar, Senegal, 2000). The idea of inclusion is further supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all.

Inclusive education means that… *schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups.* (The Salamanca Statement and Framework for Action on Special Needs Education, para 3)

***Integrated Education:***

The pedagogic concept of integration is that, " … it involves the admission of children with special educational needs in 'ordinary' or 'regular' schools and may be described as 'pedagogic integration'. This may be mandatory under legislation, or it may take the form of statements of policy which aim to encourage such integration" (UNESCO 1996).

Educational integration refers to measures taken to provide education within the regular education system with some extra support (i.e. resource room, resource teacher etc.) for children with special educational needs.

***Special Education:***

Every child is unique, and every child needs help in developing and adjusting to life. Some children need more help than other. And some need special help over longer or shorter periods of their lives, for example, during their school years. This special, extra help is often referred to as 'Special Education' (Jönsson, 1994).

***Special Needs Education:***

"Educational intervention and support designed to address *special education needs.*"

"The term 'special needs education' has come into use as a replacement for the term 'special education'. The older term was mainly understood to refer to the education of children with disabilities that takes place in special schools or institutions distinct from, and outside of, the institutions of the regular school and university system. In many countries today a large proportion of disabled children are in fact educated in institutions within the regular system.

Moreover, the concept of 'children with special educational needs' extends beyond those who may be included in handicapped categories to cover those who are failing in school for a wide variety of other reasons that are known to be likely to impede a child's optimal progress. Whether or not this more broadly defined group of children are in need of additional support depends on the extent to which schools need to adapt their curriculum, teaching and organization and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils." (International Standard Classification of Education - ISCED, 1997).

## EXECUTIVE SUMMARY

This Research had been commissioned to Centre for Services and Information on Disability (CSID) by the Overseas Development Group (ODG), University of East Anglia under it's Disability KaR programme jointly managed by Healthlink Worldwide and the Overseas Development Group at the University of East Anglia, UK.

*Objectives of the Research:*

The broad objectives of the Research were: Assessing and analysing the major shortfalls in existing design and implementation process of education programmes for disabled children; Assessing the effectiveness and impact of existing Inclusive Education programmes in terms of Enrollment, Repetition, Dropout and Attitude; Assessing the impact of Special versus Integrated and Inclusive Education; Identifying successful Case studies and Identifying areas/issues and possible interventions for strengthening and promoting Inclusive Education.

*Methodology and Approaches:*

A combination of methodology was used to collect information/data for the research: Focus Group Discussion; Group interaction; Visiting Special, Integrated and Inclusive Schools; observation; In-depth interviews; E-mail questionnaires; Collecting Case Studies from all four countries; Review of available Policy documents/ literature and web search. A total of 8 set questionnaires used, which were a combination of closed and open-ended questions. The research used a participatory approach in the whole process. A children's consultative group was directly involved in the consultation process and the data collectors were disabled. The Team Leader and one member of the research team were also disabled.

*Area Coverage:*

The research covered 4 countries in South Asia, East Asia, and Southern Africa. The counties were Bangladesh, Nepal, Vietnam and the Republic of South Africa. Local coordinating organizations involved were:

Nepal - National Federation of the Disabled-Nepal;
Vietnam - National Coordinating Council on Disability;
Republic of South Africa - Secretariat of African Decade of Disabled Persons;

These organizations arranged visits to Special, Integrated and Inclusive Schools and made appointments with key stakeholders/respondents ie: Government / policy level Officials of Disability and Education Ministries, Education Departments in Universities, Disabled Children's' groups, Parent's groups, DPOs etc. As the researchers were based in Bangladesh, and in order to have as wide a range of information given the time frame and available resources, the Research Team decided to cover 12 districts (2 districts from each 6 administrative divisions) in Bangladesh. The districts selected are those where some form of educational services exist for children with disabilities.

*Time frame:*

The stipulated time frame: 17 January 2005 to 31 June 2005.

The major limitations were: Time constraint; No option to visit outside City area in Nepal, Vietnam and South Africa to collect wide range of data; Lengthy and complicated process of visa for Vietnam and South Africa; Language problem in Vietnam and Nepal,

**Major findings:**

The findings of the research reflect that the conceptual aspects, design and implementation processes of different systems in the education of disabled children vary among the four countries. The concept of Inclusive Education is not unanimous among the four countries. The common major shortfalls in different educational systems are as follows:

*In Special Education system:* The special education system is costly and the number of institutions is inadequate in all four countries given the level of need. Insufficient government resource allocation; Resource Teachers are losing interest due to low salary and benefits and no opportunity to develop further skills. Inadequate Teachers training facilities; Inaccessible infrastructure; No uniformed curriculum; Inadequate supply of Braille books and equipment; lack of sign language trained teachers; Lack of relevant support systems; Emphasis on vocational skill training rather than the pedagogical aspect; No follow up system after schooling.

*In Integrated Education system:* Information on the Integrated education system has been collected from Bangladesh only (only blind children were integrated) as there was not scope for this in other 3 countries. The major shortfalls are: supply of Braille books and equipment; Low remuneration and benefits for resource teachers which reduces the interest of teachers; Resource teachers have no opportunity to develop further skills; Insufficient resource allocation to the schools.

*In Inclusive Education system:* Inclusive education systems are not being widely practiced. The Research team has been able to visit Inclusive schools in Bangladesh and Vietnam. In the other two countries Inclusive education pilot projects are running but there were no scope to visit them. In Bangladesh Inclusive schools are being operated by NGOs in a non-formal system so only marginalised children, and children with mild degrees of disabilities, are enrolled in the inclusive schools. Teachers are not adequately qualified and trained; Classrooms and premises are not accessible and sitting arrangements are not comfortable for disabled children; the Classroom environment is not suitable for accommodating different types of disabled children and the supply of teaching/learning materials/equipment is insufficient. In Vietnam all the Government Special Schools have been transformed into Inclusive Schools. In inclusive schools in Vietnam the shortfalls are: Insufficient resource allocation; Inadequately trained Teachers; Inadequate supply of Braille books, equipment and other teaching/learning materials; Physical Inaccessibility; Inappropriate curriculum and improper planning.

The Immediate and Root Causes of the shortfalls identified by the different respondents are more or less common in four countries. *The immediate causes are*: Lack of Government interest and support to implement existing policy, Lack of resources; Lack of technical skills; negative attitudes towards disability issues; Lack of proper planning through actual situational analysis; Lack of coordination and mutual cooperation among concern departments of different Ministries and professionals; Lack of communication and coordination between professionals and implementers; Lack of appropriate information; Inadequate regional and international coordination and cooperation.

*The common root causes identified by the respondents of four countries are:* Lack of Political commitment; Poverty; Socially ingrained prejudice towards disability; No reliable data is available on the prevalence of disability and the situation of Children with Disabilities, which is a prerequisite to developing an appropriate policy and plan; Inadequate legislative support in favour of implementing the policies; the Education of Children with Disabilities is considered a welfare issue rather than a development issue; Lack of awareness of parents of the needs of education for Children with Disabilities. In addition of those common causes South Africa has racial sensitivities, Bangladesh has the barrier of Governmental rules of business (ie: the education issue of disabled children is under the Ministry of Social Welfare) and Nepal has the barrier of the Geo-topographic feature of mountains in Nepal.

*On the issue effectiveness of Inclusive Education system in terms of enrolment, repetition, dropout and attitude the findings are as follows:* In Bangladesh the Research Team visited 10 inclusive schools and found the disabled children's enrolment rate is 8.04% among a total of 2300 pupils. In the formal schools it is 0.84% and in non-formal schools 22.61%. It is because in formal schools some self-motivated parents are enrolling their disabled children and facing the challenges. The non-formal schools are being operated by NGOs. They are identifying the disabled children in the working area, motivating the families and enrolling the children in

to their non-formal pre-schools and providing all services including education materials free of cost. But the formal or mainstream schools do not have programmes or activities addressing identification and motivation. So, the enrolment rate in the areas where some NGO programmes are present is higher than the areas where no disability programme is being implemented.

Among the other 3 countries the research team have been able to visit and observe one Government Secondary Inclusive School in Vietnam. The school was inclusive of only Visually Impaired (VI) children. The percentage ratio between pupils with and without disability is 9.82%: 90.18%. In comparison to the enrollment rate of Bangladesh in inclusive schools it is nearly same.

*Repetition & Dropout rate:*

In Bangladesh the percentage of repetition and dropout is only 2% and 1.20% respectively. In Vietnam the Inclusive School reported they do not have any repetition and drop out among disabled pupil. The reason for 0.00% repetition and dropout rate is that they add extra marks to promote the VI pupil if any one secures low mark. In Nepal and South Africa there was no opportunity for the research team to visit any Inclusive School.

*Attitude and awareness:* In Bangladesh it has been found that on average 35% of peer learners and 13% of teacher's attitude towards disabled learners is unfriendly. At an Inclusive school in Vietnam disabled children reported some classmates, and the trained teachers are really very supportive and friendly but others are not.

In all four countries It has been found that most of the teachers who received some form of training on 'teaching disabled children' are a little aware of some of the International conventions and National policies as they have heard about those while participating in training courses. In all four countries the School Management Committee or Governing Body and the parents are not adequately informed of any policy, legislation and or convention.

In Nepal the attitude of most of the parent's of disabled children who are enrolled in the education system is, the disabled children should learn in Special Schools. In South Africa parents strongly opined that they want their children to participate in mainstream schools. In Vietnam and Bangladesh it is average. Some parents opined disabled children should learn in special schools, some want them in mainstream schools and some responded whatever is the system it doesn't matter, they want to make their children educated.

In all four countries the evolution of an Education system for Disabled Children started in the form of Special Education a while back. Over time the concept of the education system changed into an Integrated system and recently an Inclusive system. All 3 systems are being practiced together in Bangladesh, Nepal and Vietnam, and South Africa followed a Special Education system but recently undertook a pilot project on Inclusive Education. The Impacts of the Special Education as identified by the research team are*:* Special Education systems isolate disabled children from society; Existing Special Education systems are confined to the primary and, to some extent, secondary level; Emphasis is being given on vocational training rather than academic teaching in special education settings; Due to inadequate special education centres and high cost involvement very few children have the opportunity to participate in the special education system in all four countries.

*Impact of Integrated education system:* According to the response of different stakeholders from all the countries- an Integrated Education system facilitates socialisation from the school level. The Disabled children can participate in a mainstream curriculum, which can be helpful in participating in higher mainstream education. It is less costly than the Special Education.

*Impact of Inclusive Education (IE):* Inclusive education is not practiced widely. In Bangladesh NGOs are operating some non-formal inclusive schools primarily in rural areas and most of them are pre-school level. In Vietnam the research team visited one Government inclusive school (inclusive of only visual impaired children). In Republic of South Africa inclusive education is not being practiced; a comprehensive plan has been developed to implement IE and a pilot project has been undertaken for field-testing. The SNES (Special Need Education Section) in collaboration with County of Copenhagen and the Danish University of Education initiated a pilot project on Inclusive Education including a 10 month teacher-training course in Nepal. So, it is observed that Inclusive Education in a limited scale is in practice in all four countries. However it is too early

to predict to what degree and to what extent inclusive education will turn out as the most pragmatic approach considering the political, socio-economic and cultural conditions.

