

A Study Report on
Documentation of Good Practices on
Inclusive Education
In Bangladesh

For
UNICEF Regional Office of South Asia

By
CSID
Centre for Services and Information on Disability

A Report on
**Documentation of Good Practices on
Inclusive Education
In Bangladesh**

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For

UNICEF ROSA

UNICEF Regional Office of South Asia

Foreword

It was a great opportunity for CSID, to be involved with UNICEF ROSA to conduct the study titled 'Good Practices on Inclusive Education In Bangladesh' to assess the educational situation of children with disabilities in the context of Bangladesh, especially with the focus on inclusive education.

The objectives set for the study were: (a) to assess the state of special needs and inclusive education in Bangladesh, in terms of policies, resources and practices, and (b) to identify areas and interventions for strengthening the capacity of UNICEF staff, the government and other partners in the specific country to bring about policy reforms, ensure adequate resource allocation and promote programming that support inclusive education.

This report reflects the findings of Bangladesh, which was performed by a team of seven people with adequate experience in the field of disability and development in the country.

The study has been able to document and derive findings from different case models that could be of useful input and source of encouragement of other educational institutes and organizations to adapt and replicate. The study was also able to define the areas where added focus and interventions are required to improve on the current educational scopes for the children with disabilities in the country. Interaction with principal actors have allowed a presumption on understanding of inclusive education of children with disabilities and the capacity needs assessment of the actors.

CSID believes that the findings would be useful for the country and the region in shaping a better education setting for children with disabilities.

Khandaker Jahurul Alam
Executive Director
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Acknowledgements

The theme of the study "Inclusive education for children with disabilities" which is in solidarity with the current global trend, had served as a boost for the study team to conduct the study with a lot of spirit and dedication.

The concept and practice of inclusive education in Bangladesh is much behind in comparison to many other nations. But in recent days, the government and many other NGOs are paying interest on the issues. Organizations concerned with disability issues have paid particular attention to create access of children with disabilities in mainstream education and have also looked for integrating them into different educational set-ups. The study will encourage concerned stakeholders to render possible interventions enabling children with disabilities to get access to mainstream education.

The study team deeply recognizes the effort of the UNICEF Regional Office of South Asia for their sincere initiative to assess the state of special needs and inclusive education in Bangladesh. The study team acknowledges the sincere cooperation of the organizations that have provided information on their experiences concerning education of children with disabilities. The individuals and the concerned persons whom the study team had met had contributed incredibly towards the study through their valuable input.

Finally the study team would like to express sincere gratitude to the Centre for Services and Information on Disability (CSID) to shoulder such a dignified assignment and involving the study team in the process of gaining remarkable experiences on initiatives towards addressing the challenges of educating children in difficult circumstances.

On behalf of the Study Team:

A.H.M. Noman Khan
Principal Researcher

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Executive Summary

The Prevailing Situation: Reflection of Commitments and Reality

Disability has almost always been seen as a charity issue, then it has often been seen as a medical concern, however, there is a growing realization that the greatest problems faced by children with disabilities are prejudice, social isolation and discrimination in society.

The government of Bangladesh has taken initiatives to establish compulsory primary education through the “Education For All” program and has made it Constitutional. However, even though over a decade has passed since the United Nations declared “Education for All” in 1990, children with disabilities are still mostly out of the program in this country. But as a ratifying country of the Child Rights Convention (1989) the government of Bangladesh is responsible to provide educational opportunities equally for all. The ongoing Asia Pacific Decade of Disabled Persons (1993-2002) also emphasizes on ensuring education for all, but this is also absent in practice to a great extent in Bangladesh.

The National Constitution suggests that Bangladesh need to initiate a need-based compulsory and free education with necessary legal basement. The most recent Education policy of Bangladesh (1997) suggests provisions for Integrated Education along with Special Education provisions depending on the need of children with disabilities. It also recognized the necessity of including disability issues in teachers’ training curriculum so that the regular teachers could manage children with disabilities in regular settings. The recently enacted Bangladesh Disability Welfare Act 2001 also provides legislative support to ensure education of children with disabilities. The Bangladesh National Policy on Disability (1995) indicated creation of options for proper education of children and people with disabilities. Bangladesh is also signatories to the Salamanca and Dakar framework of action, which should have ensured the inclusion of all children, including children with disabilities into education.

However, Bangladesh is yet far behind from the target of Education it wanted to reach. Though the literacy rate is increasing day by day, the quality of education is falling behind. While the enrollment in primary education is satisfactory, the drop out rate is very high in reality, which is not always found in papers. Another crucial failure is the absence of planning to attract people with disabilities into education. The people with disabilities have always added a large share in the illiteracy percentage in our country.

Recent studies in Bangladesh suggest that vast majority of children with disabilities never attended schools and that a large percentage of the ones who do attend mainstream schools soon drop out due to inaccessible school infrastructure, lack of learning scopes, improper learning process and unfriendly school environment. But amongst the children that are not in any form of educational setups, a large majority shows a keen interest to acquire education.

In Bangladesh, total cost of the basic education project from the year 1992 to 2000 was Tk. 191,122.6 million (104,781.6 million under the Development Budget and 86,341 million under the Revenue Budget). The allocation for the education of children with disabilities was not part of this amount and the fund allocated for the children with disabilities are much lesser than the amount allocated for basic education. While all schools are under the purview (either directly or indirectly) of the Ministry of Education, the educational issues of children with disabilities are still under the Ministry of Social Welfare.

Existing policies related to education and disabilities were found to be contradictory to each other. Appropriate policy formulation & adaptation is required to overcome such barriers. The concerned people involved in education are not adequately informed on the situation of children with disabilities. In most cases, there are also many misconceptions on disability

issues, which are not helping the issue of mainstreaming education of children with disabilities much either.

Cases of Good Practices: The Key Findings

It should be noted that this study was commissioned to find models of 'good practices', and not 'best practices', which could be extremely difficult considering the time frame allotted to the study team. The TOR also pointed out four areas where such models of good practices should be identified and documented. As such, in each of the four areas, three organizations/institutions were identified and short-listed for detail observation by the study team. The following four models were found as good examples amongst the twelve cases selected:

(a) "Inclusive Education": Underprivileged Children's Education Program (UCEP):

UCEP had been operating small-scale education programs all over the country for the underprivileged children for many years. However, recently they decided to initiate an inclusive education program in its educational institutes. The Chittagong center was selected as the pilot project. Even though the inclusive school had been initiated only in January 2002, yet the level of achievement that it has attained so far, in such a short time, is noteworthy. Starting with a baseline survey in the area, they got their teachers and central staff trained in Disability issues. The community was prepared for this initiative. Children with disabilities and their parents were motivated; other children in the school had also been sensitized. They brought in changes in the school infrastructure and classrooms to some extent. Lighting was enhanced; carpets were brought in to reduce distortion of sound. Toilets were made accessible to wheelchair users. The curriculum, assessment process & learning methods had been simplified to facilitate the education of the children with disabilities. Extracurricular activities had been selected carefully that allowed the children with disabilities to participate in cultural and sports activities with the non-disabled children. The school also catered to other needs of the children with disabilities like medication, assistive devices and linking with other organizations that provide specialized essential services. The school maintains strong networking with different organizations working on disability issues.

The program however has its limitations too. The teachers require further training in order to handle children with severe to profound grades of disabilities. They also need in-house expertise to cater to the children who require regular therapeutic services. In spite of ensuring accessibility within the school, the location is not ideal as it is located adjacent to rail tracks. Students have to cross the rail line to enter and leave the school. Considering the number of students, the school is rather small in size, and slightly more spacious classrooms could allow much better movement especially for the children with disabilities. The class routine is very strenuous, and the curriculum could have been simplified further, to its highest limits approved by the National Curriculum and Textbook Board

(b) "Early intervention program": Action In Development (AID):

The early intervention initiative of AID is an integral part of their comprehensive integrated community development program. The inclusion strategy has made the initiative more accessible to the community in terms of sustainability and community ownership. The integrated components concerning disability issues include detection, early intervention, community counseling, therapeutic intervention, referral services, inclusion in education and other mainstream development. Through this strategy, community people are actively participating in the process of program implementation.

The staff members and the management personnel are aware and skilled on disability-concerned issues including education. Since AID had been involved and experienced in non-formal education since long, this has enhanced their inclusion of learners with disabilities.

The program is running in a small area, and AID has successfully motivated a few neighboring mainstream primary schools for inclusion of children with disabilities after completion of pre-primary education from their centers. Initiative needs to be taken to motivate all primary and secondary schools to open the wider scope of inclusion.

The project is still dependent on external financial support. Little has been achieved in terms of financial sustainability till date. But the organization is gradually taking steps to accumulate more local contributions to support the organizational programs on disability issues. This initiative would also cover the early intervention program. The dropout rate of skilled and trained disability workers is another barrier for the sustainability of the program. Most of the beneficiary families under the program are from very low and marginal income groups, and prone to migration. This creates dropout and irregular attendance in education and other related program components. This too is a barrier for continued education.

(c) “Community Based Education to Promote Inclusive Education”: Noakhali Rural Action Society (N-RAS)

NRAS addresses disability as a multi-sectored crosscutting development issue and has chalked out activities to facilitate the education of children with disabilities within the program area. Efforts have been taken to implement all the essential pre-requisite activities. Their existing program activities (focusing on facilitating inclusive education for children with disabilities) include: community awareness and sensitization, provision of therapeutic services and assistive devices, medical support, income generation support for children with disabilities, sponsorships for children with disabilities in schools, distribution of learning materials, infrastructure modifications, linking teachers training on inclusive education, community groups etc. The program has also paid adequate importance to the involvement of the community from the planning to implementation and monitoring to modification of the program. Such intense involvements of the community and all other stakeholders have created a sense of ownership for the involved parties.

(d) “Teachers Training to Promote Education of Disabled Children”: Centre for Disability in Development (CDD):

CDD is a training organization providing technical assistance to different organizations on integrating disability issues in mainstream development programs. The fundamental role of CDD is to facilitate community development organizations include handicap and disability issues in their ongoing development activities. The roles of CDD as a training organization are in the areas of training, advocacy, network development, monitoring and evaluation etc.

Under this training program, the activities covered are mainly: (i) Training of teachers involved in teaching children with disability, (ii) Follow up of activities of trained teachers at their working environment, and (iii) Development and dissemination of information and communication materials. Trainees come for a five-day basic training followed up by a three-day long refresher’s course. So far, over a hundred trainees have received the intensive training in 9 batches. The training sessions are highly interactive, incorporating field visits with practical exercises, and the curriculum includes courses on topics like: (i) Inclusive Education and its Objectives (ii) Experiences of other countries on Inclusion, (iii) Orientation to Different Types of Disabilities, (iv) Present Situation in Education and Different Education Approaches, (v) How to Include Children with different impairments in education, (vi) Practical visit schools involving learners with disability, (vii) Field Sharing, (ix) Special Intervention for Low Vision Child in Education, (x) Importance of Orientation & Mobility & Activities of Daily of disabled Children, (xi) Need Identification and assessment, (xii) Classroom adaptation & Seating Arrangements In the Classroom, (xiii) Alternative Communication, (xiv) Sharing about co-curricular activities of the school, (xv) Behavior Management, (xvi) Planning and Evaluation. etc.

About 75 teachers in 60 development organizations are currently involved in teaching in non-formal schools, ensuring inclusion of children with disabilities. As the teachers are aware of specific individual educational needs, they can ensure equal attention in the classroom. The trainees have gained confidence to include children with disabilities in education. Low cost teaching/learning materials are used in the classrooms to address the needs of the children with disabilities on which training courses were offered to the trainees.

Many of the organizations have brought forth amendments in their organizational policies and programs on the issue of inclusion of children with different types of disabilities into education. This has resulted in a higher rate of enrollment of children with disabilities in their existing schools, and also in the areas where the interventions are being made, it also influences enrollment in mainstream government primary schools.

Recommendations:

With the political mandate of education for all, the country should initiate comprehensive effort to boost-up education for children with disabilities. Creation of inclusive environment in all educational set-ups should be a long-term vision while immediate and short-term initiative is required to be taken to open-up opportunities for inclusion of children with disabilities in mainstream education.

Based on the prevailing situation of education of children with disabilities and the findings of the study, a set of recommendations have been suggested to facilitate education of children with disabilities in mainstream educational set-up. The major focuses of the recommendations were to reform the existing policies concerning education in order to facilitate barrier free environment for the children with disabilities. The recommendations includes creation of favorable attitude of the people/children with disabilities, their families, community people and other concerned actors towards inclusion of children with disabilities in mainstream education with the focus of establishing inclusive environment in all educational set-up. These include reformation of national policies concerning education, the school management, facilities and support services, review of curriculum, development of human resources, development of rules and procedures of inclusion, accessibility features, review of screening and assessment policies, redefining learning performance measurement devices and tools etc. Specific attention have been drawn for systematic and coordinated effort for planning and implementation at all levels addressing the needs of inclusion of children with disabilities in government primary education and NGO's interventions on education.

Currently the inclusive education initiatives in the country are operating only with non-governmental funds from a very few donor organizations and self-funds from national organizations. But to expand, boost and ensure long-term sustainability of inclusive education in the country it is imperative for the Government to extend financial support to the inclusive education initiatives in the country. As the same time the international support should continue at an enhanced level to address the growing needs of mainstreaming education of children with disabilities in Bangladesh.