*Policy issues:*

Bangladesh has a National Education Policy 2000. The Education For All (EFA) plan aims at a 100% literacy rate by 2015. Disabled children are left out of this programme as their programme of education considered a welfare and charity issue. Under PEDP-II (Primary Education Development programme-II) it has been specified that in Primary schools mildly disabled children would be enrolled. But unfortunately it is not in practice. There is no specific comprehensive policy and action plan regarding the education of disabled children.

Nepal has declared Education For All (EFA), which aims at all disabled children being enrolled in the education system by 2015. But in reality there is no comprehensive education policy and / or action plan to include disabled children into mainstream schools. Nepal has Special Needs Education Section (SNES) under it's Basic Primary Education Project-II. The SNES in collaboration with DANIDA initiated a pilot project on Inclusive Education including a 10 months teacher-training course. So, Nepal is moving towards it's goal with limited initiatives.

Vietnam has it's Disability Regulations and National EFA Action Plan. The education policy aims to cover 70% disabled children by 2015, but there is no comprehensive action plan to ensure the education rights of disabled children. Under the Ministry of Education and Training a Steering Committee on Inclusive Education (IE) has been formed and the Committee is in the process of developing IE policy and strategy.

Following a long process the Republic of South Africa prepared a comprehensive plan- "Education White Paper 6, Special Need Education, Building an Inclusive Education and Training System". In this White Paper it has been clearly outlined What an Inclusive Education and Training system is, and how they intend to build it. It also provides the framework of establishing such an education and training system, details of funding strategy, and lists the key steps to be taken. In addition South Africa has undertaken a pilot project on IE.

The research team observed that within the Special, Integrated and Inclusive education systems being practiced in all four countries there are some shortfalls, which need to be overcome. As the shortfalls are based on the local socio-cultural and economic situation the measures to be undertaken overcoming the shortfalls would be different and based on the local conditions of each country. The team also considered that inclusive education for children with disabilities is no doubt a new dimension and has a valid logic for introduction in different societies. At the same time Special Education is also important to meet the education needs of some percentage of disabled children as well as the possibility of using the Special Education Centres as Support and Resource Centres to strengthen the Inclusive Education system. Implementing IE depends upon the values, attitude, socio-cultural condition and availability of resources of individual countries, however there is no example of successful implementation of IE in front of us as yet. So, there is a definite need for further comprehensive and intensive investigations/research to be conducted into how best the existing systems can be improved, or how to optimize the benefits in each country.

## CHAPTER- I

### INTRODUCTION:

This Research agenda and it's guiding principles were the result of a KaR Policy Workshop held in London in October 2004 and the KaR roundtable: Mainstreaming Disability in Development held in Malawi involving the participation of disabled people, representatives of the International disability movement and disability programme practitioners - hosted and organised by the Federation of Disability Organisations of Malawi (FEDOMA) and HealthLink Worldwide (HLW), UK. The Disability KaR programme is part of the UK Department For International Development's (DFID) Disability Knowledge and Research Programme, jointly managed by HealthLink Worldwide and the Overseas Development Group (ODG) at the University of East Anglia, UK.

Centre for Services and Information on Disability (CSID) is linked with HLW through it's Internet-based Disability Information Dissemination Network. The partnership between HLW and CSID was established through participation in the Communication for Advocacy and Inclusive Communication Workshops organised by HLW In Bangladesh and India respectively, and conducting an Oral testimony on "Documenting Lives and Experiences of People with Disabilities in Bangladesh". HLW sent the information on Call for proposal on Researches to CSID and CSID circulated the information through its' network to subscribers all over the world. CSID also participated in the bid through submitting a Proposal of Research on Theme 8 - Education. The proposal had been accepted and CSID was commissioned to conduct the Research.

The country focus of the research was in South Asia: Bangladesh and Nepal; in East Asia: Vietnam and in Southern Africa: Republic of South Africa.

## CHAPTER- II

### Research Design:

**The objectives of the Research were:**

- To assess and analyse the shortfalls in the existing design and implementation process of education programmes for Children with Disabilities.
- To assess the effectiveness and impact of existing inclusive education programs in terms of attitude, enrollment, repetition, and dropout.
- To assess the impact of special versus inclusive/ integrated education.
- To identify successful case study/examples from Africa, South and East Asia on inclusion of children and young people with Disabilities into the education system.
- To identify areas/issues and possible interventions for strengthening and promoting inclusive education including North-South Cooperation and Collaboration.

**Time frame:**

The stipulated time frame of the Research was 17 January - 30 June 2005. As per contract the Research Team submitted the draft report by 30 May 2005. The preparatory work like developing questionnaires, Focus Group Discussion (FGD) guidelines, selection of areas, forming Children Consultative group and consultation, recruitment and orientation of data collectors etc was done in January and February, (excluding the weekend and Public holidays) The actual time the Research Team spent collecting information/data covering the 4 countries was from 2$^{nd}$ week of February to 2$^{nd}$ week of May 2005 (13 weeks).

**Geographical area coverage:**

The research covered 4 countries of South Asia, East Asia, and Southern Africa. The countries are - in South Asia: Bangladesh and Nepal, in East Asia: Vietnam and in Southern Africa: Republic of South Africa. Due to resource and time constraints it was not possible to widen the range of areas to include rural areas, or conduct an adequate number of interviews / FGDs with different stakeholders in all countries, except Bangladesh. The Research Team requested the local contact organisations in Vietnam, Nepal and South Africa to organise meetings/FGDs and visits to Special, Integrated and Inclusive Schools and make appointments with some key stakeholders like; Government policy level Officials in Disability and Education Ministries, Education Departments of Universities, DPOs, Parents & Children Groups etc. Meetings and FGDs were held in the cities as available and the Research Team was totally dependent on the contact organisations regarding those arrangements.

As the researchers are based in Bangladesh the Research Team decided to cover 12 districts (2 districts from each 6 administrative divisions) in Bangladesh. The districts were selected according to where some form of education services exists for children with disabilities.

**Country wise list of area covered:**

| *Bangladesh* | *Nepal* | *Vietnam* | *South Africa* |
|---|---|---|---|
| **Dhaka division: *Dhaka and Norshingdi***<br>**Chittagong division: *Chittagong and Noakhali***<br>**Khulna division: *Jessore and Jhinidah***<br>**Barisal division: *Barisal and Bhola***<br>**Sylhet division: *Sylhet and Sumangonj***<br>**Rajshahi division: *Bogura and Gaibandha*** | Katmandu City | Hanoi City | City of Cape Town |

**Nature and Approach of the Research:**

The Nature and Approach of the research was participatory. Among four Research Team members two are Persons with Disability (one blind and one physically impaired). An 8 member children's consultative committee was formed and involving one girl and one boy from each 4 categories of disability to ensure a range of participation of children in the research process. The Research Team consulted with this group from time to time and they also participated in the information gathering process throughout the research activities. The research involved different single and mixed Disabled People's Organisations (DPOs), where available, in the process of gathering information/data through providing orientation/information. The research approach was qualitative by nature and an inherent capacity building component was built into the process.

**Methodology used:**

A combination of methods has been used for collecting information e.g.

- *Focus Group Discussion* with group of children learners/DPOs.
- *Group discussion* with parents of Children with Disabilities.
- Visiting *Special, Integrated and Inclusive Schools, observation and discussion* with teachers, students, and management committee.
- *In-depth interviews* with the Policy level people of Government Education Department; Non-Government Organisations (NGOs) operating Formal/Non-formal education programs; Education Forum; UNICEF; Save the Children Alliance; International Non-Government Organisations (INGOs)/Donors; Child Rights Forum etc.
- *E-mail questionnaires* with different stakeholders like; Policy makers; Educators; Civil Society; DPOs and individual Persons with Disabilities (PWDs); etc. in Bangladesh and other countries of Africa, South and East Asia.
- *Collecting Case Studies* from South Africa, South Asia and East Asia on inclusion of Children and young people with Disabilities in education system.
- *Review of available Policy documents/ literature* and *web search* to gather information from regional and International Organisations/Networks on relevant issues.

A total of 8 sets of questionnaires have been developed for collection of information considering the different issues and types of stakeholders. The questionnaires were a combination of closed and open-ended questions.

**Basis of Selection of the Countries:**

The country Bangladesh has been selected as the Researchers are based in Bangladesh and Bangladesh is far behind in developing an effective education system for children with disabilities, and the current education

system needed to be assessed for effective development planning with regards to the education of disabled children.

Nepal has been selected in considering it's socio-political and geographical features. As one of the most under developed countries within the South Asia with mountainous Geo-topographical features, and imperialism, disabled people in Nepal are most vulnerable.

Vietnam has been chosen due to it's Socialist form of Government (Communism), which is different from other Asian countries. A long war ruined the whole country which has been developing itself through hard struggle. Many people became disabled during the war and it was assumed that learning from the experiences of the Vietnamese in coping with the problems of disabled people might useful for other countries.

The Republic of South Africa is a country going through a transition period after a long movement against race discrimination, and developing fast compared to other African countries. The research team assumed there might be many things to learn from them.

**Selection of respondents**

The respondents had been selected after considering the information needed to attain the objectives of the research. Importance has been given to maintaining the equal balance among girls and boys, and the diversity of disabilities. The categories of respondents are shown in the following paragraphs about the Interviews and FGDs.

**Interview and individual interaction:**

The numbers of interviews conducted with the different categories of stakeholders selected by the research Team are as follows:

| *Sl #* | *Category of stakeholders interviewed* | *Number of persons interviewed* | | | | |
|---|---|---|---|---|---|---|
| | | **Bangladesh** | **Nepal** | **Vietnam** | **South Africa** | **TOTAL** |
| ***01.*** | Government policy level personnel of Education Department | 3 | 3 | 3 | 10 | **19** |
| ***02.*** | Government policy level personnel of lead Ministry on Disability | 5 | 3 | 2 | 0 | **10** |
| ***03.*** | National Coordinating Organisations on Disability issues | 5 | 5 | 5 | 5 | **20** |
| ***04.*** | Department of Special Education under Universities | 2 | 2 | 2 | 3 | **09** |
| ***05.*** | Principal/Head Teachers of school | 25 | 5 | 5 | 4 | **39** |
| ***06.*** | School Teachers | 25 | 5 | 5 | 4 | **39** |
| ***07.*** | Educated Disabled People | 10 | 5 | 5 | 5 | **25** |
| ***08.*** | Disabled Children learners | 25 | 5 | 5 | 5 | **40** |
| ***09.*** | Parents of Disabled Children | 25 | 5 | 5 | 5 | **40** |
| ***10.*** | Head/senior level official of NGO/Donors | 12 | 5 | 3 | 3 | **23** |
| | **TOTAL:** | **137** | **43** | **40** | **44** | **264** |

**Focus Group Discussions:**

The research conducted a numbers of Focus Group Discussions with DPOs, Children with Disabilities, learners and Parents groups to collect information. The country and number of FGDs according to category conducted is shown in the following table:

| Sl # | FGD conducted with | Number of FGD conducted | | | | |
|---|---|---|---|---|---|---|
| | | Bangladesh | Nepal | Vietnam | South Africa | TOTAL |
| **01.** | DPOs | 5 | 3 | 3 | 1 | **12** |
| **02.** | Children with disabilities learners | 10 | 2 | 2 | 2 | **16** |
| **03.** | Parents groups | 10 | 3 | 0 | 1 | **14** |
| | **TOTAL:** | **25** | **8** | **5** | **4** | **42** |

**School observation**

The Research Team physically visited a number of Special, Integrated and Inclusive schools in all 4 countries to observe the educational settings, teaching methods, physical and attitudinal environment etc. The country and numbers of schools according to category visited are:

| *Sl #* | *Category of Schools visited* | *Number of schools* | | | | |
|---|---|---|---|---|---|---|
| | | Bangladesh | Nepal | Vietnam | South Africa | TOTAL |
| ***01.*** | Special Schools | 10 | 5 | 5 | 4 | **24** |
| ***02.*** | Integrated Schools | 10 | 1 | 0 | 0 | **11** |
| ***03.*** | Inclusive Schools | 10 | 0 | 1 | 0 | **11** |
| | **TOTAL:** | **30** | **6** | **6** | **4** | **46** |

**E-mail questionnaire:**

An e-mail questionnaire was circulated among more than 700 subscribers all over the world through the CSID's Internet-based Disability Information Dissemination Network.

**Documents analysis**

The Research Team collected available documents on National Acts on Education, Education Policies, National Disability policies and legislation, Executive orders, and Government regulations of concerned Ministries on education from all 4 countries. In addition, Regional and International commitments and conventions on education etc. have also been collected and reviewed. The list of documents has been given in the Bibliography.

**LIMITATIONS:**

- Time constraints was one of the limitations of the research. Though the stipulated time frame was 17 January - to 30 June 2005 the actual time the Research Team got was 13 weeks for field data collection from 4 countries, as the draft final report was to be submitted by 30 May.

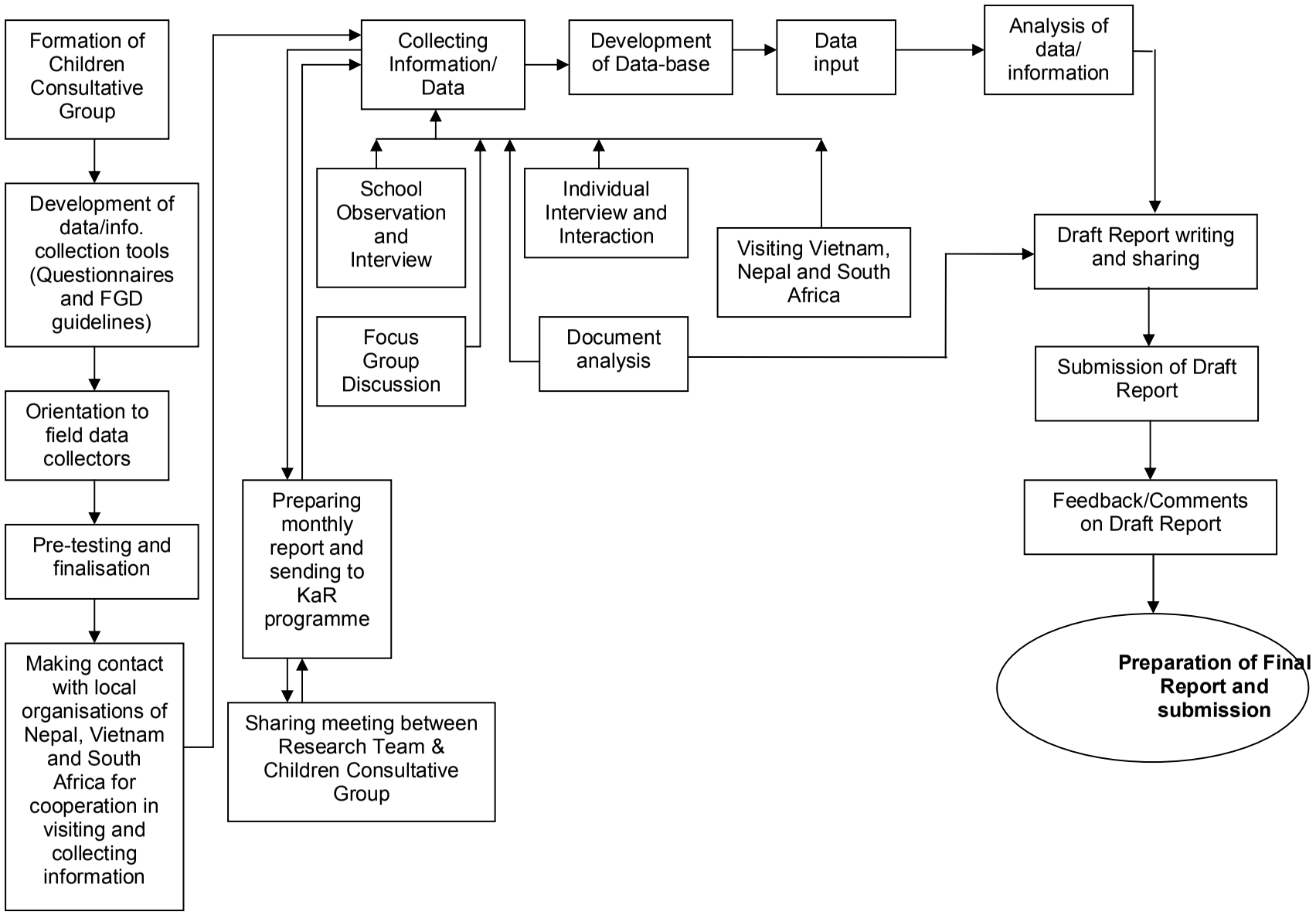
- For collection of data/information from South and East Asian countries (Vietnam and Nepal) Language was a barrier. The research Team hasn't got any related document published in English from Vietnam. Again the Research Team had to depend upon the collaborating organisations of those countries to organise the interviews, FGDs, school visits and visa processing. In Vietnam the contact organisation NCCD could not organise the parents group for a FGD.

- Processing visas for Vietnam took more than 3 weeks and for South Africa the visa needed to be collected from Delhi, India, which was also a lengthy process as there is no Diplomatic Mission of South Africa in Bangladesh.

- Due to resource and time constraints the research team could not stay long in Vietnam, Nepal and South Africa to collect a wider range of data/information. Again some school authorities were reluctant to provide information on enrolment, repetition and drop out.

- While visiting Nepal, Vietnam, and South Africa the Research Team had no opportunity to go outside the city areas due to resource and time constraints. In Nepal it was not possible to go out side the City due to the political impasse.

**IMPLEMENTATION PROCESS**



## CHAPTER- III

### REVIEW OF INTERNATIONAL COMMITMENTS, NATIONAL POLICIES AND LEGISLATION WITH REGARDS TO THE EDUCATION OF CHILDREN WITH DISABILITIES
### Analysis of Documents:

***The Universal Declaration of Human Rights (1948)***

On December 10th, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. The issue of Education is particularly mentioned in Article 26 & 27 in this document:

**I. Article 26**

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

**II. Article 27**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

**UN Convention on the Rights of the Child (CRC) - 1989**

Apart from two countries, this convention has been ratified by all the member states of United Nations. The four principles of CRC (Non-discrimination: Article # 2, Best Interest of the Child: Article # 3, Survival & development: Article # 6 and Participation: Article # 12) applies to Children with Disabilities also. Article # 28 of CRC insists that all children have the right to education on the basis of equal opportunity & Article # 29 emphasises that the education of children shall be directed to: The development of a child's personality, talents and mental and physical abilities to their fullest potential; The development of respect for human rights and fundamental freedom… ; parents, own cultural identity, language and values including national values… and the participation of the child for a responsible life in a free society…. Etc.

**Education For All (EFA): Jomtien (1990)**

The basic idea of inclusion can also be found in the Jomtien Declaration. Here, Education For All (EFA) emphasizes the inherent right of every child to a full cycle of primary education, and commitment to a child-centered pedagogy, where individual differences are accepted as a challenge, and not as a problem. The Jomtien Declaration also emphasizes the need for improvement in the quality of primary education and teacher education, recognizing and respecting the wide diversity of needs and patterns of development among primary school children.

***Salamanca Declaration (1994) World Conference on Special Needs Education –***

This international declaration states "Schools should accommodate all children's conditions". Inclusive education was adopted at the World Conference on Special Needs Education (SNE) as a principle in addressing the learning needs of various disadvantaged, marginalised and excluded groups. This includes children with disabilities and gifted children, street and working children, children from ethnic minorities, refugee children and other marginalised or disadvantaged children. In this context "special education needs" refers to all children that experience barriers in equal access and equal participation in education. SNE, since the Salamanca Declaration, is viewed as an integral part of all Education For All (EFA) discussions.

**Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)**

The UN "Standard Rules on the Equalization of opportunities for persons with disabilities" comprised 22 Rules. The Rule 6. *Education: 'States should recognise the principle of equal primary, secondary and tertiary educational opportunities for children, youth, and adults with disabilities, in integrated settings.*

**Dakar Framework (2000)**

The need for inclusive education has been repeated in the Notes on the Dakar Framework for Action, which mentions "...In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly. ...Education systems must be inclusive, actively seeking out children who are enrolled and responding in a flexible way to the circumstances and needs of all learners."

The achievements 10 years on since EFA have been assessed and analyzed. The Jomtien goals have not been reached and some of them were taken on board again in Dakar, extending the time for achieving the goals.

**E-9 Declaration (2000)**

The declaration on EFA was agreed upon during the fourth summit of the nine high population countries (which includes Bangladesh) in February 2000, and also highlights as one of the main goals that "all children with special needs will be integrated in mainstream schools."

**Biwako Millennium Framework for Action (Asia-Pacific Decade of Disabled Persons 2003-2012)**

***Chapter IV:*** **TARGETS AND ACTION IN THE PRIORITY AREAS**

**C. Early detection, early intervention and education**

Less than 10% of children and youth with disabilities have access to any form of education compared with an enrolment rate of over 70% for non-disabled children and youth in primary education in the Asian and Pacific region. This exclusion from education for children and youth with disabilities results in exclusion from opportunity for further personal, social, and vocational development. Three targets are set for these problems:

- Children with disabilities will be an integral part of the population targeted by Millennium Development Goal Target 3, which is to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
- By 2010, at least 75% of children and youth with disabilities will be able to complete a full course of primary schooling.
- By 2012, all infants and young children (0 - 4 years) will have access to and receive community-based early intervention services.

Action for this area includes adequate legislation for inclusive education and national data collection on children with disabilities (0 - 16 years).

**Millennium Development Goal (MDG):**

Among the Eight Goals Two have focused specially on Education:

Goal 2: Achieve Universal Primary Education

Target: *Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.*

Goal 3: Promote gender equity and empower women

Target: *Eliminate gender disparity in primary and secondary education, preferably by 2005 and at all levels of education no later than 2015.*

**DPI Position Paper on Inclusive Education:**

'Disabled People International (DPI) believes that education should be accessible to all who desire to be educated, no matter their ability; disabled people should have the option to be integrated with the general school population, rather than being socially and educationally isolated from the mainstream without any choice in the matter. Students who are deaf, blind or deaf-blind may be educated in their own groups to facilitate their learning, but must be integrated into all aspects of society'.

**THE NATIONAL POLICY ON EDUCATION OF 4 COUNTRIES COVERED BY THE RESEARCH:**

***BANGLADESH:***

**Disability Welfare Act- 2001:**

The National Disability Welfare Act-2001of Bangladesh emphasized: Establishing Specialized Education Institutions in order to cater for the special needs of different types of disabled children, designing and developing specialized curriculum and production of text books; Creating opportunities for free education to all children with disabilities below 18 years of age and provide them with books and equipment free of cost or at low-cost; Endeavor to create opportunities for integration of students with disabilities in the usual classroom setting of regular normal schools wherever possible; Arranging training for the teachers and other employees working with the disabled, and To arrange easy transport facilities for attending school.