Acronyms

AAB	: ActionAid Bangladesh
AID	: Action In Development
AISEDUP	: Assoc. for Integrated Socio-Economic Development for Underprivileged people
ATEO	: Assistant Thana Education Officer
B.Ed	: Bachelor of Education
C.Ed	: Certificate of Education
CAHD	: Community Approaches to Handicap in Development
CBR	: Community Based Rehabilitation
CDD	: Centre for Disability in Development
CDOs	: Community Development Organizations
CHDRP	: Community Handicap in Development Resource Person
CIDA	: Canadian International Development Agency
CLCP	: Chittagong Leprosy Control Project
CMC	: Centre Management Committee
CNA	: Capacity Needs Assessment
CRC	: Child Rights Convention
CSID	: Centre for Services and Information on Disability
CWD	: Children with Disabilities
DFID	: Department For International Development
DNFE	: Directorate of Non Formal Education
DPE	: Directorate of Primary Education
DSS	: Directorate of Social Services
EFA	: Education for All
ESCAP	: Economic and Social Commission for the Asia Pacific
ESTEEM	: Effective Schools Through Enhanced Education Management
FD	: Field Demonstrator
FGD	: Focus Group Discussions
GBS	: Gram Bikash Sangstha
GOB	: Government of Bangladesh
HI	: Hearing Impaired
HICARE	: Society for Education and Care of Hearing Impaired
IBR	: Institution Based Rehabilitation
ID	: Intellectually Disabled
IDD	: International Day for Disabled Persons
IDEAL	: Intensive District Approach to Education For All
IDPs	: Internally Displaced Persons
IE	: Inclusive Education
IEP	: individual education plan
IER	: Institute of Education and Research
IGA	: Income Generating Activity
INGOs	: International Non Government Organizations
IQ	: Intelligence Quotient
LGED	: Local Government Engineering Department
M.Ed	: Master of Education
M.Phil.	: Master of Philosophy
MCH	: Memorial Christian Society
MoE	: Ministry of Education
MoSW	: Ministry of Social Welfare
MRC	: Municipality Rehabilitation Committee
MTSP	: Medium-Term Strategic Plan
NAZIR	: Natun Zibon Rochi
NCTB	: National Curriculum and Textbook Board
ND	: Non-Disabled
NFDDP	: National Foundation for the Development of Disabled Persons
NFE	: Non Formal Education
NFOWD	: National Forum of Organizations Working with the Disabled
NFPE	: Non Formal Primary Education
NGO	: Non Government Organizations

N-RAS	: Noakhali Rural Action Society
PAASDO	: Poverty Alleviation and Social Development Organization
PAPD	: Participatory Action Plan Development
PAT	: Primary Achievement Test
PEDP	: Primary Education Development Project
PMED	: Primary and Mass Education Division
PRT	: Primary Rehabilitation Therapy
PTA	: Parents Teacher Association
PTI	: Primary Teachers' Training Institute
PWD	: Persons with Disabilities
RCDB	: Rehabilitation Centre for Disabled, Bangladesh
ROSA	: Regional Office for South Asia
SAHIC	: Society for Assistance to Hearing Impaired Children
SARPV	: Social Assistance and Rehabilitation for the Physically Vulnerable
SMC	: School Managing Committee
SSDP	: Southern Socio-economic Development Program
TBA	: Traditional Birth Attendant
TEO	: Thana Education Officer
TOT	: Training of Trainers
UCEP	: Underprivileged Children's Education Program
UN	: United Nations
UNESCO	: United Nations Educational Scientific and Cultural Organization
UNHRC	: United Nations Human Rights Commission
UNICEF	: United Nations Children's Fund
UNICEF ROSA	: UNICEF Regional Office for South Asia
VHSS	: Voluntary Health Services Society
VI	: Visually Impaired
WHO	: World Health Organization
WWD	: Women with Disabilities
YPSA	: Young Power in Social Action

Definitions

Disability

A disability is the functional consequence of impairment. If a child with polio (=impairment) can not walk because of this impairment, (s)he has a disability. However, if impairment is corrected (e.g. short sightedness can be corrected with glasses), than the person has no disability (WHO, 1992). Disability is a permanent condition of a person.

Educational Placement

Selecting the appropriate educational provisions (Special education, Integrated Education, Inclusive Education or Home service) for school-age children on the basis of screening of their special needs (i.e. disability), aptitude and learning performance.

Handicap

A handicap is the social or environmental consequence of a disability. Most people with a disability do not feel handicapped till society makes them handicapped by creating barriers of rejection, discrimination, prejudice and barriers to physical access, preventing them from making choice and decisions that affect their lives. For example, if a child who uses a wheelchair cannot enter the community school, he will have a handicap in making use of the school. When the school is made accessible for users of wheelchairs, this handicap disappears. (WHO, 1988).

Hearing and Speech Disabilities

Hearing impairment is defined as the inability to hear any sound of an intensity of 40dB or more in the better ear.

Speech disability is defined as the partial or total inability to utter meaningful phonemes.

Impairment

Impairment is an abnormality in the way organs or systems function, but which is treatable. Impairment usually refers to a medical or organic condition, e.g. shortsightedness, hearing problems, cerebral palsy (WHO, 1988).

Inclusive Education

“Inclusive Education is an approach, which addresses the needs of all learners in a regular classroom situation including learners with special needs, and creates an effective classroom environment where the educational needs of all children irrespective of ability, socio-economic or cultural consideration.

Inclusive Education means improving the learning environment, so that all children can learn successfully. The school and the teachers accept that educational environment is flexible and could find ways to meet the needs of all children. Teachers must have knowledge to help all children in the class when they face learning problem. There should be a spontaneous acceptance of learners with disabilities so that they can learn with all other children in the class” (UNESCO 2001).

Inclusive education gives all the learners including learners with disabilities right to enter into nearest regular school of the community.

Integrated Education

The pedagogic concept of integration refers, “ ... 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).

Those practices and measures in the sphere of education, which maximize a person's (potential) participation in the mainstream of their culture (Wolfensberger, 1972). 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.

Intellectual Disabilities

Intellectual disability is defined as the delayed and/or immature intellectual development and functioning, not developed at par with the person's chronological development, and where the Intelligence Quotient (IQ) is below the average range (100).

Mainstreaming

Mainstreaming means that children with disabilities are placed in mainstream general schools provided they are able to follow the mainstream curriculum without problems. Mainstreaming occurs for children who suffer from (chronic) illness, which have no impact on their cognitive ability. For example: Children with epilepsy are normally mainstreamed, but also children with mild visual or hearing impairments or those who only have a physical disability. (Jönsson, 1994).

Physical Disabilities

Physical disability is defined as the loss of one or more limbs, or the sensation in limbs, either partially or totally, or if limbs are weaker than what is considered average for persons within the same age and sex group, having similar physique. It also refers to the physical deformity and/or abnormality, and/or the permanent loss of physical equilibrium.

In most cases, the children with cerebral palsy (CP) are considered as physically disabled. Children with mild CP will require very little adaptation. But children with severe CP may require special seating, special desks and communication boards. The child may even require assistance to use the toilet.

Regular/ Formal education

Regular education means the type of education, which follows national curriculum and every school eligible (considering age, background of education etc.) citizen has equal right to get access there. This type of education is comparatively rigid in timeline or age limit, goal-oriented, planned, state controlled and stratified. However, it is the core initiative of any government of any country regarding educational activities.

Resource teacher

A specialist who works with students who are having difficulty learning in the regular classroom setting. This teacher serves as a consultant to the regular classroom teachers and searches to secure appropriate to teaching these children (Punani and Rawal, 1997).

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).

Visual Impairments

Visual impairment is defined as the absence of vision in one or both eyes with either a visual acuity not exceeding 6/60 or 20/200 (on the Snellen's chart) in the better eye, even with correcting lenses, or a limitation of the 'field of vision' subtending an angle of 20° (degrees) or worse.

Study Team and Management

A team consisting of 7 members with adequate background in disability issues and research conducted the study. The members were:

- Mr A H M Noman Khan Principal Researcher
- Mr Monsur Ahmed Choudhuri Research Team Member
- Mr Khandaker Jahurul Alam do
- Dr Nafeesur Rahman do
- Mr Nazmul Bari do
- Mr. Wasiur Rahman Tonmoy do
- Mr. Muhammed Mahbubur Rahaman do

The logistic and secretarial services were provided by CSID. The study was managed and coordinated by Khandaker Jahurul Alam, the Executive Director of the assigned organization, the Centre for Services and Information on Disability (CSID) who has been responsible and reportable to UNICEF ROSA throughout the course of the study.

1.0 Introduction to the study

1.1 Background of the study

The UNICEF Medium-term strategic plan for the period 2002-2005, in line with the CRC, spells out that a long-term goal of UNICEF is that “all children have access to and complete an education of good quality.” While the human rights principle of universality means that the well-being of *all* children is important, applying a rights-based approach to programming also means that priority should be given to the most disadvantaged children, in countries in greatest need. These may include girls, low caste children, children in remote areas, children with disabilities, children who are refugees/internally displaced persons (IDPs) or returnees, children affected by armed conflict and children who are subjected to abuse and exploitation.

The MTSP has also identified improved child protection from violence, abuse, exploitation and discrimination as one of the five priority areas of the organization for the future. Focus for this priority is to build the capacity of UNICEF to consistently respond to child protection issues and mainstream child protection concerns within each programmatic area.

Several initiatives by Governments, NGOs, INGOs, UN-agencies and others address the special education needs for children with disabilities and some have also demonstrated successful examples of special and inclusive education. However, a comprehensive review and analysis of these initiatives have so far not been undertaken. The study has drawn on a series of good practice models of special needs and inclusive education initiatives for the purposes of increasing the knowledge base and strengthening the capacity to develop or improve the existing programs in this area. It will also serve as an advocacy tool for promoting inclusive education.

1.2 Objectives of the study

The study objectives have been defined focusing on two broad areas, which are:

- To assess the state of special needs and inclusive education in the country in terms of policies, resources and practices.
- To identify areas and interventions for strengthening the capacity of UNICEF staff, the government and other partners in the country to bring about policy reforms, ensure adequate resource allocation and promote programming that support inclusive education.

1.3 Focal Areas of the Study

The study has been conducted considering three focal areas with specific objectives and activities following a variety of methodologies:

Focal Area – 1 A Review of Prevailing Policies and Legislations, Conventions and Commitments related to education & Disability in Bangladesh

The specific objectives were to:

- Analyze the prevailing policy and related documents for the education of children with special needs in view of international commitments.
- Analyze the implementation and practices of policies concerning the education of children with disabilities.
- Document the lessons learnt with respect to policy reform.
- Identify areas of policy reform

Focal Area – 2 Situation analysis on disability issues with emphasis on Children with Disabilities and their educational options and practices

The specific objectives were to:

- Assess the country situation with respect to disability focusing on prevalence rate of disability, disability and gender issues, situation in employment, different educational setups etc.
- Assess the special needs service provisions and scopes
- Analyze the existing resources and support system provided to the context of education of children with disabilities.
- Record the misconceptions, prejudices, discriminatory practices and attitude towards children with disabilities in the country

Focal Area – 3 Good practice models on special needs and inclusive education of children with disabilities in the country

The specific objectives were to:

- Identify four ‘good practice models’ of special needs and inclusive education for children with disabilities focusing on inclusive schools, community-based programs, teacher development initiatives and early childhood development interventions.
- Identify mechanisms and strategies that have proved effective in making the initiatives successful and their contributing factors.
- Identify the areas of concerns and constraints.
- Identify the issues and opportunities that need to be addressed for successful mainstreaming of children with disabilities,
- Provide recommendations based on the lessons learned.

1.4 The methodologies

Available documents and records have been collected, studied and analyzed. Interactions have been made with government officials, representatives of NGOs, NGO Networks, INGOs, UNICEF Bangladesh, school authorities, children with disabilities and their parents. Available secondary literature has been collected, studied and analyzed. Participatory interactions were made with concerned agencies. Focus Group Discussions (FGD) have been arranged with concerned people such as NGO representative, parents, school teachers etc.

Individual case studies of practices have been made following a preset guideline. A rating scale was developed based on the available information from the TOR to screen and carry out a comparative assessment of the reporting organizations. Twelve cases, with a minimum of three from each area have been short listed by a screening team comprised of study team members and experts in the field. In-depth reviews of the twelve cases have been made through a questionnaire and field observation.

Extensive discussions have been held with agencies like UNICEF, Department of Primary Education, Teachers and NGOs involved in education etc.

The study team has consolidated and analyzed the findings attained through the study and developed a set of recommendations.

A team comprising of 7 members with adequate background in disability oriented work and research has conducted this study

a. Activities conducted

The study team conducted the following steps in order to collect information and compile this report:

- Notification and circulation of questionnaire
- Review of questionnaire and screening
- Grading of organizations based on ranks
- Practical observations through field visits
- Discussion (individual & in focus groups) with concerned players, actors & beneficiaries
- Interviews with concerned stakeholders at the local and national level
- Secondary document analysis

b. Respondents of the study

The following twelve organizations had been selected after primary screening, from which the four good practice organizations/programs had been selected.