**The National Literacy Goal of Bangladesh**

The National Literacy Goal of Bangladesh is to ensure 100% literacy rate by the year 2015. If this target is to be achieved, the education needs of children with disabilities cannot be ignored. But there is no specific mention about inclusive education or any specific intervention to address the issues of educating children with disabilities.

**National Education Policy (2000)**

**Chapter 18: *Special Education, Health and Physical Education, Scout and Girls Guide***

**Special Education:**

Aims and Objectives

The children unable to fulfill requirements of their daily life due to physical and mental problems need special education, competent remedial measures, special care, and nursing. The deaf, blind, physically handicapped, mentally handicapped and the epileptics fall within the purview of special children. In accordance with the degree of disability, they are termed as mildly, moderately and severely disabled. The principal aim of special education is to help the disabled persons establish themselves in society through different special education programs depending on their degree of disability.

The policy describes the special education strategy as: Conducting National surveys on the prevalence of disability in accordance with types and degree of disability; improving the quality of existing Special and Integrated educational institutions and increasing the number of Special and Integrated schools for different types of disabled children; Initiating an Integrated education system in district and sub-district level primary schools; To establish teachers training colleges/institutions for teachers of special schools; To include disability issues in mainstream teachers training curriculum; Provision to be made for ensuring free supply of education materials to disabled pupils; Alternative curriculum to be followed for children unable to cope with the mainstream curriculum etc.

The National Education Policy (2000) does not include any specific policy guideline or action plan to either address or facilitate inclusive education. Rather, the emphasis is on Special and Integrated Education. The strategies mentioned in the policy for special education, remain on paper, and have not been implemented yet.

PEDP-II

Following recommendations made in a study in 2002 carried out by CSID in association with Cambridge Education Consultants Limited, UK, (commissioned by the Department of Primary Education, Government of Bangladesh), The Ministry of Primary Education in it's Primary Education Development Project (PEDP) -II included a component of inclusive education for children with disabilities from 2004. However, it has not been implemented yet.

**NEPAL:**

Nepal has the Disabled Protection and Welfare Act - 1982. This document is in Nepalese and an unofficial translation into English by a disability development professional has been found. This document stated that "None of the disabled, only because of his disability, can be deprived of education or training or be prevented from socio-cultural activities….". "Disabled students will receive free education upon enrolment in any educational institution". "The teachers for the education of disabled can get necessary training" (Informal translation by Mr. Birendra Raj Pokharel; *Disable Protection and Welfare Act 1982- Nepal*, *Article B & C.,* Katmandu)

The Government of Nepal is committed to improving the access of disabled children in education and emphasizing an Inclusive Model of Education. Under the Ministry of Education two sections have been established for promoting the educational opportunity of disabled children. One is the Special Education Council (SEC) and the other is Special Education Section (SES).

**VIETNAM:**

Vietnam has a disability ordinance to protect the rights of disabled people. The document is in Vietnamese. No English version was available so the research team could not collect the document of this ordinance.

Vietnam has a comprehensive National Education For All (EFA) Plan 2003 -2015. EFA goals include the provision of free enrolment in Primary education for all, mobilizing full community participation – 'All for Education', and moving the education system from focusing on quantity to quality. It has been targeted that by 2015 at least 70% disabled children would be enrolled into the education system. Vietnam emphasizes Inclusive Education rather than Special Education. A steering Committee on IE is working for developing a policy and strategy of IE for Vietnam.

**REPUBLIC OF SOUTH AFRICA:**

South Africa developed its overall framework for Education Policy on the basis of International guidelines. The Government initiatives regarding education of disabled persons within Republic of South Africa includes:

- White Paper on Education and Training in a Democratic South Africa (Department of Education-1995a)
- The South African Schools Act (1996)
- White Paper on an Integrated National Disability Strategy (Ministerial Office of the Deputy President, 1997)
- The National Commission on Special Education Needs and Training (NCSENT); and The National Committee on Education Support Services (NCESS) - Department of Education, 1997b.
- White Paper - 6: Special Need Education - Building an Inclusive Education and training system (Department of Education, 2001)

(*Lilian Lomofsky & Sandy Lazarus (2001)* Faculty of Education, *South Africa: first steps in the development of an inclusive education system-, Cambridge Journal of Education, Vol. 31, No. 3)*

The white paper 6 is a comprehensive action plan which specifies the provision of an integrated education support structure for learners and provides a framework for a single inclusive system of education and training to be implemented according to a 20 year plan.

**Commitments and the reality:**

***BANGLADESH***

Though there are constitutional, legislative and policy bindings, and Bangladesh ratified the CRC and signed the entire International and Regional declaration on Education, the Government of Bangladesh has not yet undertaken significant steps to ensure education for children with disabilities. The educational programme of disabled children remains under the Ministry of Social Welfare, which indicates that the disabled children's education issue is being considered as a welfare issue not as a development issue. So, there is a big gap in incorporating disabled children into mainstream education.

In Bangladesh, the Education Policy provides provision for “Education For All” and primary education is compulsory and free. Disabled children are left out of this programme as their programme of education is seen as a welfare and charity issue. Under PEDP-II (Primary Education development project- II) it has been specified that in Primary schools mildly disabled children would be enrolled, but unfortunately this does not happen in practice.

**NEPAL**

In accordance with the Jomtien Declaration, Salamanca Declaration, and Dakar Declaration, Nepal has declared Education For All (EFA) by 2015, which means that all disabled children will be enrolled in the educational system by 2015. However in reality there is no comprehensive education policy and / or action plan as to how to include disabled children in to mainstream schools. Nepal has a Special Needs Education Section (SNES) under it's Basic Primary Education Project-II. SNES is responsible for expansion of Resource Classes in Primary Schools, arranging pre-service and training of resource class teachers, assessment of all special needs education, training of district assessment teams, producing and providing Braille books and other teaching materials. The SNES in collaboration with County of Copenhagen and the Danish University of Education initiated a pilot project on Inclusive Education including a 10 month teacher-training course. Therefore, Nepal is moving towards it's goal – albeit with limited initiatives.

**VIETNAM:**

Vietnam has it's Disability Regulations and National EFA Action Plan but no comprehensive education policy to ensure the educational rights of disabled children is bound by the constitution and regulation. In the EFA Action Plan, there is no specific action/ intervention on how the access of disabled children to primary education would be ensured.

Under the Ministry of Education and Training a Steering Committee on Inclusive Education has been formed and the Committee is in the process of developing an IE policy and strategy. IE in Vietnam has been defined as "An education approach aimed at extending access to formal education, in the classroom, to all children, specially those children who have tended not to attend normal schooling. These include children with physical disabilities, learning and/or mental disabilities and children who are traditionally more likely not to enroll or dropout from school for various reasons" (Government of the Socialist Republic of Vietnam -2003, *National Education for All (EFA) Action Plan 2003-2015,* Cm. 872/CP-KG, P- xx, Hanoi, Office of the Prime Minister). The Government decided to start a process of transforming all the 82 Special schools into Inclusive schools. There will be some Resource Centres to support the inclusive schools. But no documents or comprehensive action plan for this transformation was made available to the research team during the visit.

**REPUBLIC OF SOUTH AFRICA**

Following a long process the Republic of South Africa prepared a comprehensive plan - "Education White Paper 6, Special Need Education, Building an Inclusive Education and Training System". In October 1996, the Ministry of Education appointed the National Commission on Special Needs in Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) to investigate and make recommendations on all aspects of ‘special needs and support services’ in education and training in South Africa. A joint report on the findings of these two bodies was presented to the Minister of Education in November 1997, and the final report was published by the Department of Education in February 1998 for public comment and advice. In this White Paper it has been clearly outlined what an Inclusive Education and Training system is and how they intend to build it. It also provides the framework of establishing such an

education and training system, details of funding strategy and lists and key steps to be taken. In addition, South Africa has undertaken a pilot project on IE.

South Africa has a clear vision and concept on Mainstreaming and Inclusion, which has been differentiated in the following manner:

| Mainstreaming or Integration | Inclusion |
|---|---|
| Mainstreaming is about getting learners to 'fit into' a particular kind of system or integrating them into this existing system. | Inclusion is about recognising and respecting the differences among all learners and building on the similarities. |
| Mainstreaming is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine. Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners and learning in programmes. | Inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. The focus is on teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners. |
| Mainstreaming and Integration focus on changes that need to take place in learners so that they can 'fit in'. Here the focus in on the learner. | Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of and support systems available in the classrooms. |

Department of Education (2001) *Education White Paper-6: Special Need Education: Building an Inclusive Education and Training System,* P-17, Pretoria, ELSEN Directorate.

## CHAPTER - IV

## KEY FINDINGS

This section reflects the major findings that the Research Team learned through the different methods used in collecting information throughout the Research process:

### 01. Major Shortfalls in existing education system for Children with Disabilities:

### *A. BANGLADESH*

In Bangladesh Special, Integrated, and Inclusive educational systems are being practiced for children with disabilities. The Government of Bangladesh established a Special and Integrated education system and NGOs are implementing Special and Inclusive education system. The government's Department of Social Services (DSS) is operating 5 Special Schools for Blind Children, 7 for Deaf Children, 1 for Intellectual disabled children. The DSS is also operating a total of 64 Integrated schools for blind children in 64 districts. NGOs are operating many Special and Inclusive Education Centres but there is no reliable data available on the number of schools they operating.

The major shortfalls in the existing educational systems for disabled children are as follows:

*i) In Special Education system:*

- Inadequate numbers of Government Special/Integrated Education Institutions operated by the Ministry of Social welfare.
- Non-Government Special Education system is very costly.
- Insufficient government resource allocation for special and integrated education system.
- Low salary and benefits for resource teachers, causing lack of interest in this kind of job.
- Inadequate Early Detection and Intervention programme. Each school has 60- 70 seats but there is no system for the identification of disabled children and mobilizing them to enroll. So, many seats are falling vacant.
- Inadequate teacher training facilities and trained teachers.
- Teachers have an interest in advancing training to enhance capacity and develop skills but the authorities (Government & NGOs) are not interested.
- The Infrastructure of most of the Schools are not Physically Accessible.
- There is no uniformed curriculum in the special education system among NGOs, to accommodate different types of disabled children. Different organisations use different curricula developed by them selves.
- Sign language used in special schools for hearing and speech impaired children is in English so they can not communicate with others (in family & community). Bengali singing has been developed recently but not yet practiced widely.
- Lack of relevant support systems (Extra session & IEP- Individual Education Plan), support system such as; Therapeutical and assistive technology.
- Special education system emphasis on vocational training is not sufficiently aimed at transferring the children into higher education.
- It is also observed that children do not have the option to proceed/apply for inclusive education.

*ii) In Integrated Education system:*

Integrated education system is only being operated by the Government, for blind boys only.

- Supply of Braille books and equipment is inadequate in integrated schools.
- Low remuneration and benefits of resource teachers.
- Resource teachers have no opportunities to develop further skills.
- Insufficient resource allocation to Integrated schools for proper support of the blind children.

*iii) Inclusive Education system:*

The Inclusive education system has been introduced in very recent years and is being operated by NGOs in non-formal education settings and primarily in rural areas.

- Most of the schools are pre-primary level.
- Teachers are not adequately qualified and trained.
- Only marginalised children with mild degrees of disabilities are enrolled in the inclusive schools.
- Classrooms and premises are not accessible and seating arrangement is not comfortable for disabled children.
- Classroom environment is not suitable for accommodating different types of disabled children.
- Supply of teaching/learning materials/equipment is insufficient.

## *B. NEPAL*

There is no formal Inclusive Education System in Nepal under Government or NGO programmes. Nepal has a Special and Integrated educational system for disabled children, with 320 Resource Classes in Primary Schools all over the country under it's Basic Primary Education Project (BPEP) in the form of Special Education. In the NGO sector many Special Education Programmes are being Implemented but no Inclusive Education. After an evaluation it was found that a large number of disabled children attending the Resource Classes were never integrated into regular classes as intended. The major short falls in the existing education systems for children with disabilities mentioned by the different stakeholders are as follows:

*i) Special/integrated education system (Resource classes):*

- Inadequate Government Special Education Institutions.
- Lack of physical accessibility at schools due to infrastructural barriers.
- Availability of Braille books is beyond the basic curriculum. Sometimes the transcribed Braille books are not in accordance with the education curriculum. The Geometry books are not available in Braille, which counts for 30% of mark so it is difficult for blind children to succeed in Mathematics.
- Parents are not interested in sending disabled children into schools.
- Resource teachers in the special schools sector are consistently paid less than the teachers in mainstream schools, furthermore they do not have any other benefits, such as a pension, thus recruiting resource teachers is difficult.
- Allocating resources for special schools from the government is a low priority.
- Access for disabled children learning in special and or integrated education settings to move onto secondary and or higher education is reduced.
- Lack of trained trainers and teachers.
- Lack of technical and logistical support.
- Financial constraints - the Government is more donor dependent in respect of welfare programmes.
- Lack of Communication tools viz; Braille literature, Sing Language (in Nepalese).
- Lack of relevant support systems (Extra session & IEP- Individual Education Plan, support systems such as; Therapeutical and assistive technology).
- Inadequate Early Detection and Intervention programmes.
- Special education system emphasizes vocational training and is not sufficiently aimed at helping the children in to higher education.

*ii) Inclusive Education system:*

The research team could not visit any inclusive pilot school as they are out side Katmandu and the political situation outside the capital was unstable.

## C. VIETNAM

In Vietnam Special and Inclusive Education systems for children with disabilities are being practiced. The Government has 82 Special Schools and in the NGO sector there are 20 Special Schools. All Government Special Schools have been transformed into Inclusive Schools, and NGOs are operating

Special Schools. The major shortfalls in the existing system opined by different stakeholders to the Research Team are as follows:

*i) Special education system:*

- Inadequate Government Special/Integrated Education Institutions.
- Non-Government Special Education system is very expensive.
- Lack of trained teachers.
- Lack of physical accessibility in schools premises, classrooms and transport.
- Lack of appropriate equipment, teaching/learning material like Braille, Sign language etc.
- Low salary for Teachers.
- Special education system emphasises vocational training, and is not sufficiently targeted to transferring the children in to higher education.
- Non-availability of Medical and Therapeutical services.
- Non-availability of necessary Aids & Appliances (Assistive devices).
- Absence of Early Detection and Intervention programmes for childhood disability.

*ii) Inclusive education system:*

- Curriculum is too 'heavy' for Children with different types of disabilities especially children with learning difficulties and Intellectual Disability.
- Examination/evaluation system is not suitable for disabled children.
- Lack of support systems like; IEP (Individual Education Plan) or provision of extra sessions to cope with the mainstream curriculum.
- Classrooms are not planned for accommodating different types of children with disabilities.
- Low salary of Teachers.
- Lack of trained teachers.
- Lack of physical accessibility in some school premises, classrooms and transport.
- No provision of therapeutic services, Activities of Daily Living (ADL) and Mobility training support system in inclusive schools.

### *D. REPUBLIC OF SOUTH AFRICA*

In the Republic of South Africa Special Education is the main system being practiced for children with disabilities. There are 368 Special Schools for disabled children countrywide. The Government prepared a comprehensive plan after assessing the education situation in the field for children with disabilities and initiated pilot projects on inclusive education. The information on the pilot project and its development is not available at this moment. In accordance with the response from different stakeholders the major shortfalls in the existing education system are as follows:

- Inadequate Government Special/Integrated Education Institutions.
- Non-Government, and even the Government subsidized Special Education system is very much expensive.
- Pupil - teacher ratio is usually 39:1, and some times higher.
- Shortage of trained teachers.
- Shortage of teaching/learning support material/technology.
- Lack of relevant support systems (Extra session & IEP- Individual Education Plan, support system such as; Therapeutic and assistive technology.
- Shortage of Braille literacy and equipment.
- Lack of accessibility and residential facilities in schools.
- Special education system emphasises vocational training and is not sufficiently aimed at encouraging children in to higher education.
- Language barrier – learning the mother tongue first is required as citizens have different mother tongues in different areas.
- Tendency among teachers to leave the profession as they cannot cope with the changed curriculum.

In addition to those education systems in practice for children with disabilities, in all 4 countries a proportion of 'mildly disabled' children/youth are engaged in mainstream education system as a result of a significant amount of self-effort.

***02. The immediate and root causes of lack and shortfalls:***

**A. BANGLADESH**

The causes of shortfalls identified by the different stakeholders in Bangladesh are as follows:

*i) Immediate Causes:*

- Lack of Government interest and support to implement the existing policy.
- Lack of resources.
- Lack of technical skills.
- Social negative attitude towards disability issues.
- Lack of proper planning through local level situational analysis.
- Lack of coordination and mutual cooperation among concerned departments of the different Ministries and professionals.
- Lack of communication and coordination between professionals and implementers.
- Lack of appropriate information.
- Inadequate regional and international coordination and cooperation.

*ii) Root causes:*

- Lack of Political commitment.
- Poverty.
- Socially ingrained prejudice towards disability.
- No reliable data is available on the prevalence of disability, and needs of disabled children in Bangladesh as no national survey has been conducted by the Government and or NGOs; reliable data is a prerequisite from which to develop appropriate policies and plans.
- Inadequate legislative support.
- Education of Children with Disabilities is considered a welfare rather than development issue.
- Lack of awareness of parents on the educational needs of Children with Disabilities.

**B. NEPEAL**

The causes identified by the different stakeholders in Nepal are as follows:

*Immediate Causes:*

- Some teachers do not believe in the Inclusive Education Concept.
- Conflict of conceptual understanding on the education system of disabled children among service providers, professionals, and donors.
- Inadequate resource allocation.
- Lack of proper planning.
- Inadequate teacher training facilities.
- Lack of coordination and mutual cooperation among concerned departments of different Ministries and professionals.
- Lack of communication and coordination between professionals and implementers.
- Lack of appropriate information.
- Inadequate regional and international coordination and cooperation.

*Root causes:*

- Lack of political commitment
- Poverty.
- There is no legislative support to implement the policy.
- Indifferent attitude of parents towards disabled children.

- No reliable data available on the prevalence of disability, and needs of disabled children, reliable data is a prerequisite from which to develop appropriate policies and plans.
- Social stigma towards disability.
- Geo-topographic features of mountains are a significant barrier in terms of transportation of disabled children.

## C. VIETNAM

The causes identified by the different stakeholders in Vietnam are as follows:

*i) Immediate Causes:*

- Local Government authority at grass root level is reluctant to implement the existing policy.
- Inadequate resource allocation.
- Inadequate teacher training facilities.
- Parents/families are not interested in sending disabled children to school.
- Policy does not specify the diversification of the educational model according to the specific needs of different types of disability.
- Lack of information sharing among different stakeholders (e.g; family, local authority, service providers, children, professionals etc.).
- Lack of coordination and mutual cooperation among concerned departments of different Ministries and professionals.
- Lack of communication and coordination between professionals and implementers.
- Inadequate regional and international coordination and cooperation.

*ii) Root causes:*

- Poverty.
- There is no legislative support to implement the policy.
- No reliable data is available on prevalence of disability, and needs of disabled Children; reliable data is a prerequisite from which to develop appropriate policies and plans.
- Lack of social awareness and negative attitude (presence of extreme Social stigma).
- Complexity of parents/ family members, 'Hiding' tendency.

## D. REPUBLIC OF SOUTH ARICA

*i) Immediate causes:*

- Inadequate facilities for teacher training.
- Though there is policy, schools are refusing to enroll disabled children; the opinion of African people is that this is due to fear because of lack of resources, technical skills, and equipment, ie: not a negative attitude.
- Teachers are not trained on the school curriculum and are not oriented on the changed curriculum.
- In the mainstream teacher training curriculum disability issues are not included.
- Inadequate early detection and intervention program.
- Governing bodies of schools are not well informed about educational needs of disabled children.
- Inadequate production and supply of teaching/learning materials and assistive devices.
- Local Government authority at grass root level is reluctant to implement the existing policy.
- Inadequate resource allocation.
- Traditional categorizing of Special schools as schools for a special skill.

*ii) Root causes:*

- There is no legislative support to implement the policy.
- No reliable data is available on prevalence of disability and the needs of disabled Children; reliable data is a prerequisite for developing appropriate policies and plans.
- Charity oriented mindset towards disability.

- Black and White sensitivity is still present. Black children with disabilities primarily due to poverty and discrimination can not participate in education.

### *03. Duty bearers:*

The duty bearers identified by different respondents in all four countries are more or less common:

- Government is the primary duty bearer. Others are:
- Parents and family members.
- Professionals in the education sectors.
- Teachers and trainers.
- Curriculum developers.
- Rehabilitation professionals (specialists, therapists, technicians) as they have a vital roll in preparing the children to participate in education.
- Architects responsible for designing accessible roads and buildings.
- Transport engineers and owners responsible for designing and making public transport accessible so that the disabled children can travel to school.
- Social and Political leaders who can influence society and governments to create the favourable educational environments.
- NGOs working in the development field, specially in child development.
- Donors who are supporting disability/development programmes. Donors have an opportunity to influence government/NGOs undertaking appropriate development programmes.
- Religious leaders can influence opinion in society, provided they are motivated.
- Community as a whole.

### *04. Effectiveness and impact of existing Inclusive Education system in terms of Attitude, Enrolment, Repetition and Dropout:*

## A. BANGLADESH

#### *a. Enrolment:*

The Government of Bangladesh has not implemented any Inclusive Education Programme yet. In the 13 Government operated Special Schools there are a total of 910 disabled children, and in the 64 Integrated Schools there are a total 610 disabled children.

Many NGOs in Bangladesh are implementing the Non-formal Education Programme. Some of them operate Inclusive schools where Children with and without disabilities are learning together. Most of those schools are Non-formal pre-schools and mostly situated in rural areas. Reliable data on how many Inclusive Schools are running by the NGOs and how many disabled children have been enrolled in those schools is not available. On the basis of discussions with different organisations and networks it could be estimated that about 20,000 children with Disabilities are enrolled in the existing non-formal Inclusive Education system. The concept of Inclusive Education varies person to person and organisation to organisation in Bangladesh. Therefore the status of Inclusive Education operated by NGOs needs to be assessed further.

#### b. Repetition:

Among the 10 schools visited by the research team, only 2 schools reported they have repetition at the rate of 2%; others reported they do not have any repetition.

#### c. Drop out:

6 schools out of 10 reported they have some dropout. The average dropout rate is 1.2% only.

#### d. Attitude and awareness:

On average 35% peer learners, and 13% teacher attitude, towards disabled learners is unfriendly.

Teachers are not adequately trained, and some do not even have formal "Teacher Training". Teachers and Management Committees of most of the schools are not aware of the National & International Disability-concerned instruments or the National Education Policy.