Serial	Name of Organization	District	Division
1.	Action In Development (AID)	Jhenaidah	Khulna
2.	Association for Integrated Socio-Economic Development for Under-Privileged people (AISEDUP)	Jhenaidah	Khulna
3.	Center for Disability in Development (CDD)	Dhaka	Dhaka
4.	Centre for Services and Information on Disability (CSID)	Barisal	Barisal
5.	Gram Bikash Sangstha (GBS)	Bogra	Rajshahi
6.	Society for Education and Care of Hearing Impaired (HICARE)	Dhaka	Dhaka
7.	Noakhali Rural Action Society (N-RAS)	Noakhali	Chittagong
8.	Poverty Alleviation And Social Development Organization (PAASDO)	Bandarban	Chittagong
9.	Social Assistance and Rehabilitation for the Physically Vulnerable (SARPV)	Cox's Bazar	Chittagong
10.	Underprivileged Children's Education Program (UCEP)	Chittagong	Chittagong
11.	Young Power in Social Action (YPSA)	Chittagong	Chittagong
12.	Natun Zibon Rochi (NAZIR)	Lalmonirhat	Rajshahi

1.5 Limitations of the study

The first and foremost limitation of the study was time allocation and the sheer timing of the study itself. For such an important study, involving notification to relevant organizations and institutions, getting a response from them, primary screening, direct field level observations, gathering all the information and compiling the report, the duration was very tight. The time lost during the early stages due to conditions not within the control of the team members, delayed the process by a couple of weeks. These also contributed to the temporary lapses in coordination of work, to some extent, near the final and crucial stages.

Even though the concept of inclusive education (more so for children with disabilities) is not entirely new, the actual practice of this initiative is fairly recent, and is not as popular as expected in this country as yet. As such, most of the responding organizations, whose information have been compiled in this report, have only just initiated their respective programs, and have yet a far way to go to be recognized as ideal good practices.

CSID had sent out the questionnaire to 55 organizations across the country after carefully selecting them by collecting information from available data sources. Specific indicators and criteria were sent based on which the organizations could submit good practice information. As many of the organizations did not see themselves to fall under the specific requisites of the study, they had not returned the forms. Finally only 14 organizations had responded in accordance with the specified requirements. As mentioned earlier, the concept of inclusive education and education of children with disabilities is fairly new in the country, as such the response was less. Even though the study team had the positive intention to cover more organizations it was not possible due to limited number of organizations submitting the questionnaire. The study team had proactively made contact with some organizations prior to sending out the questionnaire, these organizations had responded and have been visited and taken as studied organizations.

2.0 Socio-economic Situation of Children with Disabilities in the Context of Education in Bangladesh

Disability has often been seen as a medical concern; however, there is a growing realization that the greatest problems faced by children with disabilities are prejudice, social isolation and discrimination in society. Most children with disabilities are silent and invisible members of many communities. They are often at risk of abuse, exploitation and neglect. Children with disabilities are often abused, especially in economically insolvent families and families with large number of members. The abuse normally ranges from psychological and physical. Girl children with disabilities also fall victim to sexual harassment and abuse. They are abused also by community members and at times by traditional healers. 'The Feminine Dimension of Disability' a study conducted by CSID reflects more on such condition. The vast majority of children with disabilities never attended schools and a large percentage of the ones who do attend mainstream schools soon drop out due to inaccessible school infrastructure and unfriendly school environment. Many of the schools are not open to the idea of education of children with disabilities; even if a few are casually included, they encounter negative treatment where the peer students are not sensitized on disability issues, teachers have no training, etc.

All children, with or without disability, have a right to education. Children with disability, no matter how serious their disability, have a right to education that promote their fullest potential and their inclusion into the society. The education of the children with disabilities is much more vulnerable in comparison to the other learners of the same age groups. A study on situation of street children with disabilities indicates that only 20% of street children with disabilities go for government primary schools, 57% attend non-formal primary education and again a large number (63%) do not get access to any kind of education.

Article 23 of the Convention on the Rights of the Child specifically declares the rights of disabled children to enjoy a full and decent life, in conditions that promote self-reliance, and facilitate the child's active participation in the community. It must be recognized that individual children learn, and develop in different ways and at different rates and so it is important to create a learning environment that responds to the needs of each child, including those with disabilities. There is a growing consensus among professionals and disability rights organizations that inclusion in the mainstream schooling system is the only way to provide a means for education and learning for all children. Promoting inclusive education means support services will be brought to the child, rather than moving the child to the support services; teachers and classrooms will adapt rather than focusing on the child to change to keep up with the other students. This is still at the conceptual stage, little interventions have till been made for its promotion in Bangladesh. Since this has not yet been incorporated into the national policy, its practical implementation is being hampered.

In a recent study¹, it was found only 11% of the children with disabilities had received some form of education. The findings also state that 8% of the children with disabilities are currently enrolled in different educational setups.

The same study also found that Children with disabilities that had dropped out from education had done so mainly because of an unfriendly attitude and situation prevailing both at educational settings and at home. Failure to achieve expected results has also caused many to lose confidence and drop out from schools. Children with disabilities were

¹ *Guaranteeing Rights to Education: Educating Children in Difficult Circumstances: Children with disabilities*, Centre for Services and Information on Disability (CSID); commissioned by the Directorate of Primary Education, Government of People's Republic of Bangladesh, 2001-2

marginally more in education in urban areas compared to rural areas. 74% of respondents, who are currently not enrolled in any form of education, expressed a keen interest to receive education. 68% of the enrolled children with disabilities were in government and private primary schools. This was followed by pre-primary educational settings at 15%. Among the enrolled children, 48% were mainly seeking formal education. 23% were in integrated schools, 15% in special education and a mere 5% were in inclusive education. Among the enrolled children with mild and moderate disabilities 79% are enrolled in formal educational settings, while amongst those with severe and profound disabilities, 83% are enrolled in special education. Among the enrolled children, 55% were children with physical disabilities. The visually impaired constituted 13%. Hearing & speech impaired were 12% followed by the children with intellectual disabilities at 10%.

The study² Children with disabilities expressed their satisfaction mostly in the schools that had teachers with previous experience in teaching such children with disabilities. The peer students in these schools also exhibited better attitudes towards children with disabilities in comparison to other schools. The school structures, in most cases, are not mobility-friendly, for the children with physical and visual impairments. There are barriers for wheelchair movement and movement of visually impairment children. In schools that are at two stories high (or higher), there is no scope for wheelchair users to be carried up. The doors are also at times not large enough. Access to the toilets is also difficult. A lack of assistive devices for both mobility and communication, and also a lack of classroom adaptations were acting as major barriers for children with disabilities. For 83% of the children with disabilities, no adaptations were brought forth at all. This large figure includes children with all categories of disabilities, with a majority of them being children with physical impairments.

One further social problem faced by both children and adults with disabilities, especially amongst the females are various types of abuse. Women with disabilities appear to be at high risk for emotional, physical, and sexual abuse. Fear of such abuse often prevents parents of children with disabilities, especially girls, from sending them to schools. A recent study³ suggested that 92% of young girls and adult women were subjected to one type of abuse or other. Physical abuse was reported as highest (82% equally) for young girls and adult women with disabilities. Emotional abuse was found next at 78% and 75% respectively for the adult women and young girls with disabilities. The incidence of sexual abuse was high by any standards, but was found to be lower in adult women (32%) in comparison to young girls (37%).

In many cases parents abused the girls and women with disabilities. Most of the sexual abuses turned out among the girls and women with intellectual disabilities, which was followed by the group of women and girls with hearing and speech impairments. People had taken this advantage knowing that the intellectually and/or hearing/speech-impaired women and girls would not be able to communicate their woes to others. It is also ironic to note that in some cases, the traditional healers towards whom the families had turned to for assistance had also sexually abused girls and women with disabilities in the name of therapy or treatment. Neither the abused girls & women, nor even their family members feel comfortable to express their concerns about any such abuse because of social threat.

² *Guaranteeing Rights to Education: Educating Children in Difficult Circumstances: Children with disabilities*, Centre for Services and Information on Disability (CSID); commissioned by the Directorate of Primary Education, Government of People's Republic of Bangladesh, 2001-2

³ *The Feminine Dimension of Disability: A study on the Situation of Adolescent Girls and Women with Disabilities in Bangladesh*, Centre for Services and Information on Disability (CSID), 2001.

3.0 Review of Legislation and Policies with regard to Education of Children with Disabilities: An 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 in which the Education for all is declared in the following mode. The General Assembly proclaims that--this universal declaration of human rights as a common standard of achievement for all people and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the people of Member States themselves and among the people of territories under their jurisdiction.

Education issue is particularly mentioned in Article 26 & 27

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 (1989)

Apart from two countries, this convention has been ratified by all the nations of the world. The convention on the Rights of the child (CRC) highlights the survival, protection, the development and participation rights of all children, without exception or exclusion of children.

One of the basic articles of the CRC is Art. 2: non-discrimination. The CRC emphasizes that education is a basic right for all children on the principle of equal opportunity (Art.28). Education is not a privilege or social service – it is a human right. Equal opportunities do not just happen. They must be created and require political will!

The CRC also states that the purpose of education is to help develop a child's full potential, tolerance and gender equity are an integral part of such education (Art.29).

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

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

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

These standard rules state that general education authorities are also responsible for the education of children with disabilities, and should form an integral part of national education planning curriculum development and school organization.

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.

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 of 10 years since EFA has been assessed and analyzed. The Jomtien goals had not been reached and some of them had been taken on board again in Dakar giving extended 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 especial needs will be integrated in mainstream schools.”

The National Literacy Policy of Bangladesh

The literacy rate (age 7+) in 1991 was 32.4% and in 1998 it was 48.7%. With regard to adult literacy rate (age 15+) in the country it was 35.3% in 1991 and in 1998 it was 51.3%.⁴ The

⁴ Source: Census 1991 & SVR, Bangladesh Bureau of Statistics

National Literacy Goal of Bangladesh is to ensure 100% literacy rate by the year 2015. If this 100% target is to be achieved, 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 education of children with disabilities.

National policy and Strategies:

National policies on Literacy/Non formal Education in latest Policy Document on Education an official report published by the Primary & Mass Education Division (PMED) of the Government of Bangladesh mentions that, "... The non formal education (NFE) system caters to those children who either cannot or do not get enrolled in primary schools, those who drop out of schools, the adolescents who relapse into illiteracy, or those young and adult people who have never benefited from any schooling."

The Five -Year Plan (1997-2002)

The Five Year Plan (1997-2002) states that:

"The purpose of non-formal education, besides empowering the learners with skills related to literacy, numeracy and communications as well as internalizing socio-cultural traits, should extend to such areas as emotional and physical well-being, self-actualization, creative aesthetic expression, basic technological skills and orientation, entrepreneurial traits and leadership skills,"

In one of its strategies, The Fifth Five-Year Plan refers to the expansion of non-formal education along with strengthening the Government Mass Literacy Center, mobilizing NGOs and utilizing the skills-development /income-generating efforts of the agencies outside the Ministry of Education. NGO and private organizations will be involved in a bigger way for the improvement of the primary education, which will include setting up of Ganobidyalays at the village level.

National Education Policy (1997)

The National Education Policy (1997) does not include any specific policy or guideline to either address or facilitate inclusive education. However, it has described Special Education in the following manner.

Aims and Objectives:

The children unable to fulfill their daily needs due to physical and mental problems need special education, competent remedial measures, and special care 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 identified as lightly, moderately and seriously handicapped. The principal aim of special education is to help the handicapped establish themselves in the society through special programs depending on their degree of disability.

Strategy:

1. Survey is to be made to ascertain the exact number and identify the type and degree of disability of the handicapped of Bangladesh.
2. Coordinated education system has to be introduced for the handicapped in selected schools. The handicapped children develop fast if they are allowed to receive education with normal children.

3. It is necessary to develop the 64 schools under the Social Welfare Directorate where coordinated education program for the blind is in operation. This system can be introduced for the deaf and the dumb as well as for the mentally and physically handicapped people.
4. Coordinated education program has to be introduced in primary schools at district and thana levels for the deaf and blind and mentally and physically handicapped people.
5. It is necessary to develop the existing Government and non-government primary schools for the handicapped immediately.
6. It is necessary to set up schools for special education according to the degree of disability of the handicapped.
7. Training college / institute has to be set up for teachers of schools for the handicapped.
8. In order to create knowledge and awareness about the handicapped, subjects related to the handicapped should be included in the curriculum from the primary age of education.
9. Alternative curriculum has to be followed for those handicapped students who are unable to study one or more subjects due to disability.
10. Equal opportunity for services has to be ensured for the deserving handicapped, they also deserve some special consideration.
11. Arrangements have to be made to supply necessary education materials for the handicapped learners free of cost or at a low price.
12. In order to introduce the proposed coordinated education in general schools, special education and subject relating to the handicapped should be included in the curriculum of Teacher's Training College. This will make it easier for teachers to teach handicapped learners in the general classes.
13. At least one teacher of special education has to be appointed in the schools under the purview of coordinated education program.

3.1 Reflection of Commitments and Reality

The government of Bangladesh has taken initiatives to establish a compulsory primary education through the "Education For All" program and has made it Constitutional. However, even though over a decade has passed since the United Nations declared the "Education for All" in 1990, the children with disabilities are still out of the program in this country. But as a ratifying country of the Child Rights Convention (1989) the government of Bangladesh is responsible to provide educational opportunities equally for all. The ongoing Asia Pacific Decade of Disabled Persons (1993-2002) also emphasizes on ensuring education for all, but this is also absent in practice to a great extent in Bangladesh.

Bangladesh National Constitution (Article 17) has suggested that Bangladesh need to initiate a need based compulsory and free education with necessary legal basement. The Constitution of the Peoples Republic of Bangladesh is offering a uniform, mass oriented and universal system of education and extending free and compulsory education to all children. It has also provided for relating education to the needs of society, producing skilled and motivated citizens to serve the societal needs and removing illiteracy

The most recent Education policy of Bangladesh (1997) suggested in the chapter 18 (article 12.1, 12.3) for the provision for Integrated Education along with Special Education provisions depending on the need of children with disabilities. Moreover, in the article 1.12.13 the necessity of including disability issues in teachers' training curriculum was mentioned so that the regular teachers could manage children with disabilities in regular settings.