## B. NEPAL

### a. Enrolment:

The Special Need Education Section (SNES) under the Ministry of Education and Sports (MoE&S) in collaboration with Danish Institutional Linkage Programme (ILP) are undertaking an Inclusive Education (IE) Pilot Project at 12 schools in four districts. An independent formative Research Team is assessing the I E Pilot project with the purpose of providing continuous feedback to the schools and developing a team in order to gather the experiences and lessons learned for developing a comprehensive strategy that could be used for replicating the IE in other schools. No information or document on the further development of this pilot project were available. As per an estimate of Department of Education in 2003 the enrolment of disabled children in different educational settings is:

- 1499 children in NGO managed special schools and resource classes supported by the Special Education Council (SEC).
- 450 children in NGO-managed special schools without support from SEC.
- 1956 children in government primary schools in resource classes supported by the Special Need Section (SNC).
- 890 children are in non-governmental primary schools supported by the SNC.
- 1743 children with physical disabilities are in mainstream schools supported by scholarship.

(Gerison Lnasdown (2003): *Disabled Children in Nepal - Progress in implementing the Convention on the Rights of the Child,* Katmandu)

### b. Repetition:

Inclusive Pilot Schools are outside Katmandu so the research team was unable to visit those schools. The research team tried to get information/documents on the pilot project but information is not available. The special/integrated schools visited by the research team reported they do not have any repetition among disabled children.

### c. Drop out:

For the same reason mentioned above no information on dropout rate in inclusive education was available and the special and integrated schools reported they do not have any dropout among disabled children. The reason, according to the school authorities, is that since the opportunity for education of disabled children is very limited, once they are enrolled in any educational system they don't leave.

### d. Attitude and awareness:

Teachers and peer learners' attitude towards disabled children in Integrated schools (Resource Classes) are average. The guardians/parents view is that disabled children should learn in Special Education settings.

## C. VIETNAM

### a. Enrolment:

In Vietnam there are over one million children with disabilities aged <15 years. Among them only 10% (100,000 children) are enrolled in to different educational settings as per information given by the NCCD. Enrolment in the 82 Government Special schools transformed to Inclusive schools is about 7000 children. The Research Team were able to visit one Secondary level Government Inclusive School (Established in 1982 as Special School for Visual Impaired children and in 1986 transformed in to an Inclusive School) situated in Hanoi City as per arrangement of the local cooperating organization, the

National Coordinating Council on Disability (NCCD). The total number of pupils in the school is 1088. Among them 99 are visually impaired (54 are totally blind). Girls to boys ratio is 45:54. There are 40 students on average in each class and among them 2/3 are visually impaired children. Among the 99 visual impaired children 88 are staying at the Hostel inside the school.

**b. Repetition:**

The school authority reported there is no repetition. In the year 2004 only one visually impaired child has not got promotion.

**c. Drop out:**

There is no drop out among visually impaired children, as reported by the school.

**d. Attitude and awareness:**

The visually impaired children of the inclusive school visited by the research team reported some classmates are really very friendly and cooperative but other children are not so friendly. Among the teachers, the trained teachers are supportive and cooperative, others are not.

## D. REPUBLIC OF SOUTH AFRICA

**a. Enrolment, Repetition, Drop out & Attitude:**

In the Republic of South Africa no Inclusive Education programme is in practice other than the pilot project. The pilot project on inclusive education is being implemented in some schools outside Cape Town and the Research Team had no scope to visit those schools. No document or information on the pilot project and its progress is available. Therefore the Research Team couldn't get any information on Enrolment Repetition and Dropout in inclusive schools. As per data provided in the Education White Paper-6, July- 2001; Enrolment in all 380 special schools is 64,603. While the national total incidence figure for disabilities of all ages is 6.55%, the percentage of learners in special education settings is only 0.52%.

## 05. Impact of Special versus Integrated/ Inclusive Education:

There were more or less common responses received from different stakeholders from all four countries regarding the impact of different educational systems.

*a. Special education:*

- Special Education is needed for a percentage (about 30%) of disabled children who have severe degrees of disability as they are not able to cope with the mainstream curriculum and some special arrangement/adaptation is needed to teach them which is difficult to organise in mainstream schools.
- Special Education systems isolate disabled children from society and it becomes difficult to socialise them afterwards.
- Special Education is expensive and poor children can not afford it.
- The children who enroll in to the special education system are excluded from higher education as they are not in the mainstream education system.
- Existing Special Education system is confined within the primary, and to some extent secondary level, but not to the higher level.
- Among the special schools the research team visited, 3 schools reported some children participating in higher education after completing the special education course, and on average the percentage is only 5%. Others could not provide any information as there is no follow up for school leavers.
- All most all the special education institutions have Vocational Training facilities along side the academic curriculum to help the children earn income since it is thought that children enrolled in special education settings are not able to participate in the higher education system.

- ☞ Providing appropriate education to different types of disabled children in special education settings requires a diverse technology, technical skills, equipment, and coordination of diverse professionals which is expensive and not even available in developing countries.
- ☞ For special education, development of diverse professionals like; special teachers, physiotherapists, occupational therapists, speech therapists, audiologists, psychotherapists, orthoptists, prosthetic technicians etc. are needed, all of which are very much lacking in all the four countries.

*b. Integrated education:*

- ☞ In integrated education settings disabled children have the opportunity to learn in the same schools with children without disabilities.
- ☞ IE facilitates interaction and socialisation between disabled and non-disabled children.
- ☞ The IE system require only a few resource teachers in a school who help children with disabilities to cope with the curriculum.
- ☞ Existing integrated education settings are low cost and hence with minimum technical know how children with mild and moderate degrees of disability may easily adjust in such a system.
- ☞ In the Integrated Education System disabled children get the opportunity to participate in higher education as they follow the mainstream curriculum, and gain self-confidence and independent skills.

*c. Inclusive education:*

- ☞ In Vietnam the visiting inclusive school was Nguyen Dinh Cheu School under the education Ministry. Only 99 visually impaired children are enrolled among a total of 1088 pupil. In a FGD the visual impaired children reported they can not see what the teachers are writing on the blackboard; Some Braille text books in Vietnamese are available but the workbooks, like dictionaries, is not available in Braille (however it is in English). In the Chemistry class the children cannot understand the sophisticated theory, and they also can not participate in the practical and drawing classes. They also mentioned writing in Braille following the lecture/classes is a big problem for them.
- ☞ The Inclusive education concept is a system where all children of diverse groups, ie: disadvantaged and disabled children, learn together in the same classroom and the curriculum and other facilities/supports services are developed in such a way that the diversity of the children can cope with.
- ☞ In an inclusive education system the diverse groups of children have opportunity to interact each other, making relationships, developing friendly environments and a mutual understanding which moves towards the social inclusion of disadvantaged/special needs children (disabled children) in mainstream society from the very beginning.

## CHAPTER - V

### Analysis and Interpretation:

The following analysis has been done on the basis of data/information received from the different respondents /stakeholders through the questionnaires, FGDs, Interviews, observation, and review of secondary information/documents.

#### *01. Shortfalls in existing education systems for disabled children:*

The research tried to find out what types of education systems exist in all 4 countries and the major shortfalls/lacks in existing systems. It has been found that all 4 countries began with special education a long time ago. Over time new systems like Integrated, and recently Inclusive, education concepts have been developed in accordance with local socio-economic and cultural conditions. But the Special Education system still exists and the opinion of most of the respondents is that, to some extent, a Special Education system is needed for a proportion of disabled children, particularly those with severe degrees of disability. In addition some disabled people are being enrolled into the mainstream education system by default. Some of them transferred from Integrated and or Special Education systems (primarily blind persons) while a few make their way to the mainstream education system directly due to self- initiative and interest.

The shortfalls found in the existing education system in all 4 countries are more or less common, as described under 'Major Shortfalls'. In South Africa it has been found that the racial sensitivity, Language barrier and tendency among teachers to leave the teaching profession are different from other countries.

#### 02. Analysis of Causes of Shortfalls:

The immediate and root causes of shortfalls identified by the respondents' indicate that the majority of causes are same in 4 countries except the racial sensitivity in South Africa, Rules of Business of Bangladesh (the education issue of disabled children is under the Ministry of Social Welfare) and the mountainous terrain in Nepal. One of the major common root-causes mentioned by the respondents from all 4 countries was that of unavailability of baseline information regarding disability ie: prevalence, problems, and comprehensive information on the education situation of children with disabilities; baseline information is seen as a prerequisite to preparing appropriate development plans. All the plans regarding education have been made on the basis of unreliable secondary information. It has been observed that only South Africa prepared it's Education White Paper - 6 after analysing the actual situation with the proactive participation of professionals, service providers, educators and policy makers following a long process in identifying the issues and areas to be addressed. Other major root-causes in all four countries include Poverty, Socially ingrained prejudice, lack of legislative support, and indifferent attitude of the parents of disabled children.

The immediate causes identified are mostly identical in 4 countries.

#### *03. Duty bearer analysis:*

The research asked questions to different categories of respondents to identify duty bearers who are responsible for ensuring the educational rights of disabled children from the 4 countries. The list of duty bearers is common to all 4 countries. The Government is the primary duty bearer identified by the respondents and then the family. The list includes a diverse range of duty bearers identified as responsible for providing support from different dimensions including pedagogical, architectural, transport system, technical & therapeutic and other support systems to ensure the equal access of disabled children to education.

***04. Effectiveness and impact of existing Inclusive Education system in terms of Attitude, Enrolment, Repetition and Dropout:***

*Enrolment:*

| Academic level | Category of school and total pupil enrolled | # of School | Number of children enrolled | | | | | | | | | | | | Grand Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | **Physl.** | | **H & Sp.** | | **Visual** | | **Intctl.** | | **Multiple** | | **TOTAL** | | |
| | | | B | G | B | G | B | G | B | G | B | G | B | G | |
| ***Secondary*** | Non-Govt. Formal Tot. pupil- 948 | 1 | 1 | 1 | | | 3 | | 2 | | 1 | | 7 | 1 | **8** 0.84% |
| ***Lower secondary*** | Non-Govt. NFE Tot. pupil- 707 | 1 | 22 | 12 | 8 | 4 | 8 | 18 | 13 | 4 | 6 | 4 | 57 | 41 | **98** 13.86% |
| ***Primary*** | Non-Govt. NFE Tot. pupil- 415 | 2 | 10 | 4 | 2 | 1 | 2 | 2 | 2 | 1 | 3 | | 19 | 8 | **27** 6.51% |
| ***Pre-Primary*** | N/Govt. NFE Tot. pupil- 230 | 6 | 20 | 7 | 1 | 2 | 3 | 2 | 6 | 4 | 4 | 3 | 34 | 18 | **52** 22.61% |
| | **TOTAL: 2300** | **10** | **53** | **24** | **11** | **7** | **16** | **22** | **23** | **9** | **14** | **7** | **117** | **69** | **186** 8.04% |
| | **GRAND TOTAL** percentage | | **77** 41.40% | | **18** 9.68% | | **38** 20.43% | | **32** 17.20% | | **21** 11.29% | | 62.90% | 37.10% | **185** **100%** |

*In Bangladesh* the Research Team visited 1 formal Secondary, 1 non-formal lower Secondary, 2 non-formal primary and 6 non-formal pre primary Inclusive Schools operated by NGOs. The total number of pupils (including disabled children) of the 10 schools were 2300, of which 186 were disabled (8.04%).

As shown in the table, formal school enrolment of disabled children is only 0.84% whereas in Non formal schools the enrolment rate is 22.61%. This is because in formal schools some self-motivated parents are facing the challenge and enrolling their disabled children. The non-formal schools are run by NGOs. They identify the disabled children in the area, motivate the families and enroll the children in to the non-formal pre-schools. All services including education materials are provided free of cost. Since the formal or mainstream schools do not have programmes or activities of identification and motivation (as described above) the enrolment rate in areas where some NGO programmes are present is therefore higher than in areas where there is no disability programme.

The enrolment of physically disabled children is highest and the hearing & speech disabled children is lowest. Although the rate of enrolment is dependent upon the availability/existence of different types of disabled children within the school catchment area, the other major cause of the big difference in enrolment percentages is that physically disabled children only face accessibility barriers, (and those with mild physical disabilities face less accessibility barriers) and are therefore able to more easily participate in the mainstream curriculum as they do not require alternative methods or techniques to learn. However for visually, hearing/speech and intellectually disabled children, special techniques/methods are needed for teaching and learning as they can not see, hear and talk and learn as easily. The cause of lower percentage of hearing & speech impaired children reported by the school authorities and parents groups is that communication for these children is a problem. The teachers are not trained in sign language and this type of children cannot communicate with their peers so the schools are reluctant to enroll them; in addition the parents and hearing and speech impaired children are less interested to participate as the children themselves do not feel comfortable in the school environment. The visually impaired children, even the totally blind children, can hear and speak so they can learn and remember if their hearing is not impaired. The mildly intellectually impaired children need some extra input and it is possible to teach them using alternative methods to some extent depending upon their level of impairment, however it takes time.

Among the other 3 countries the research team visited and observed one Government Secondary Inclusive School under the Department of Education, Nguyen Dinh Chieu School in Hanoi, Vietnam. The school was inclusive of only visually impaired children. The total number of pupils in the school is 1088 and among them 99 are visually impaired. Among the 99 VI pupils 54 are totally blind and the others have reduced vision and refractive errors. The percentage ratio between pupils with and without disability is 9.82%: 90.18%. In comparison to the enrollment rate of Bangladesh children in inclusive schools it is nearly same.

*Repetition & Dropout rate:*

In Bangladesh the percentages of repetition and dropout is only 2% and 1.20% respectively. In Vietnam the Nguyen Dinh Chieu Inclusive School reported they do not have any repetition and drop out among disabled pupil. The reason of 0.00% repetition and dropout rate is that they add the extra marks to promote the VI (Visual Impaired) pupil if any one of them secures few marks. In Nepal and South Africa there was no opportunity for the research team to visit Inclusive Schools.

*Attitude and awareness:*

At inclusive and integrated educational settings in Bangladesh it was found that on average 35% peer learners, and 13% teacher's, attitudes towards disabled learners is unfriendly. At the Inclusive school in Vietnam, some children reported, during FGDs, that some classmates and trained teachers were really very supportive and friendly whilst others are not.

In all four countries it has been found that most of the teachers who received some form of training on 'teaching disabled children' are a little bit aware of some International conventions and National policies, having heard about them while participating in training courses. It has also been observed that some teachers of Special and Inclusive Schools never heard of any International conventions/declarations on education. Most of the teachers in different educational settings are not aware of the Convention on the Rights of the Children (CRC). In all four countries the School Management Committee or Governing Body, and the parents, are not informed of any policy, legislation and or convention.

In Nepal the attitude of most of parent's of disabled children who are enrolled in the education system is that disabled children should learn in Special Schools. In South Africa, during a FGD with a parents group, the parents were of the strong opinion that they want their children participate in mainstream schools. In Vietnam and Bangladesh it is average, some parents felt that disabled children should learn in special schools, some wanted them in mainstream schools, and some responded that they didn't mind which system it was as long as their children were educated. The general opinion of school authorities and teachers in all four countries answering the question regarding cause of few enrolled disabled children is that the parents are not aware and/or interested in sending disabled children to school.

## 06. Impact of Special versus Integrated/ Inclusive Education:

The evolution of Educational systems for Disabled Children started from the introduction of Special Education in all four countries a long time ago. Over time the concept of disability as a social issue rather than a Medical issue has become more understood and therefore the education systems also changed - towards an Integrated system and, more recently, an Inclusive system. Special, integrated and inclusive educational systems are being practiced in Bangladesh, Nepal and Vietnam; South Africa has a Special Education system and recently undertook a pilot project on Inclusive Education. The concepts of all three systems differ and vary from person to person and country to country. For example in Nepal the Resource Classes in Primary Schools are considered to be providing Special Education, and in Bangladesh the same system (i.e. 10 blind children in a formal school with a separate resource teacher and settings) is considered an Integrated system. In South Africa the plan is to keep the special schools as they are and upgrade them for use as support service centres to strengthen Inclusive Education. The South African Special Education System is called the ELSEN programme (Education for Learners with Special Education Needs) and in future, Special Education Centres will be known as

Support Service Centres with the Inclusive Schools called Full Service Schools. In Vietnam all the Special Schools are to be abolished and converted into Inclusive Schools. However still some people, even parents of disabled children and teachers consider that all the disabled children should learn at special schools in separate settings.

*a. Impact of Special Education:*

Professionals in the disability field estimate that Special Education is needed for a percentage (about 30%) of disabled children who have severe degrees of disability as they are not able to cope with the mainstream curriculum and that some special arrangement/adaptation/technique is needed to teach them, arrangements etc which are not possible to organise in mainstream school settings. Some common opinions from different respondents on the impact of special education are:

Special Education systems isolate disabled children from society and it becomes difficult for them to feel part of the inclusive society at later stage. Existing Special Education systems are confined within the primary and to some extent secondary levels, and emphasis is put on vocational training rather than academic teaching. *In South Africa pupils of one Special School for Epileptic and Intellectually disabled children in a FGD expressed the opinion that they would like to participate in academic sessions much more than vocational skills training*. Due to inadequate special education centres and the high costs involved, very few children have the opportunity to participate in a special education system in any of the four countries.

*b. Impact of Integrated education:*

According to the responses of different stakeholders from all the countries, the impact and effectiveness of Integrated Education are: Integrated education facilitates the interaction and socialisation between disabled and non-disabled children. Disabled children can participate in the mainstream curriculum, which can be of helpful if they want to go on to higher mainstream education. It is also less costly than Special Education.

*c. Impact of Inclusive education:*

Inclusive education is not practiced widely. In Bangladesh there were some non-formal inclusive schools operated by NGOs in rural areas, with most of them being pre-school level. In Nepal they have resource classes in Primary Schools, which is more of an integrated system. In Vietnam the research team visited one Government inclusive school (inclusive of only visual impaired children). In the Republic of South Africa inclusive education is not being practiced; a comprehensive plan has been developed to implement IE and a pilot project is being undertaken for field-testing. So, it is observed that Inclusive Education on a limited scale is in practice in all four countries. However it is too early to predict to what degree, and to what extent, inclusive education will turn out as the most pragmatic approach to educating disabled children, considering the political, socio-economic and cultural environments.

## CHAPTER - VI

## RECOMMENDATIONS AND CONCLUSION:

### *Recommendations:*

On the basis of the findings within the Educational Systems for Disabled Children in the four countries, the following sets of country-wise recommendations are suggested by the Research Team:

1. A Country wide baseline situational analysis on Disability issues is needed (*for all 4 countries*).
2. A Comprehensive situational analysis on existing education systems, effectiveness, shortfalls, and lack, including cause analysis, is very much needed to strengthen the education system of disabled children for Bangladesh, Nepal and Vietnam*. (South Africa has already done it).*
3. The Government's Rules of Business should be changed so that the Educational issue of disabled children becomes the responsibility of the Mainstream Education Ministry (*for Bangladesh only*).
4. A comprehensive policy and action plan comprising relevant support systems and funding mechanisms need to be developed for promoting and strengthening the education system of disabled children aiming at maximum inclusion/coverage for Bangladesh, Nepal and Vietnam *(South Africa has already done it).*
5. More resources to be allocated to the education sector for disabled children. (*for all 4 countries)*
6. The mainstream teachers training curriculum should be revised to incorporate disability issues and the provision of special education and number of training institutions should increase. (*for all 4 countries)*
7. Teacher's status and salary/benefits should be upgraded to increase their interests/motivation in the teaching profession. (*for all 4 countries)*
8. Assessments of existing school and higher education curricula are needed, and/or should revised, to make them universal so that the different types of disabled learners can cope with the curriculum. (*for all 4 countries)*
9. An Initiative on establishing an Inclusive Education System should undertake by Governments, with proper planning, for Bangladesh, Nepal & Vietnam. Donors can influence here. *(South Africa has already done it).*
10. Existing Special Education Centres should be strengthened in order to cater for the children needing special education and also so that they can be used as support/resource centres to strengthen Inclusive schools. (*for all 4 countries)*
11. Interministrial and interdepartmental coordination and cooperation systems should established and strengthened. (*for all 4 countries)*
12. A support system relevant to issues such as accessibility (in transport, roads and school buildings) and therapeutical services (physiotherapy, Occupational Therapy, Speech therapy, psychotherapy etc.) should be developed. (*for all 4 countries)*
13. Assistive technologies and reliable supply of necessary aids/appliances, teaching/learning materials/equipment such as; Braille books and equipment, sign language in mother tongue, digital technology etc need to be developed. (*for all 4 countries)*
14. An effective and Inclusive Information Management and Communication System. (*for all 4 countries)*
15. A comprehensive Mass Awareness and Sensitisation program required on the education of disabled children. (*for all 4 countries)*
16. Regional and international coordination and cooperation should be incresased in order to share experiences and develop skills and capacity in strengthening the education system for disabled children. (*for all 4 countries)*

***Conclusion:***

The concept of an Inclusive Education (IE) system is a shift from the traditional welfare and service oriented practice of special/integrated education that is no longer appropriate or effective given the current rights-based agenda. IE is a new concept, and globally recognized, but implementing this system is dependent upon values, attitude, and resources. Other important thing is for each country GO, NGO all level should follow a common Conceptual Framework on IE. A vast task is needed to be done to introduce an effective inclusive education system. There is no example of successful implementation of IE to draw on as yet. Inclusive education for children with disabilities adds a new dimension to the education of these children, and it can be adapted for implementation in different societies according to its local socio-economic and cultural contexts. At the same time, Special Education has emerged as an important and necessary system to meet the educational needs of a percentage of disabled children, as well as providing the possibility of using the Special Education Centres as Support and Resource Centres to strengthen the Inclusive Education system.

Special Education system is emphasizing on Vocational Training than the Academic sessions. The children need special education also in need of training on Activities of Daily Living (ADL), mobility and most often they need therapeutic services. As the children need to stay a long time in the special schools; Inclusion of these services in schools can make them more self-dependent and self-reliant, which can facilitate their participation in higher education and other socio-cultural and economic activities. So, there is scope to redesign the existing Special Education system to make it much appropriate and effective.

In summing up, the team considers that the research on "Situational Analysis and Assessment of Education for Children with Disabilities in Bangladesh, South Asia, East Asia and South Africa" offered an appropriate and timely rationale and approach at looking towards the need to create an inclusive society.

There is definite scope, through further research, for more comprehensive and intensive investigations into how best existing educational systems for disabled children could be improved, or optimum benefits derived, in the four respective countries.