Recently enacted Bangladesh Disability Welfare Act 2001 provides legislative support to ensure education of children with disabilities. The Bangladesh National Policy on Disability 1995 indicated creation of options for proper education of children and people with disabilities. Although there had been initiatives at the national and sub-national level to raise

sensitization on the disability legislation but this is still inadequate. The influence of these initiatives had little reach to the persons with disabilities and their family members, especially in the rural areas where majority of the persons with disabilities reside.

The EFA 2000 assessment for Asia & the Pacific took place in Bangkok. During the conference, government delegations presented their findings, followed by questions and discussions. The Bangladesh country report was not very strong in general aspects. The report does not mention children with disabilities or other marginalized and excluded children as part of EFA (e.g. street children, refugee children, children born in brothels). Nor does the report offer new visions or strategies to initiate a change for quality education, to become a reality for all children.

The United Nations granted the “Child Rights convention” in 1989 to facilitate equal education for all children. Article 23 of the convention states that children with disabilities should have right to special care and assistance to ensure their fullest possible inclusion in development. Bangladesh is committed both nationally and internationally for its proper implementation.

The Salamanca “World Conference on Special needs” declared “Education for All” in 1994 considering that a huge number of people including people with disabilities are out of education, not even in basic education.

The Dakar Framework for Action has called for a commitment to the achievement of EFA goals and targets for every citizen and for every society. It has further committed to ensuring that all children have access to complete, free and compulsory quality education by 2015.

UNESCO had arranged “World Conference on Special Needs Education” in 7-10th June of 1994 at Salamanca of Spain. In this conference 92 countries and 25 international organizations participated. The purpose of the conference was to evaluate and feedback on previous international educational declarations and programs. The Salamanca declaration called for ensuring the equal rights of education for all considering the child’s individualities. The declaration also voiced that children with special needs should have right to be enrolled in regular schools, and cost effective, child centered education systems should be initiated.

The discussion above concludes a common platform of goals to reach educational targets. Bangladesh is far behind from the target of Education it wanted to reach. Though the literacy rate is increasing day by day, the quality of education is falling behind. The causes of failure were not identified much. While the enrollment in primary education is satisfactory, the drop out rate is very high in reality, which is not found in papers. Another crucial failure is the absence of planning to attract people with disabilities into education. The people with disabilities always added a large share in the illiteracy percentage in our country. Some researches have been conducted to draw the disability situation in Bangladesh by some non-government organizations. One such study on Disaster and Disability issues conducted by an NGO named Center for Services and Information on Disability (CISD) found that only 17% (the largest proportion) of persons with disabilities attend free primary education and a further 1% go for non-formal education. But a large number (76%) do not get any kind of education at all. Another study conducted by the same organization on Women and Adolescent girls with disabilities reflects that only 3.75% have proceeded on to university education in the woman with disabilities group. The enrollment rates in the primary schools are at 21.25% for women with disabilities and 30.67% for girls with disabilities. A massive 64% (average figures of girls and women with disabilities combined) dropout rate occurs from primary to secondary level. So, it can be easily seen that among girls and women with disabilities in an average 80% (considering the drop out rate) are out of basic education. A recent study by the same organization conducted on behalf of the PMED (ESTEEM Project) of the Government of Bangladesh found that only 11% of children with disabilities (of primary school going age) have pursued education. Among these children, those living in areas

where NGOs are conducting some form of disability related development work, the school enrollment is higher (18%), but where there are no such programs, the enrollment is as low as 4% only. The rural and urban enrollment rate is almost equal. Also the enrollment rate of children from lower income families is almost similar to those from higher income families. According to a Directory of organizations working with Disability, organizations have so far covered only about 7% of all the rural area. Which means, a staggering 96% of children with disabilities from about 93% of the rural areas in Bangladesh are remaining out of education.

One major cause and possibly the most important one that can be identified, is a lack of sufficient fund flow and distribution of funds in an irrational proportion. It is creating both physical and qualitative (such as, skill development of teachers) incapacity to enroll persons with disabilities in education. The study on women and adolescent girls with disabilities mentioned above also reflects the education facilities and the economic condition of persons with disabilities in our country. According to the findings of that study and the one for ESTEEM, most of the women and children who are in education attend in formal educational settings due to provision of free primary education. The second highest number of learners attends in non-formal education because of the low cost, flexible environment, convenient time, relaxation of age limit, use of appropriate teaching materials/curriculum, and a continuous assessment system. Enrolment in special education is much lower because it is expensive, not fully accessible due to far distance and being principally urban based. Persons with hearing, visual, intellectual and multiple disabilities have to face various problems for enrollment in such education.

The research findings identify large gaps between the realities and the international and national commitments, and absence of reflection of the legislation into the national education budget. Total cost of basic education project from the year 1992 to 2000 was Tk.191,122.6 million (104,781.6 million under the Development Budget and 86,341 million under the Revenue Budget). The allocation for the education of children with disabilities is not the part of this amount and the fund allocated for the children with disabilities are much lesser than the amount allocated for basic education.

In the year of 1999-2000, the government of Bangladesh had allocated Tk. 13,34 million for the primary and mass education sector. Not a single amount was spent for children with disabilities out of that allocation. The reason was mainly as it was not incorporated into the policy. Similarly in the fifth five-year plan primary sector allocation is Tk. 68,594.20 million, where the share allocated for people with disabilities (who constitute 10% of the total population) is not mentioned.

Existing policies related to education and disabilities were found to be contradictory to each other. Appropriate policy formulation & adaptation is required to overcome such barriers. The concerned people involved in education are not adequately informed on the situation of children with disabilities. In most cases, there are misconceptions on disability issues. District primary education officers are not at all aware about the ongoing education programs and set-ups for learners with disabilities. The school management policy does not allow inclusion of learners with disabilities; rather a skeptical attitude exists in case of such inclusion. This is mainly due to lack of conceptual clarity on the concept of Inclusive Education and the requirements that need to be met for its practice. While an inclusive environment in the mainstream education is being suggested as the best possible option for children with disabilities, it is recognized that, many of these children, especially those with profound degrees, will need to be enrolled in integrated and/or special education setups. However, for most of the children with moderate to profound level of intellectual disabilities, a partial inclusion could be expected and might be possible. As a complementary system to the mainstream education, special education and integrated education should be designed such that, they prepare children gradually to pave the way for including them into the mainstream education system.

4.0 Interviews of Different Stakeholders

Based on the objectives of the study and in reference to the TOR the study team had a series of discussions and interviews with the stakeholders concerning education of children with disabilities. The stakeholders covered a wide range of institutions, agencies and individuals like the concerned government departments, school authorities, UNICEF, concerned department of Dhaka University, NGO representatives, educational professionals, etc. A preset guideline was followed for the interviews and discussions, which focused on the requirement of the TOR. This section did not cover the opinions of the children with disabilities or their parents, but during the study itself, interactions and discussions were conducted with them. The views and opinions of these children with disabilities and their parents have been incorporated in different areas of the study.

While expressing views regarding Teachers' Training, a Government Primary School Head Teacher feels that the Primary Teacher's Training Institutes have been training teachers at the primary school level to efficiently tend to the needs of regular students. However, there is nothing about teaching strategies and methods for learners with disabilities. More so, there is no proper orientation on all disability at all either. On inclusion of children with disabilities into regular schools, there is no provision of remedial teaching for the learners with disabilities. Almost all of the teachers in primary schools lack the appropriate training in handling children with disabilities. The issue had not been addressed in the pre-service training courses, nor have they been adequately addressed in the in-service training courses. The teachers are not capable at all to identify the specific requirements of the children with disabilities.

The Views of a relevant policy level Government Official at PMED reflects that the Government of Bangladesh is giving a high priority to the learners with disabilities. Bangladesh has achieved its target of enrollment, quantity has already been ensured and now the Government is moving towards 'Quality Primary Education for All within 2015. Strong recommendations have been made through workshops within the department in favor of educational options for learners with disabilities. The recommendations also include a point that, the education of disabled pupils must come under the purview of PMED or MOE, which is now being run under the purview of the Ministry of Social Welfare.

Regarding political commitment of governments, it was expressed as a positive, unique and exceptional example that the Primary Education is possibly the only sector in Bangladesh, which is out of politics. There has been continuity in policies and activities in Primary Education even with the change in governments.

For future plans, PMED is going to finalize PEPD-II (July 2003-June 2008) soon, which will be an umbrella project for the development of primary education. Under this mother project several small projects will be undertaken through which Inclusive Education for all disadvantaged children, including children with disabilities will be addressed. PMED is going to reform the PTI curricula where disability issues will be included with great importance.

Views of a relevant high official at UNICEF Dhaka reflects that Inclusive Education should always be child focused, giving adequate attention to the individual needs of each of the children in education. But currently what is going on in Bangladesh is grossly insufficient. Ideally, the classrooms must be child-friendly and non-threatening to children. But the existing situation prevailing in the government primary schools are far from that. There are insufficient classrooms, insufficient teachers, but far too many children. Where regular children come to schools with a fear, inclusion of children with disabilities is extremely difficult.

In the schools under the IDEAL Project, however, some change is in progress. The schools have performed surveys in their respective catchments areas, identifying all the children within the school-going age. They have to bring in all these children into the schools. But considering a few very practical limitations that exist in these schools, UNICEF understands that a number of children are still being left out, or drop out of schools. In most cases, these are the children with disabilities. Some NGOs are running inclusive schools, but the number is extremely limited. UNICEF is not totally aware of all the schools that are running these programs and about their quality. But UNICEF does acknowledge that in some of these schools, the quality is better than the government run schools. The government is showing some interest to include the children with disabilities into the mainstream education. However, what is being done is not enough. The education issues of children with disabilities are still lying under the Ministry of Social Welfare and not the Ministry of Education, or the PMED or DPE. UNICEF strongly recommends this change should be brought about, and the earlier this change happens, the results will be better.

UNICEF has worked hard to bring about changes in the policy issues concerning education. It has participated in a number of workshops and policy dialogues and has pushed forward strong recommendations. In the National Plan of Action following the EFA, UNICEF has strongly suggested some positive steps to include all disadvantaged children, including children with disabilities.

The existing PTI training curriculum for teachers is not accommodative enough to cater to the needs of children with disabilities. This is being changed and UNICEF has given strong suggestions, which are being incorporated. UNICEF believes that this new curriculum will help pave the way for inclusion of children with disabilities into regular schools.

Currently UNICEF in Bangladesh does not have any staff with adequate training in inclusive education. But since they play a more facilitating role with the government of Bangladesh, mostly in policy issues, they do not feel this as a necessity at this moment either. But they feel that, if the need arises, they can acquire the expertise, depending upon how, when and where the assistance is required. UNICEF strongly feels that there is a great scarcity in the understanding of disability issues by high officials in the government, as the top-level officials are assigned from the cadre service, sometimes without adequate exposure and expertise to address the changing needs. At the mid and field level, the DPEOs, TEOs and ATEOs who visit the schools, and are entrusted with the authority to supervise, train and maintain the standards of education in the schools under their respective constituencies, are often not adequately trained either to address issues concerning inclusive education.

UNICEF is giving due importance to the improvement of quality of education in Bangladesh with the understanding that, without including children with disabilities into mainstream education, the targets of EFA shall never be achieved. In the upcoming PEDP II UNICEF is a major stakeholder. And so they have forwarded strong recommendations and ensured incorporation of these recommendations into the PEDP II planning process. A major emphasis has been given towards inclusion of children with disabilities into mainstream education in the PEDP II. UNICEF believes that, if this program runs efficiently, towards which they have stringent plans, the next five years will definitely encourage many children with disabilities to enroll into and complete education in Bangladesh.

The views of a high level government official at the Department of Social Services reflects that the Government of Bangladesh is focusing its policy on development of people (including the children) with disabilities. DSS and MOSW have taken up several actions to fulfill the international commitments of Bangladesh for the development of people with disabilities, such as ESCAP Decade Agenda for Action.

The education of people with disabilities is still under the MOSW and not the Ministry of Education, PMED or DPE. Whether this would be changed is a matter of GoB's policy level decision. In reference to the Disability Welfare Act 2001 and an order of the Prime Minister of Bangladesh, MOSW has formed an Inter-Ministerial task force headed by a Joint Secretary of MOSW. The task force has prepared a national Plan of Action for the overall development of the people with disabilities. This plan has been submitted for approval of GOB. In this plan of action, the education of people with disabilities has been addressed properly and one specific recommendation has been made to ensure education of all children with disabilities directly under PMED.

Most of the MOSW and DSS officials are from the government cadre services and are not fully aware on the issue. DSS field staffs in district and thana level have no appropriate training on disability issues. The DSS is planning to establish 6 regional Centers for Special Education in the 6 divisional headquarters for the training and rehabilitation of children with physical disabilities.

Concluding remarks from the interviews

There was a common understanding of the importance of the need for creation of scopes of education for children with disabilities. Inclusive Education is seen as a possible answer in creating such scope and opportunity. They felt that all sectors, the government, the NGOs and the private agencies needed to come more to the forefront with initiatives and programs. The education of children with disabilities and Inclusive Education need to be focused in governmental policies. Resources need to be allocated.

A lack of awareness, conceptual understanding on Inclusive Education, skilled trainers and practitioners, combined with limited resources; inaccessible infrastructures and facilities have been mentioned as major barriers for education of children with disabilities. In their recommendations they had emphasized on addressing issues related to infrastructures in all educational settings. Adequate human resources need to be made available through training opportunities in the country. The teachers training curriculum should focus also on inclusive education and education of children with disabilities. It has also been mentioned for the involvement of the parents of children with disabilities into the process.

5.0 Good Practice Model:

5.1 Inclusive Education

Profile:

Name of the Implementing organization:		
Underprivileged Children's Education Programs (UCEP)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1972	January 2002	UNESCO
Address & Site of the Program:		Geographical Location of the Program
UCEP School #1, Flora Pass Road, Ambagan, Chittagong Metropolitan City.		Chittagong (the second largest city of Bangladesh. Headquarters of one of the six administrative divisions located in the southeast of the country towards the Bay of Bengal. Approximately 265 kms from Dhaka)

Collaborations and partnerships

The school does not have any formal partnerships with other organizations. But it has working links and collaboration with different types of organizations and agencies. Currently the school has links with the Government and non-government organizations. The non-government organizations include specialized organizations like SAHIC, HICARE, RCDB, PPC, CLCP and MCH. It also has strong links with UNESCO.

Ethics of the Program

"Each and every child, regardless of his/her individual needs or social circumstances, has equal opportunity to access mainstream education together with other children of the community"

Objectives of the Program (As provided by UCEP)

- Encourage children with disabilities and their families to acquire education.
- Promote awareness in communities for inclusive education for children with disabilities.
- Prepare guidelines for children with disabilities in development.
- Extend the provision of services and facilities for children with disabilities for gaining access to education.
- Ensure that government and non-government initiatives recognize children with disabilities and their roles in development.
- Give priority to meeting the needs of children with disabilities.

Main activities of the program (As provided by UCEP)

- Imparting education to children with disabilities
- Socializing children with disabilities
- Providing medical support through other agencies
- Providing aids as necessary to children with disabilities
- Counseling to parents and guardians for awareness building.

Economic, religious, ethnic, and social background of the target group of the Program

Target group of the program are from the under privileged section of the society. Most of them are living below the poverty line. About 99% of the students are Muslims.

Situation prevailing prior to the intervention

The UCEP School had been operating an education program for the underprivileged children of the community. But the school had not included children with disabilities. Initially the authorities were not aware or nor had realized as to the range and extent of the demand and

need of the education for children with disabilities. Other schools in the vicinity also did not include children with disabilities, denying their fundamental right to education. The community and the parents of the children with disabilities were not sensitized on disability issues and were not interested in the education of these children. Children with disabilities were seen as a burden to the family and the community. There was also little effort among the families in acquiring services for children with disabilities. The teachers had no orientation or training on disability issues and on inclusive education.

While physical, emotional and sexual abuses of women and children with disabilities are frequent⁵ in communities in this country, especially in social set-ups as in the case of this area, efforts to record any such cases of sexual abuse and/or violence against children with disabilities in this particular community, that may have occurred prior to the initiation of this intervention, were not made.

Areas of Analysis

Accessibility

The school is located within the metropolitan city of Chittagong, the second largest city of the country. The city enjoys a comparatively better communication and accessibility features in comparison to other cities besides Dhaka. It does not however necessarily indicate that the existing setup meets the needs of the persons with disabilities. Chittagong alongside the whole country is much behind in terms of having the minimum of facilities for accessibility of persons with disabilities.

All the children, including children with disabilities, are living within half a kilometer radius of the school. Most of the children are coming on foot to the school. Their family members or their classmates usually accompany them to and from the school. A few of the wheelchair users have to face some barriers, especially during the rainy season when the condition of the pathways deteriorates. The children with visual impairments are also accompanied to school.

The school has been adapted to ensure accessibility within the compound and the building structure of the school. Ramps and slopes have been built wherever necessary to ensure accessibility of the children with disabilities, especially for the wheelchair users. The classroom setting has also been reorganized to make them user-friendly for them. The school authorities have made special provisions so that the toilets also are user-friendly for the children with disabilities.

The schoolteachers, staff and students have been oriented on disability issues to increase their awareness and development of a positive attitude towards children with disabilities. Teachers of the school had received training on Inclusive Education from Centre for Disability in Development (CDD), a nationally reputed training organization. The trained teachers had developed particular sensitization sessions with materials from Centre for Disability in Development, other sources and their own developed materials. As an influence all the teachers, staffs and students extend cooperation to the children with disabilities for accessibility within the school compound, classrooms, etc. The children with disabilities are assisted by the teachers, students and staffs of the school to move around the premises, including when they need to go to the school toilets. They are also assisting the children with disabilities in different activities of the school. The school has a total of eight classes. Sixteen teachers are working in the school.

⁵ *The Feminine Dimension of Disability: A study on the Situation of Adolescent Girls and Women with Disabilities in Bangladesh*, Centre for Services and Information on Disability (CSID), 2001.

Classroom Environment

The school has made the best of efforts in making the classroom environment safe and non-threatening. The classroom setups have been modified to allow sufficient lighting into the rooms. Where the classes do not have sufficient natural light, florescent lights have been installed to assist the children with low vision. Mats have been placed on the floors of the rooms to prevent echoing of sound, which helps those using hearing aids, and also the children with visual impairments. The issues related to disability are widely discussed in the classrooms to create sensitiveness towards disability. All students including the children with disabilities are motivated and inspired to believe that physical limitations do not necessarily act as barriers for learning and acquiring knowledge and skills. The school is also conscious about gender sensitivity.

In the classrooms there are no arrangements for sitting in-groups considering their respective disability and or learning ability. However the children with speech and hearing disabilities are made to sit in the front rows of the class to allow the children to mark the lip movement of the teachers and the attention of the teacher. The children with disabilities using wheelchair are normally sitting near the desk of the teacher. They have an adapted desk so that they can use it sitting in their wheelchair. The teacher is taking additional care for the slow learners and the visually impaired students. Through time the bondage among the students with or without disabilities have increased. They see each other as children and not as children with disabilities or children without disabilities. The children of the school are like family members, members of a big and happy family. They have learned to grow a strong sense of acceptance and friendship among each other. This environment is not only limited to the schools, but as they return to their homes and communities after school, they carry with them these feeling and sense of acceptance and friendship.

Learners under the program

The school has a total of 710 learners out of which 14% (99) are children with disabilities. 60% of the children with disabilities are male. Among all the enrolled children with disabilities the highest are from the physically disabled at 62%. The intellectually disabled and the speech and hearing impaired constitute the lowest at 9% each. In general, the prevalence rate of children with physical impairment are much higher in the communities of Bangladesh. The situation in the catchments of the school is also the same.

Total Learners			Disabled Learners						Teachers			
Male	Female	Total	Visual	Hearing & Speech	Intellectual	Physical	Multiple	Total	PWD	Male	Female	Total
327	383	710	20	9	9	61	0	99	0	9	7	16

The interactions among the children with disabilities and the children without disabilities are allowing gradual minimization of any negative attitude, misconceptions and wrong belief that persisted within the children with no disabilities. In spite of it being a very new program, an environment of mutual respect, understanding and friendship persists within the students of the school.

A total of 99 children with disabilities are studying in the school. The sex-wise classification is shown under the following table:

Type of disability	Physical	Intellectual	Visual	Speech and hearing	Total
Male	41	3	9	6	59
Female	20	6	11	3	40
Total	61	9	20	9	99

Within the individual groups of intellectual and visual impaired, the percentages of girls with disabilities are the highest at 67% and 55% respectively. Within the speech and hearing and physical disability groups it is the opposite where the boys are highest with 67% in both cases. The physical disability group covers children with clubfeet, amputees, polio-affected children, children with mild level of cerebral palsy etc. Overall the gender balance stands at 60% boys with 40% girls.

The children with disabilities are studying in a total of eight different standards⁶. There are a total of three shifts. The table below reflects on the placement of the children with disabilities in different classes.

Class	Shift			Total
	1	2	3	
Preschool - 1	16	16	15	47
Standard - 1	0	10	10	20
II	2	2	0	4
III	3	1	1	5
IV	1	6	0	7
V	3	1	0	4
VI	0	3	0	3
VII	5	0	0	5
VIII	1	2	1	4
Total	32	43	30	99

The maximum children with disabilities are studying at Preparatory 1 and Standard 1 at a combined percentage of 68%. All the other standards of the school have children with disabilities at an even share. During each shift, sessions take place in nine separate classrooms. Children with disabilities are studying on an average of 67% of the classrooms during the three shifts. The children with no disabilities are having constant interactions in these classrooms. The children of the other classrooms are also getting the scope of interactions in activities and associations beyond the class hours. These opportunities as mentioned are playing a vital part in changing attitude.

The severity of the children with visual and speech and hearing disabilities are mostly not profound. The children with speech and hearing disabilities are sitting in the front of the classroom. They are participating in the classroom activities orally as much as possible and through gestures. Many of the visually impaired children are with low vision. They are participating almost at an equal level as other children in the classroom. The children with physical disabilities can participate with the use of their assistive devices. Besides the teachers and the students of the classrooms are always cooperative and facilitate for the participation of the children with disabilities into not only the educational but also the extra-curriculum activities. The teachers of the school have received orientation training on inclusive education. The children with disabilities are encouraged and motivated towards education. Sometimes the teachers put the students in pairs so that one can assist the other in acquiring education. In the classroom the teachers are adopting songs, dances, recitations, dramas etc. that serve as a team activity and a teaching means. The children with disabilities participate along with other children. The children are encouraged to paint and draw. These paintings are exhibited in all the classes. The classrooms have also been renovated, lighting has been improved, rooms have been made soundproof as much as possible, etc. All these facilitate the learning process of the children with disabilities along with other children.

⁶ Preparatory 1 and Standard 1 comprise of one class. The first three months are counted as Preparatory 1.

All the children in a classroom learn the same thing but the process might be different from student to student. All the students are under constant assessment. If a student is found to be slow or backward, the teacher of the class takes added attention and adopts different means to allow the student to complete the class syllabus along with other children. It has to be emphasized here that this way of acquiring education is meant only for the slow learners, a learner who could be a child with or without disability.

Interactions with the children with disabilities in the UCEP School yielded a common finding for all the children with disabilities --- they have all expressed their intense liking of the opportunity to acquire education in an inclusive classroom setting. They had expressed this feeling with a big smile and an expression of satisfaction on their face.

The teacher student ratio at the school stands at 15:1 (which is inclusive of the children with disabilities). Usually the classes run with 30:1. This ratio is increased to 15:1 as off-period teachers also assist the teachers taking the classes. The school is also taking steps to train and facilitate the parents to provide teaching assistance on voluntary basis. The male : female ratio stands at 60% : 40%. The students with disabilities that are coming to the school have however had no scope to receive special needs training on areas like speech and language training, Braille training, etc.

Rafiqul Islam*, a student in class-IV says:

I grew up with many friends in this village. I remember spending almost the entire part of the days playing around in the fields, dipping in the ponds, stealing away fruits such as mangoes, guavas, plums etc. from trees of our neighbors, running around in the markets – having so much fun – with so many of us friends together. Kuddus* had a severe problem in his left leg, and couldn't run as fast as we could. So most of the times, when we did something naughty, he got caught and took the beatings on our behalf. We would compensate this later by giving him a bigger share of whatever fruits we could steal. We often called him "Lengra (lame) Kuddus" or even "lengra" in short, but never thought he was any different from us. Neither did we even think he could ever mind us calling him "Lengra", because that's the way he is! However, when our parents started getting us into school, suddenly our elders started telling us that Kuddus was somehow different! Schools wouldn't allow him in!

It's not that we enjoyed school that much, as we were hundreds of children in one tiny classroom, the teachers were not very keen on teaching us much either as they gave more importance to students of higher classes. Often they also would beat us. But in any case, we were learning to read and to write, and that was interesting. In the afternoons, we were at our naughty antics once again, and that's when Kuddus would join us. After a few weeks, he would come with us to the school and sit outside the door. We felt bad about it, but since the teacher wouldn't let him in, what could we do? About a month later his father came to learn about this and stopped him from following us to school.

Within a year, my father decided that he would send me to this new school called UCEP. We have fewer children here in the class and teachers take more care. The best thing about this school is, there are many children like Kuddus here. Unfortunately it was late for Kuddus to start school here. So he had to go to a junior class. But at least, here our friends are also getting a chance to acquire education with us, and so throughout the day, we friends are hardly separated. I wish this could happen earlier, then Kuddus could have studied with us in the same class from the beginning.

* Names have been changed to protect identity

The school has formed three different types of support teams. The first group is formed with the attendants of the children with disabilities. This team has been provided with special orientation by the school on motivating parents of children with disabilities, handling of assistive devices, etc. The role of this support team is to primarily provide moral support to the families of the children with disabilities, organize interaction between these families and ensure that children with disabilities are regularly attending the school. The second team constitutes the teachers of the school. The teachers are responsible to provide regular orientation to the teachers and students of the school on disability issues, conduct home-based follow-up services for the children with disabilities and ensure special care if needed for the children with disabilities. All the teachers had received prior training on inclusive education. All these trained teachers are members of this second team. The third team comprises of selected students of the school. The teachers of the school select the students basically from the interests and willingness of the students. The involvement of the students are very much spontaneous and whole-hearted. These children mainly assist the children with disabilities in activities inside the school, especially beyond the classrooms.