# CASE STUDIES

## CASE STUDY NEPAL - 1

### I want to be a Lawyer

*Prativa Tamang*

Prativa (16) was in her full school uniform - a half-sleeve white shirt with a deep maroon necktie matching with the shirt, black shoes with white socks and looking amazing cute as a budding beauty. She was in school uniform because she would straight go to the exam hall to seat for the last paper of her SLC (School Leaving Certificate) examination (SLC is equal to secondary level/O level).

Prativa - in her Nepali accent (but correct) English- told her own story in brief:

I, Prativa, 16, is a 'full blind' by birth. My father is a small businessman whose income is not sufficient to keep a family of five. Ours is a three sibling (2 daughter and one son) family. Currently, I am appearing in the SLC examination from Namuna Machinda Boarding School, Lalitpur, Katmandu.

For my movement I some times use white cane, but I feel shy in using cane because that gives scope to others to brand me as a "Apanga" - Nepali word use to describe disability with varied connotation - which is not always a happy one.

As an inmate of a Boarding School "I can now do everything myself. Of course, my friends are my precious possessions - they help me much, love me much. I too love them more than my sister.

God has, perhaps, supplemented my 'blindness' - I call it loss of right to see with some other 'added power'. I can sing, dance, and act and for that I have earned a few National Awards.

Yes, I had to encounter many odds at times. But "I have weathered those- those are, I see, part of life".

I shall go to the college (subsequently University too), I shall study law and God willing I shall be a Lawyer one day.

As said earlier, I am lucky too. I got a sponsor - a Japanese citizen, who preferred not to be named; working in UNICEF- who supports me financially now and shall continue to do so as long as I pursue my studies.

Radha Tiwari, Vice Principal of the School, fully endorsed Prativa's education and carrier plan saying, "Prativa has a strong will power, she is committed too. I think she can do it if otherwise not disturbed, say, forced to get marriage or unseen causes.

*** Name has been changed here to maintain confidentiality.*

## CASE STUDY NEPAL - 2

### Making it through school with a sister's help

Nirmala, aged 16, has both physical and intellectual disabilities. She was hydrocephalic at birth and has had a series of operations to relieve the pressure on her brain. Although she can walk, her mobility is limited. She is in grade 8 at school, but it's been a struggle. Nirmala is very dependent on her sister, Lima, who is a year younger. Nirmala has always attended school with Lima, and helps her with everything- getting back and forth to school, managing the toilet, helping with school work, and generally serving as Nirmala's intermediary with the world.

Lima is a very bright, but she had to repeat a school year once when Nirmala failed her examinations. Mostly though, says Lima, the teachers don't seem to care whether Nirmala does her work or not. They speak to her with a kind voice, but they do not think she understands anything. They never ask her questions or explain anything to her. But Lima feels that Nirmala could do well if she would just concentrate instead of staring out the windows. She encourages her to study and to get her homework done. And sometimes Nirmala cooperates, but other times she says "I don't want to read this- don't bother me". Lima finds this very frustrating. During exams, Nirmala always asked her what the answers are, and sometimes she, Lima, has been punished for the disturbance they make. Teachers don't punish Nirmala because she sometimes faints when she is upset.

*** Name has been changed here to maintain confidentiality.*

## CASE STUDY BANGLADESH - 1

## Koli wants to set example for others

The child was born normally like others and was able to enjoy the beauty of the nature as usual but cannot do it now in her own eyes because she has lost her vision. It happened due to the carelessness and ignorance of her parents. Sixteen-year-old Zakia Sultana Koli is the youngest among five brothers and sisters. Her father has expired. She is now under the guardianship of her eldest brother. However, Koli is now studying in class seven at Baptist Sangha School for Blind Girls (a special school for blind girls).

Koli was born as a healthy child with perfect eyesight. At the age of two, Koli had diarrhea. Koli's mother was not at home during that time. Her grandmother then nursed her. But her grand mother could not properly take care of her. As a result Koli suffered from severe dehydration. This dehydration affected her eyes. Latter Koli was taken to the doctor by her uncle who advised that an operation at the age of twelve would permanently solve Koli's problems. But her father was impatient and done the operation earlier at the age of seven. After the operation Koli repeatedly scrubbed her eyes which resulted in bleeding and caused further damage to her cornea. Koli ultimately become visually impaired as a result of ignorance of her parents and perhaps also improper medical services and care.

Then a cousin of Koli enrolled her at Baptist Sangha School for Blind Girls situated at Dhaka City. But the parents were reluctant in sending Koli to the school that is far off from their home. They were worrying for her safety. Her parents wanted to enroll her in a general school near to their home. However, the eldest brother of Koli was finally able to convince and persuade their parents to let Koli to travel to Dhaka and study at the school.

After 4 years Koli returned home and enrolled in to Bibekanonda High School near to their home. It was a coeducation school. The boys of the school used to tease her. Koli felt insecure as she was treated like an alien in the school. As a result, she again returned to Baptist Sangha School for Blind Girls at Dhaka City.

Koli had always been interested in music. Koli showed keen interest in cultural activities. Her elder brother always inspired Koli in learning music. Koli even had received first prize in music competition at Shishu Academy. She has also been rewarded for her performances in poetry recitation and performing in drama. After completing her schooling, Koli wishes to study in music. Her elder brother bears the costs related to her education and music lessons. The brother also hopes that one day his sister will become a renowned singer. All the people of her neighbourhood, relatives and friends encourage and inspire Koli in her pursuit of education.

Koli does never think of marriage in specific. But she has the common desire of having a family, just like other girls of her age. However, she wonders if this will ever happen, as she is disabled. But she would first of all like to work for the society and make it a better place to live with honour and dignity, particularly for the vulnerable ones. She likes to interact with and inspire those who are in a much vulnerable condition than her.

Koli feels helpless when she is treated differently by the society. But Koli otherwise considers herself as a happy person. She wants to bloom from a bud to a flower in the world of music, she dreams of setting an example, which can be a source of inspiration and motivation too for many others like her in the future.

*** Name has been changed here to maintain confidentiality.*

## CASE STUDY BANGLADESH - 2

**Confessions of Abdur Rahman, a schoolteacher of Khanpur:**

The government is trying hard to increase the education standard of the country. But unless the government takes better care of the teachers, this will not happen. We are the machines that refine the raw children into first class citizens. But how can you expect that the output will be good if the input is not? You come up with new projects and call them IDEAL, ESTEEM and what not. That only increases our workload. Not our package, at least not proportionately! If you keep the dog hungry, it will howl all day, but not bark at the right time of need. We have to keep busy filling up forms and writing reports. The money we get at the end of the month, that too if we get regularly is so meager, that you can't live on that, so you need extra income. So ultimately the children's education suffers.

I know every child in the area, including all the children with disabilities. But in the survey report of the catchment area, I have not reported any of those children. I have my reasons. If I show them in my report, I will have to admit them in my school. I don't have any training on how to handle them. No teacher in this locality has this training. So how could we take care of them? I have almost hundred children in each class, but we are only three teachers. So we have two shifts. That's how we manage the school. We don't have enough time to take care of the normal children, how could we give attention to the children who have problems. Then at the end of the year, if many children fail, it is our reputation as teachers, which is at stake. Our increments, promotion etc. all depends on our output as teachers. These disabled children will ruin the situation even more. So we thought it is best not to report these children at all in the very first case.

These projects have asked us to involve the management committees in all that we do. Who are these committee members? These are the so-called influential people of the area who have no respect for elders. They were our worst quality students in the past. But now power, politics, and money have made them influential. They never turn up at the school. Rather, for a signature we have to run around the whole area, even at markets to catch them. They have no idea on what they are putting their signatures.

Many years back, the curriculum was very good. It taught children ideal and moral values through wonderfully written stories and poems. There were pieces of advice like, 'always speak the truth', 'respect your elders' 'never tease a visually handicapped person as blind' and so on. Nowadays, the stories and poems in the curriculum are mostly written by modern writers, and these teach no moral and social values. Rather these are filled with meaningless topics, like an imaginary bird that has two vertical horns and lays eggs in the middle of a field! I hate teaching my students these things. But what can I do?

There was a time, when I used to take pride in introducing myself as a schoolteacher. These days, I rather feel ashamed of being that. After all, who gives a damn about a schoolteacher these days anyway?

*** Name has been changed here to maintain confidentiality. This case study has been taken from a study conducted by CSID titled "Educating Children in difficult circumstances: Children with Disabilities" for Directorate of Primary Education, Primary and Mass Education Division, Government of Bangladesh as it is very much relevant with this research.*

## CASE STUDY BANGLADESH -3

### Sultana's Struggle to be mainstreamed:

“She does not need to study in a classroom. You only let her sit amongst the other children with her books,” pleaded Sultana's mother to a teacher of a Non-formal school operated by BRAC (Bangladesh Rural Advancement Committee- a leading NGO in Bangladesh). Sultana a thirteen year-old girl, is victim of severe hearing and speech impairment. She can not talk, and is being embarrassed when she attempts even sound a word. She becomes very frustrated when she finds people do not understand her. When Sultana saw how her brother was studying in a BRAC school, she became inspired to follow his lead and pursue an education. Her mother did not support the idea, but after much convincing by Sultana and her brother, their mother approached the class teacher to discuss Sultana’s possible enrollment.

Sultana’s persistence paid off and the teacher felt compelled to enroll her in the BRAC education centre. The teacher was concerned about how she would get along with her disability, especially when students in the class ridiculed about her unclear speech. The teasing she receives from her peers hurt, and Sultana began to react badly to her classmates, often disturbing them. Although the teacher gave her full support, Sultana faced a large obstacle in making friendships and staying optimistic.

After the initial turbulence of getting settled into the class, the teacher addressed the students in an effort to bridge the gap of understanding between Sultana and her peers. In addition, the teacher spoke with the parents of students to make them aware of the difficulties facing the class. The class teacher finds Sultana slow in learning, but extremely sound in other matters. After addressing some of the issues, the teacher has observed positive behavioral changes in Sultana. The teacher felt a desire to learn sign language to be more successful in communicating with children with Hearing & speech impairment.

Her peers have adjusted to Sultana’s limitations, and are more sympathetic to her struggles. This has been a notable social accomplishment. Although she has struggled academically, school has brought Sultana out of her house and into the community. Social inclusion is just as valuable as education, and Sultana is in the process of social inclusion.

*** Name has been changed here to maintain confidentiality.*

## CASE STUDY VIETNAM - 1

***Deaf persons should have opportunity to participate in higher education***

- Ms. Ohenh

Ms. Ohenh, age 30 years with severe hearing and speech impairment woman, living in Hanoi City, we met her in Hanoi Deaf Club. At present she is employed by Hanoi Deaf Club as Handicraft production worker. For communication one person who can speak and know sign language, Mr. Cat, who was former teacher of a Special School for Deaf children helped us with sign language.

When Ms. Ohenh was child, her parents were very much worried regarding her education and future life. They enrolled her in Xadan School, which was a Government Special School for Deaf children. That school afterward transformed as Inclusive School. "I had to face a lot of problems in school, mainly in communicating. Some teachers were trained in sign language but others were not". So, "communication with the teachers some times was very much difficult", she mentioned. As for example she explained, if she needed to go toilet, it was almost impossible to make understand any body and she used to explain it by body language, that means- acting as how people use toilet. "As a girl that was very much embarrassing to me" - she mentioned.

However, she passed the primary level from Xadan Special School and then dropped out. The cause she mentioned for dropping out is "the Xadan School was primary level, and there were no other opportunity for deaf children to participate in higher education, so, I got to stop my study".

*** Name has been changed here to maintain confidentiality.*

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