The children without disabilities are assisting the children with disabilities in coming to the school and returning home. They are helping by pushing the wheelchairs and also by acting as a guide to the students with visual disability, etc. Inside the schools compound the children are assisting children with disabilities in movement in the school infrastructure, accessing the toilets, classrooms, library, etc. In the classrooms they are helping children with disabilities to participate in different activities and sometimes as a member of a pair team they directly support them in the process of education. The bondage between them is very strong, for example, they often visit each other's homes, if a child with disabilities is absent for a few days, a classmate visits his/her friend to inquire. They are also active in ensuring that the children with disabilities are actively taking part in extracurricular activities like games and sports. The games include traditional Bangladeshi games like 'Golla-chhut', 'Dhappa', 'Ludo'. Beside they are also playing all the children game and sports that are normally played by children in the region.

All the children with disabilities are regularly attending the school. Some of the children with disabilities have missed a few school days but all for legitimate causes. Till the date of the collection of data not a single student with disability have dropped out. One of the female students with disability who had successfully completed the January to June 2002 session has been admitted into UCEP-Technical School for vocational skills training.

Teachers of the Program

The teachers of the school are well conscious of the rights of children with disabilities to acquire education. They have exhibited positive attitude towards the children with disabilities. With time they have developed a special bondage with the children with disabilities. Many of them have expressed that the children with disabilities are like their own children. They feel honored to have the scope to serve them by imparting education. It is a scope for them in contributing to the development of the children with disabilities, who with education and training, they believe, would be contributive to the family and the nation as well. Children with disabilities to them are not burdens but rather potential assets of the country, like any other children. Currently in the school the teachers have no additional staff support in the form of teaching assistant, though off-time teachers are assisting the teachers in class. Besides the school is taking steps to train parents and involves them in the school. When the issue of disability was tapped into the school, the teachers accepted it with an open heart. They too realized the importance of the school being open for the children with disabilities. The teachers express the same positive attitude with the girls and the boys with disabilities.

Teacher Training

The school has taken initiatives to develop the capacity of its teachers on 'teaching students with disabilities'. The teachers have received basic training on inclusive education from Centre for Disability in Development (CDD), a training resource center of Bangladesh on disability in development. They have also received orientation on multi-disability. Beyond this training the teachers have not yet precisely received any specific training on areas like Braille, sign language or other forms of communication. But the basic training that they had received from CDD had included fundamental issues on these forms of communication. The school and the teachers have also been followed-up by the training institute. The school does not have any specialists like speech therapists, occupational therapists etc. to provide assistance during the class hours. But the school often seeks assistance and advice from other NGOs working on disability issues with such specialists.

Curriculum and Learning Material

The school recognizes the diversity of learning needs of its students with disabilities. Special steps are taken to ensure flexibility of the followed curriculum of the different classes, but simultaneously it is ensured that it is not beyond the main framework of the curriculum. The school uses special materials for facilitating communication needs of the children with disabilities like picture boards, posters, object models, audiotapes, etc. The curriculum followed is the same for all children in a particular class. But it is made flexible according to the learning capacity of a child.

All the learning materials used by the school for education of children are considerate of diversity, bias and discrimination free. The learning materials are available free of charge to all the students of the school.

Teaching learning process

The school includes children with disabilities of different types and degrees. The learning capabilities of each of these children vary from child to child. The teachers are using different child center approaches to facilitate the learning process of these children with disabilities. Considering the individual needs of the children the teachers provide additional care and assistance where and when required. Different learning methods are used such as group learning, peer tutoring, activity-based teaching, role-play etc. Rote learning is avoided as much as possible. The teachers recognizing the varying needs of the individual children with disabilities prepare the lesson plans. To assess the performances of the students with disabilities the school is applying written, oral and direct observational tests. The schedule maintained by the school is the same for all children inclusive of the children with disabilities.

All the children need to cover the same curriculum. But opportunity and mechanism is in place that allows the children to learn at their own pace, but as mentioned all children will need to complete a standard of education as per the curriculum. There are dependencies on the textbooks but along with verbal instructions the teachers are adopting to different means like demonstration method, role-play, project works to facilitate the learning process of the children.

The school has the intention to provide specialized services, such as occupational therapy, physical therapy, counseling, hearing services, speech therapy, crisis management, mobility services, vision services, etc. but there are limited scopes. The school as an institute does not have such capacities. But it takes the best of efforts to link the children with disabilities of the school to organizations providing such services. But the demand is much more in terms of what can be met. The school is also working to provide medical services to the children with disabilities.

Learner Outcome

The examination for the January to June session had been completed. 30% of the children with disabilities had earned equal to or more than the optimum level of expected level of competencies. 56% were close to the expected level of competencies but developed at a slower pace. The performances of 14% were behind the desired level. These students could not read or write but they performed satisfactorily in oral tests. Different sets and types of question papers were applied to assess the children with disabilities. Besides the school also took into account the portfolio of work, direct observational tests, functional assessment and students' self-assessments as tools for assessing the level of competencies.

The school has been able to create an environment that facilitates positive treatment for all. Previously there were little scopes of interactions between the children with no disability and the children with disabilities. This allowed the growth of an attitude that they were different. There was also a prevalent attitude of sympathy. But this barrier has been overcome through the scope of interaction while coming to the school and also within the school. The children with disabilities are actively mixing and socializing with all other children of the school. They are also participating with all the children of the school in various games and sports to facilitate socialization and interaction. The school also takes initiatives for organizing extracurricular activities including plays, dramas and other cultural activities. Different cultural competitions are also organized. The children with disabilities are encouraged and facilitated to participate in such activities. Such initiatives are facilitating in exposing the latent qualities of the children with disabilities and at the same time, are also influencing in the development of their innovativeness and creativity.

The school organizes regular meetings with the parents and child attendants. Besides, there are interactions between family members of the children of the school and the school authorities. In such meetings and interactions the school relays important information with regard to the children of the school including the children with disabilities. They also share on the activities of the school and the learning process. It is made clear in such meetings that all children are not able to learn at the same pace. Almost all the children including the children with disabilities are very much interested in cultural events like music, drama and drawing. At these meetings, the school authorities try to ask the guardians to take a little more care of their children, and encourage and promote their hidden skills.

In most cases the children with disabilities are autonomous in the classrooms. But in cases where assistance is required other children and the teachers are assisting the children with disabilities. The wheelchair users are not able to move all through class as the gap in between the desks are not adequate for the wheelchair to move. These children are normally using the space in the front of the class.

The Parents and Community

The study team had interacted with a number of the parents of the children with disabilities. The parents of the children with disabilities are very appreciative and happy at the scope and opportunity of acquiring education for their children. Such scope was not previously available to them in the area. The initiatives of the school have not only opened the door for education but at the same time allowed access to different other essential services for their children with disabilities. The parents also expressed their satisfaction for the assistive devices that was provided to their children. The children with disabilities are provided with different kinds of assistive devices like wheelchairs, crutches, white canes, hearing aids, spectacles, etc. Such devices have greatly increased the mobility and other capacities of the children. Previously some of the parents had considered their children with disabilities as a burden and a curse upon them causing shame. They had even kept their children hidden and confined them indoor of their houses. But due to counseling, motivation and sensitization by the school their negative frame of mind have change immensely. Now they believe that their children with disabilities are as equal as any other children. They now dream of a day when

their children with disabilities will become productive and contributive to the family. They believe that the inclusive education program of UCEP is a need-based program that needs to be enhanced and extended to provide similar opportunity to many other children with disabilities in their community. The general community members have also similar feeling. They have remarked it to be a positive program, a program that their community had needed for a long time. The inclusive education program has allowed interactions and exchanges among their children with children with disabilities that would facilitate the development of positive attitude. They all acknowledge that children with disabilities have the same right to education as any other children of their community.

As mentioned earlier, a support team constituting of the attendants of the children with disabilities studying in the school has been formed. They are contributing time as volunteers for different activities facilitating education for the children with disabilities. They also regularly participate in guardians and community meetings on a regular basis. There are also specific meetings for the parents of the children with disabilities on a monthly basis.

The school organizes regular bi-monthly meetings with all parents of the school including the parents of the children with disabilities. In such meetings general issues of the school are widely shared. Issues related to education of the children with disabilities are widely shared and discussed. The opinions of the parents are paid due importance and taken into consideration for further planning and activities of the school. The meetings are also able to identify the different support that might be required by the parents of the school. The school also tries taking up activities to meet the needs of the parents. Besides the regular formal meetings in the school, the teachers also make frequent visits to the communities where the parents of the children of the school reside, and hold informal meetings with the parents and other members of the community.

Supervision and Monitoring

The supervision of the inclusive education program of the school is conducted from different tiers, both within the school and externally as well. The headmistress is directly supervising the activities from within. The educational divisional coordinator of UCEP is also supervising the program activities. Besides there is also supervision activities conducted from the UCEP central office at Dhaka. The attitude of the supervisors is positive and cooperative in nature. The supervisors are taking adequate care in monitoring the educational attainments of the children with disabilities, scopes and limitations of the school in creating inclusive education environment, teachers training needs and also the psychological needs of children with disabilities. The supervisors have received orientation training on disability issues and inclusive education.

Based on findings through the supervision and monitoring mechanism a change has been incorporated in the examination mechanism. Earlier, written and oral processes were the only practiced mechanism of evaluation. But it was found that observation process could also be considered as a mechanism for assessing the development of the children with disabilities.

Concluding Analysis

The education program of UCEP had initiated small-scale education programs all over the country for the underprivileged children for many years. Recently the management had decided at the policy level to initiate inclusive education program in its educational institutes. Initially it had decided to start with a pilot project. The Chittagong center of UCEP has been selected as the pilot project. Even though the inclusive school had been initiated only in January 2002, yet the planning and strategies undertaken, the preparatory work that has been done and the achievement that it has attained so far, in such a short time, makes it a role-model for other inclusive education efforts in the country. Once the policy had been taken, the UCEP authorities had shared with the program staff of the pilot project school. It

arranged training for their central staff, the schoolteachers of the pilot project and the supervising and administrative authorities associated with the school. A baseline study and survey has also been conducted by UCEP before planning and implementing the program.

A lot of groundwork had also been done in the community where the school is located to sensitize the general community and parents of the children with disabilities. The teachers had also visited the homes of the children with disabilities and interacted with them and their family members. The total community had been adequately sensitized and motivated. The parents and community members are very supportive to the program. They had also sensitized the students and other staffs of the school. The school was also structurally modified. The accessibility features within the school had been ensured. The classrooms were also modified. Lighting features and soundproofing measures have been ensured. Adequate attention has been laid in modifying the curriculum, assessment process and learning methods to facilitate the education of the children with disabilities. Extracurricular activities have allowed the children with disabilities to participate in cultural and sports activities allowing intensification of associations and co-operations among the students of the school inclusive of children with disabilities. The school also catered to other needs of the children with disabilities like medication, provision of assistive devices and linking with other organizations that provide specialized essential services. The school maintains strong networking with different organizations working on disability issues.

The program on the other hand experienced different barriers. The teachers are not adequately trained to handle children with severe to profound grades of disabilities. They require further training to uplift what they have already achieved. There are children who require regular therapeutic services. But this is not available within the school or regularly from outside. Provision of such therapeutic services could play a part in increasing the potential and capacity of the children with disabilities studying in the school. Although the accessibility features within the school are adapted, the location of the school appeared to be not in a very ideal position. It is located beside the rail line. Students have to cross the rail line to enter the school.

The classes of the schools are held one after another. In each shift four classes take place. This has proved to be a little strenuous for the children with disabilities. The school follows the National Curriculum and Text Book Board. Even though they have simplified the curriculum to some extent, but as an Inclusive Education providing school, they could be further simplified it to its highest approved limits. The size of the school appeared to be small. A larger classroom could allow much better movement especially for the children with disabilities.

5.2 Early intervention program

“Early detection and early intervention measures can prevent approximately 70% of the childhood disability caused by vaccine preventable diseases such as polio, malnutrition and micronutrient deficiencies according to WHO”. – Sadig Rasheed⁷.

Access to basic preventive services and information about early detection of impairments, early stimulation and psychosocial development of young children will enable caregivers prevent disabilities and take good care of children even if they are disabled.

Profile:

Name of the Implementing organization:		
Action In Development (AID)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1992	1998	Own sources, Handicap International, Save the Children Sweden and Canadian International Development Agency.
Site of the Program:		Geographical Location of the Program
Jhenaidah municipal area and Purahati union under Jhenaidah Upazilla.		Jhenaidah district is located in the southwest part of Bangladesh.

Collaborations and partnerships with government agencies, NGOs and other multilateral and bilateral agencies:

AID operates inclusive non-formal education along with integrated community development programs in collaboration with several organizations. The community development program includes integration of disability issues in all possible development components. Early detection and intervention on disability program is one of the component, which includes identification of disability, assessment of disability, home based therapeutic services, referral for correctional services, and inclusion into mainstream development initiatives, including education. AID operates such programs in collaboration with Center for Disability in Development (CDD), Save the Children Sweden and Handicap International for technical and financial assistance. Besides, AID collaborates with local development agencies, referral resource organizations and relevant government departments and agencies. Community people are involved directly in the process of implementation.

Ethics of the Program

A child with a disability has the competence to be included in mainstream education, if they are provided with a favorable environment.

Objectives of the Program (As provided by AID)

The objectives of the program are to

- Create comfortable educational environment for all sections of children regardless of religious, economic classes, etc. with an emphasis on children with disabilities,
- Facilitate inclusion of all kinds of children in formal and non-formal education program,
- Strengthen the teachers/supervisors of the non-formal centers for systematic inclusion (addressing all the pre, current and post requisites) of children in the existing formal and non-formal schools and
- Raise awareness on disability at community level.

⁷Education Update: UNICEF, Volume 2, Issue 4.

Main activities of the program

The major activities of the programs are, selection of child education centers, (the centers are selected by the community members through the method of Participatory Rural Appraisal (PRA) conducted by AID's trained staff), selection of learners (all the learners are direct members of the programs of AID. Learners with children with disabilities receive support as required on therapeutic services, they are from the areas where sensitization activities take place, they are referred by the AID staff and many are brought by the parents themselves), conduct training courses, child education centers operation, students meetings, guardian meetings, workshops, community meetings, national issue-based workshops, supply assistive devices, advocacy for free access, teachers and student orientation of the nearest school.

A partial reflection of AID's Programs' Coverage

SL	Item	Figure
1	Percentage of staff trained on disability issues	29%
2		

The economic, religious, ethnic & social background of the target group

Target people of the program are mostly from the under privileged section of the society. 85% are living below the poverty level while the rest are lower middle class families. 85% are Muslim, by profession majority are day laborers, small farmers and small traders while a few are employees in mainly private entrepreneurships.

Situation prevailing at the beginning of the intervention

Many children with disabilities were eligible to attend in the mainstream schools but in fact only a handful of children with disabilities were found in the schools. There are many causes of absence of learners with disabilities from schools, which had been identified through discussion in community meetings and door-to-door motivational discussion by the disability workers of AID. The most notable causes are:

- People believe that formal/mainstream schools are not suitable for any children with disabilities and the children with disabilities must need specialized schools.
- The formal school students do not accept the disabled children as their classmates and compare results. These create unpleasant environments for the children with disabilities.
- The parents are not ready to send their children with disabilities at schools. Most of them do not know that children with disabilities also have the rights to education. They think that the education for the children with disabilities is meaningless and have no value.
- It is very expensive to run special schools for the children with disabilities. For the special schools need special training for the teachers and special equipment for the students, which is very much expensive and unaffordable at the grass roots level.

A large percentage of children with disabilities can be included into the mainstream education programs of the country. But due to a lack of information and understanding of the inclusion mechanism, most of the children with disabilities are far from the education. This is deprivation of a basic right. So it was essential to develop a favorable environment for the children with disabilities to ensure their access in the normal schools.

Management and Implementation of the Program

The program runs under the management of AID management structure. The Executive Director is the chief executive while the trained field workers and teachers under supervision of program coordinators of respective programs are implementing the programs. The

disability program staffs including the chief executive are adequately trained on development and disability-concerned issues both within and outside country. Beside the general disability issues, the coordinator and the teachers are also experienced on primary education and had special training courses on inclusive education.

Types of Intervention:

AID runs integrated interventions on disability concerned issues along with their community development programs which includes early detection, community awareness, inclusion in mainstream development components, therapeutic and assistive device support to people with disabilities, facilitation for inclusion of disabled children in mainstream education and it's own inclusive education centers. The trained staff members provide home based education to the learners with special needs.

The early detection and intervention program is linked with other disability program components along with development interventions as crosscutting program issues. This ultimately creates direct linkage with all development components like poverty alleviation, health, education, human development etc.

Early Detection and Early Prevention: (Early Detection Measures)

Children with disabilities are identified and assessed based on the symptoms of disabilities by home-based approach through screening of developmental milestone, specific disability diagnosis, observation etc.

Early Intervention Package

The Intervention package for prevention, early detection and intervention includes immunization, stimulation and child care practices, health check-ups, nutrition, pre-school education that includes children with impairment or development delay and focusing on the holistic development of the child and inclusion in inclusive pre-primary education.

Training

The trained disability workers used to provide therapeutic services to the identified children with disability at their home. Through AID's mainstream program the disability worker identifies the children with disabilities, assess the condition with regard to disability, provides different exercises, simple devices and assistive devices on a regular basis in their homes. When and if required the children with disabilities are also referred to advance services. The children with physical impairments are provided basic physiotherapy and occupational therapy services up to a certain level, by trained rehabilitation workers. The children with hearing impairments are provided with certain level of speech therapy and also the initial screening of hearing impairment. The children with visual impairments are also screened to some extent by the trained workers and mainly provided with training on daily living skills. The intellectual disability issues are mainly covered by counseling and motivation to the families and community people. These are based on the individual assessment on the level of their impairments, which are also linked with referral resource centers for subsequent advanced level of therapy. The caregiver of the child is provided with necessary skills of therapeutic assistance based on the requirement. These are being covered through continuous training of care providers.

The disability workers are trained (on a comprehensive 90 day residential training) on early detection along with therapeutic interventions and inclusion in mainstream programs. The teachers and supervisors are trained on basic disability intervention. They had received a 5-day special course training on inclusion of children with disabilities into education. All of these trainings were received at Center for Disability in Development (CDD), a reputed training organization (based in Savar, near the capital city of Dhaka). The supervisors and field workers are also trained both from AID staff development initiatives and other external resource organizations.

Assisting families to acquire knowledge, develop positive attitudes towards disability, care for these children and protect them from abuse, violence, sexual and economic exploitation:

The early detection and intervention on disability program mainly focuses on transferring disability information and knowledge to the concerned families and community people to create positive attitude on people/children with disabilities. The awareness raising interventions are made through providing community education in different group meetings, counseling of families having children/people with disabilities and to other cross-sections of people. The discussion mainly covers sensitization on prevailing situation of persons with disabilities, their potentialities, scopes and limitations, barriers, violence and abuse, deprivation and exploitation etc.

Concluding analysis:

The early intervention initiative of AID is an integral part of the integrated community development program. The disability intervention is not an isolated issue rather an integral part of it's comprehensive development effort. The inclusion strategy has made the initiative more accessible to the community in terms of sustainability and community ownership. Many of the persons with disabilities, including children with disabilities have been included in community groups and child development programs of AID. This allowed the persons with disabilities to have more access to social and development activities. Through this involvement community people are more aware on disability issues and have positive attitude for their inclusion. The integrated component concerning disability issues such as detection, early intervention, community counseling, therapeutic intervention, referral services, inclusion in education and other mainstream development programs are the key factors for its sustainability. Through this strategy, community people are actively participating in the process of implementation.

The staff members and the management personnel are aware and skilled on disability-concerned issues including education. Since AID had been involved and experienced in non-formal education since long, this has enhanced their ability and capacity for early detection and facilitation for inclusion of learners with disabilities in education. AID had orientations on disability concerned issues while initiating the program but feared if measurable success can be attained. Community attitudes were not that positive in the beginning. But within one year of extensive counseling and sensitization by AID the situation had changed considerably into more positive in nature. This had increased the confidence level of AID and served as a boost to their motivation. Changing the attitude of the community and parents of the children with disabilities towards education was a major challenge for AID. AID also had to develop its staff through training on therapeutic services to allow it to provide this essential service to the children with disabilities. One of the major challenges that AID encounters today is meeting the growing demand from the community on these areas.

The disability intervention particularly the inclusive education initiative of AID is still being implemented as a periodic project, which is dependent of external financial support. Little has been achieved in terms of financial sustainability till date. But the organization is gradually taking steps to accumulate more local contributions to support the organizational programs on disability issues. This initiative would also cover the early intervention program. The dropout rate of the skilled and trained disability workers is one of the barriers for the sustainability of the program. The beneficiary families involved in inclusive education programs are the low and marginal income group of people and in many cases are migrated from different geographical locations. Often for better income they need to move away to newer locations. This creates dropout and irregular attendance in education and other concerned program components. This too is a barrier for continued education.

AID has successfully motivated the neighboring mainstream primary schools for inclusion of children with disabilities after completion of pre-primary education from it's own centers. But such instances are few and in some selected schools. Initiative needs to be taken to motivate all primary and secondary schools to open the wider scope of inclusion. Therapeutic services needs to be expanded covering the total areas under operation to maximize the number of children with disabilities. There should be systematic pursuance to the school management involving the government authoritative bodies for more and spontaneous inclusion. Disability awareness development programs should be intensified further covering more geographical areas. This is currently being implemented as a pilot program. AID is considering of applying the learning from the program into other education centers of AID in the district of Jhenaidah. AID also plans to share their learning with other organizations with education programs. Provision of technical support to the identified learners with disabilities needs to be explored from the local community and local resources. Government resources need to be explored for long term continued support. Program for mobility orientation and facilitation of independent living of disabled children should be intensified and expanded.

5.3 Community Based Education to Promote Inclusive Education

Profile:

Name of the Implementing organization:		
Noakhali Rural Action Society (N-RAS)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1992	January 2000	Voluntary Health Service Society (VHSS ⁸) and DANIDA
Address & Site of the Program:		Geographical Location of the Program
Toyab Manzil, H # 9, R # 5, Maijdee Housing Estate, Noakhali-3800. Maijdee Municipality (Ward number 1 and 2)		Noakhali is a coastal district town located in the south of the country towards the Bay of Bengal, approximately 192 kms from Dhaka.

Objective(s) of the Program: (As provided by NRAS)

- To ensure inclusive education for all children with disabilities,
- To prepare the children with disabilities for regular School

Main Activities (As provided by NRAS)

- Social Communication to raise local level awareness on disability issues,
- Rehabilitation services for persons with disabilities,
- Inclusion of persons with disabilities into development activities,
- Income generation activities,
- Referral services,
- Medical support,
- Educational support (Scholarship & Infrastructure support to other regular school)

Collaborations and partnerships

The organization has partnerships with different organizations on various program areas. It has training and technical partnership on disability issues with Centre for Disability in Development (CDD). It has partnership on rehabilitation program for Persons With Disabilities with VHSS and DANIDA, program on model health village with ActionAid Bangladesh and DORP. NRAS also has partnerships with BRAC, CDSP, UNHRC (HRLE), LGED, Andha Kallyan Shomity (for Eye Camps) and the local government.

Economic, religious, ethnic, & social background of the target group of the Program

Target groups of the program are from the underprivileged section of the society. Most of them are landless, habitants of char lands, destitute and deprived men and women, people with disabilities. Most of the target group is Muslim by religion.

Situation prevailing at the beginning of the intervention

It was an area full of religious conservativeness. The community had no acceptance of the developmental approaches of NGOs nor did they acknowledge the role of NGOs for the development of people. The local community was greatly influenced by misconceptions on disability issues. Negative attitude reinforced with wrong beliefs created a negative environment for persons with disabilities. They were seen as a burden and a symbol of sins and crimes committed by the family in the past. They were mostly out of family and social interactions and all sorts of mainstream development. Community based services were virtually missing for persons with disabilities. The local schools were not including children with disabilities into education.

⁸ A National level NGO of Bangladesh.

The operational area of NRAS is in the coastal belt of Bangladesh. This is a disaster prone area with regular events of cyclone, tidal surge, river erosion, etc. This area is severely poverty stricken and much behind in terms of development. The prevalence rate of disability is comparatively higher with disaster being a principal cause. The residents are mainly migrants from the inland. As there are river erosions, the houses of the residents need to be moved often. As mentioned in the previous paragraph the people are much more conservative, and as a result, intensified and continuous awareness programs are undertaken to motivate and facilitate the people towards mainstream development including education.

Areas of Analysis

Nature of the Program

The program does not directly include children with disabilities into schools, as the organization has no school program in this working area. But it works with other schools in the area to facilitate inclusive education of the children with disabilities in the area. The program provides all possible technical and other supports essential for these schools to include children with disabilities.

The program starts by screening and identifying potential children with disabilities who can be included into schools of the area. These children with disabilities are provided with different services including therapeutic services, motivational and counseling services, assistive devices, medical support etc. Adequate awareness and sensitization activities are conducted in the program area to raise support for the education of these children.

The program has forged strong linkages with the schools of the locality. Essential sharing and sensitization activities are carried out so that the schools are open to the idea of inclusive education for children with disabilities. According to a policy decision, if any school of the locality includes children with disabilities, the program provides special support. Such supports include infrastructure changes, such as, construction of ramps, steps and slopes etc. Teachers that are selected are provided with in-depth training on inclusive education, sponsorships are provided to selected children with disabilities studying in these schools, and learning materials are provided to these students.

The visually impaired students are provided with abacus, Braille materials. Different materials like posters, flipcharts, toy materials, paper materials; clay materials etc are used for students with disabilities. In addition the students with disabilities are being provided with all other learning materials that are used by a student like exercise books, writing materials, textbooks, etc.

Community Involvement

The organization gives a lot of emphasis on activities to ensure the involvement of the community with the program. NRAS conducts regular community awareness and sensitization meetings for different target groups of the community. The target group includes general community members, parents of children of schools inclusive children with disabilities, etc. Fifteen focus group discussions are held per month in the municipality areas. A Municipality Rehabilitation Committee (MRC) has been formed that meets regularly. The different days related to disability, especially the International Day for Disabled Persons (IDD) and the National Day for Disabled Persons are observed to create public awareness. Rallies and general discussion sessions along with workshops and seminars are organized. Specific initiatives are taken to sensitize the schools of the locality. NRAS in such efforts applies different forms and varieties of materials. Such initiatives of the organization are playing a part in creating community awareness that supports among others the educational opportunities for children with disabilities.

NRAS have formed two committees that specifically serve the interest of the children and the parents of the children with disabilities. One such committee (as mentioned above) known as the Municipality Rehabilitation Committee (MRC), has been formed with eleven members, including two parents of children with disabilities. A School Management Committee (SMC) has also been formed with the different persons of the community.

The community has direct involvement in planning, implementation and evaluation of the program. MRC representing the community is directly involved in planning for the program related to the education of children with disabilities. MRC is also responsible to prioritize and finalize plans and activities. This committee also participates in monitoring and evaluation.

The disability program interventions of NRAS started in the areas in 1997. The program for inclusion of children with disabilities into the schools of the locality started three years later in 2000. As such, the area was well prepared and NRAS had little challenges to encounter. Since 1997 NRAS had undertaken intensive awareness programs, therapeutic services for persons with disabilities and inclusion into mainstream development, networking with other development actors in the area.

Planning Process

The organization adopts all possible methods to ensure participatory planning of all its plans and activities including the education of the children with disabilities. Input is taken from the community people, the field and management staff of the organization. Within the community, inputs of persons with disabilities are also included. During the meeting of the MRC all the input is shared. The plan developed by the MRC is next shared with the Executive body of NRAS to develop an action plan based on the priority of need and availability of resources. This process of developing the action plan is termed as 'Participatory Action Plan Development (PAPD) by NRAS. The organization also takes steps to involve the community in the implementation and monitoring of the activities of the programs undertaken. The achievements and the barriers encountered are shared in the regular meetings of the MRC to further enhance the programs, including the one for education of children with disabilities.

Mobilization of Resources

NRAS have mobilized different resources to facilitate the inclusive education for children with disabilities.

The organization has human resources that support education of children with disabilities and also to meet their other essential needs that indirectly has a positive influence with regard to their education. Some of their human resources include teachers, social communicators, primary rehabilitation workers and physiotherapists. Their active involvement strengthens the education of children with disabilities. NRAS has identified available local human resources that may be used for skill training of children with disabilities. The program has two satellite therapy centers, a central physiotherapy center and a training center. For the program, various assistive devices are accumulated and distributed. In some instances food support is also provided to the children with disabilities. NRAS has been able to gather financial resources from different sources, like donor organizations, local government and also the community.

Partnerships

All the stakeholders of the program are bonded in a strong partnership. The children with disabilities and their parents, the community members, the local schools, organizations, government bodies and the staff members of the program and the organization consider conduction of the program as a moral obligation to society. All are extending their cooperation in whatever means and roles possible to facilitate the education of the children with disabilities.

Training Program

The program does not directly provide training to the teachers of the schools where children with disabilities are included, but rather facilitates and link these teachers to other organizations that provide such training. The program however organizes basic orientation training on different issues related to disability to their staff and the schoolteachers. All the staff that receives training from different organizations is providing orientation on the trained topic in the organization. The supervisors of the program are trained from different organizations within the country.

Supervision and Monitoring

There are regular staff meetings to share on the progress and barriers of the program. Specific monitoring tools are used for the program. In the program, the service provider acts as the in-charge and is responsible for overall monitoring and management. Under the service provider, there are a few supervisors who are looking at the day-to-day monitoring, by regularly visiting the programs at the field level. Next there are the caregivers that are directly in-charge of looking after all the children with disabilities included into the schools. The MRC, as mentioned earlier, are actively involved with the supervision and monitoring of the program.

Concluding Analysis

NRAS has taken disability as a crosscutting development issue. The program has multi-sectored activities to facilitate the education of children with disabilities within the program area. Efforts have been taken to implement all the essential pre-requisite activities. Currently the program has interventions, such as, community awareness and sensitization, provision of therapeutic services and assistive devices, medical support, income generation support for children with disabilities, sponsorships for children with disabilities in schools, provision of learning materials, infrastructure modifications, linking teachers training on inclusive education, community groups etc., that facilitate inclusive education for children with disabilities. Currently children with disabilities have been included into sixteen different schools. A total of 280 children with disabilities have been enrolled out of which 220 have continued their education. One of the major factors for the success of NRAS was its undertaking of a comprehensive program with the essential components of sensitization, advocacy, therapeutic services, education support services and follow-up. The program has also paid adequate importance to the involvement of the community from the planning to implementation and monitoring to modification of the program. Such intense involvements of the community and all other stakeholders have created a sense of ownership for the involved parties.

5.4 Teachers Training to Promote Education of Disabled Children

Profile:

Name of the Implementing organization:		
Centre for Disability in Development (CDD)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1996	January 1998	Handicap International, Christoffel BlindenMission, ActionAid Bangladesh, Plan International, Save the Children Sweden
Address & Site of the Program:		Geographical Location of the Program
D-55/3, Talbag, Savar, Dhaka, Bangladesh		An extended part of the capital city, Savar is about twelve miles from Dhaka.

Introduction to the Program:

CDD acts as a Training organization with a view to provide technical assistance to the development organization on integrating disability issues in mainstream programs. The fundamental responsibilities of CDD are to enable community development organizations (CDOs) to include handicap and disability issues in their ongoing development activities. The roles of CDD as a training organization are in the areas of training, advocacy, network development, monitoring and evaluation etc.

The intervention indicated in this document is a package of training concerning development of teachers to facilitate inclusion of children in mainstream education. The objective of the training is to enable the teachers to have an understanding on the prevailing situation of children with disabilities in education and to explore possibilities and scope of inclusion of children with disabilities in mainstream formal and non-formal education. The training also enables them to gain understanding and technical knowledge essential to manage and facilitate learning of children with disabilities in classroom situation including creating a positive environment to prepare the families of children with disabilities and the society as a whole.

Main activities

The activities covered under the said intervention are mainly:

- Training of teachers involved in teaching children with disability.
- Follow up of activities of trained teachers at their working environment.
- Development and dissemination of information and communication materials.

Collaborations and partnerships

The trainers/teacher's training on inclusion of children with disabilities operated by CDD is integral part of its integrated human resource development initiative on disability concerned issues. The program had established partnership and collaboration with different stakeholders like support agencies (Handicap International, Christoffel BlindenMission, ActionAid Bangladesh, Plan International and Save the Children Sweden), development organizations implementing disability programs with human resource development support from CDD, National Disability Forum, concerned government departments etc.

Nature of the program:

There are millions of people with disabilities living in communities throughout Bangladesh who currently receive little or no assistance. Nearly all of these people with disabilities are left out of the development process because their families and communities do not know about disability or what can be done to enable people with disabilities. If people with disabilities are to ever achieve equal opportunities and full participation they must be included in the development process.

Recognition of this situation led to the development of the Center for Disability in Development (CDD) in 1996. From the inception, the program interventions have been focused on integration of people with disabilities into their communities through existing and new development programs that are designed to improve the quality of life of the whole community.

CDD works in partnership with different organizations in different ways. The objective of all of these partnerships is effective implementation of CAHD. In all of its partnerships, CDD provides technical support to its partners in the form of training, materials for community education, monitoring, networking, and in some cases, financial assistance to encourage integration of people with disabilities into their program activities.

A major program component of CDD is its training. CDD has been regularly providing training from 1997. The main emphasis during the initial phases of CDD was to develop its capacity on disability and handicap training. Before CDD, there were very limited scopes within Bangladesh to develop human resources. Organizations that had the intention to initiate work on disability had to look for training opportunities outside Bangladesh. The scarce scopes that were available in the country were not always appropriate. CDD had to develop and build a core group of trainers, appropriate training courses, training materials and training infrastructure and equipment.

CDD had to focus during the initial days in the development of training courses and subsequent training materials. The three major training courses offered by CDD are:

- Disability Program Design Implementation and Management organizational leaders and disability program managers

The course provides an in-look at the community based approach with introduction to different aspects of disability and handicap issues.

- Community Handicap and Disability Resource Persons (CHDRP) for disability field workers

The training course is designed for developing disability field workers. It focuses on rehabilitation knowledge and skills to help people with all kinds of disabilities. The training course emphasizes on theoretical and practical training.

- Social Communication on Disability and Handicap for community educators of the implementing organizations

It focuses on the strategy of changing community attitude and raising the level of awareness on different issues related to disability and handicap. Different community education materials are disseminated in the training course. This training course is specially designed for community educators to convince community members to enable people with disabilities to participate in social, religious, economic and political activities to the best of their ability.

In addition to these three major training courses CDD also offers short training courses in the areas of:

- Inclusion of children with disabilities in mainstream education:

This is a five-day long course for trained CHDRPs⁹ or schoolteachers of both primary and secondary level. They are provided with the primary information and skills necessary for the facilitation of including disabled children into mainstream education. This training not only enhances the knowledge and skills of the participant but also helps change their attitudes.

- Early detection and intervention of disability:

Trained CHDRPs are provided three-day advanced training on detection of disability at an early stage and on necessary interventions.

- Training of trainers:

This training course is designed for CHDRPs in order to train volunteers and family members of PWDs in the communities. This is a five-day training course.

Information on Human Resources Development on Inclusion of children with disabilities in mainstream education:

Strength of trainers:

CDD has a team of 20 skilled and experienced trainers of which 4 trainers are involved in teacher's training. The said 4 trainers have special skills of trainers in dealing with education of children with difficulties. The expertise of the said four trainers covers dealing with four different types of disabilities such as Physical, Visual, Speech & Hearing and Intellectual Disability. They are adequately trained at both home and abroad. The capacity development process for the trainers include refreshers training, advance training, other complementary training, information exchange with other relevant organizations, practical orientation from fields of partner organizations, interactions with children with disabilities and their parents assist in the continuous development of knowledge of the trainers on inclusive education. Besides, the trainers also have complete access through the Internet to a wide range of information and materials on inclusive education. One of the trainers himself is a person with low vision, and is adequately trained on Braille and also Braille users. Braille is taught in the disability rehabilitation workers' training and also the training course provides Braille guide and material. Up until now, a total of 160 disability workers that received long-term training were provided with Braille training. Besides this, CDD has recently also developed a comprehensive package of Sign Supported Bangla to facilitate a common sign language across the country for the hearing impaired people. The centre has completed almost all of the preparatory work in order to start offering training courses on this sign supported language shortly.

Information on training of inclusion of disabled children in education:

Number of batches training organized: 9

Number of Participants: 106

Participants: The development workers, Disability workers, non-formal and formal teachers of primary and secondary education.

⁹ Community Handicap and Disability Resource Persons are individuals who had received 95 days of training on rehabilitation skills. These workers are working in community development organizations to provide therapeutic and inclusion services to persons with disabilities.

Duration of course: 5 days (Residential) with three days refreshers training

The major contents of the course:

- Inclusive Education and its Objectives.
- Experiences of other countries on Inclusion.
- Orientation to Different Types of Disabilities
- Present Situation in Education and Different Education Approaches
- How to Include Children with different impairments in education.
- Practical visit schools involving learners with disability
- Field Sharing
- Special Intervention for Low Vision Child in Education
- Importance of Orientation & Mobility & Activities of Daily of disabled Children
- Need Identification and assessment.
- Classroom adaptation & Seating Arrangements In the Classroom.
- Alternative Communication
- Sharing about co-curricular activities of the school.
- Behavior Management
- Planning and Evaluation. etc.

Methodologies & Approaches of training:

The methodologies that follow in the training are mainly lecture, discussion, group work, demonstration, questionnaire, guided study, case study, field visits etc with a focus on participatory approaches. Overhead transparencies, multimedia presentations, video of welcoming school and other popular media emphasizing the techniques to include children with disabilities in education are usually used in the sessions. Number of references and handouts are also provided to the participants.

The facilitators usually encourage the participants to be creative in developing and using teaching learning materials in their classes. They also provide some references and present some materials in the sessions and explain the usage of the materials.

CDD's training team involved in inclusive education training assesses the training needs along with assessment of the capacity of the trainees before initiating the training course. Essential needs assessment visits and consultations are done to the training recipient organization if the training is designed for a group of participants from that single institute.

Post training impact:

It is estimated that about 75 teachers of about 60 development organizations are currently involved in teaching in inclusive educational environment with learners with disabilities. Many of the participating organizations have ensured accessibility for the children with disabilities in their schools. As they are aware of specific individual educational needs, they usually try to ensure equal attention in the classroom. The training recipients have gained confidence to include children with disabilities in education. Low cost teaching/learning materials are used in the classrooms to address the needs of children with disabilities. Locally made abacus, standing frames, play materials made of locally available materials, hand written large font texts are used as teaching materials. Indigenous materials are used for accessibility and environmental support, such as, access ramps, special seats, educational toys etc. Waste paper made technology is also used in some cases to produce materials locally on which a training course was offered to some selected workers.

Many of the organizations have brought forth amendments in their organizational policies and programs on the issue of inclusion of children with different types of disabilities in

education. This has resulted in a higher rate of enrollment of children with disabilities in existing institutes and influences for enrollment in mainstream government primary education in the areas where the interventions are made.

After completion of education in the Non-formal education programs of different NGOs the children with disabilities have been facing problems to get admitted in the government schools. In most of the cases the staff members of NGOs (who are implementing non-formal education program) have been advocating for ensuring enrollment in mainstream education.

Concluding Analysis and The Future

Centre for Disability in Development (CDD) since its initiation had fundamentally focused its interventions and resources towards the development of a core group of trainers. Extensive staff development activities and practical exposure had been undertaken before CDD had developed its training courses and materials. The courses offered by Centre for Disability in Development do not only reflect the derived learning from the world on disability issues but also extensively portrays the field oriented learning acquired by CDD through time. Besides the working experience with 180 organizations including disability issues into mainstream development always provide a scope for further development of its training courses. This also allows the incorporation of real experiences and feedbacks in these training. Besides adequate steps are taken to design the training courses based on needs assessment of trainees. The training on Inclusive Education has been developed and imparted through the same process.

Centre for Disability in Development follows a methodical process in selecting the organizations to be provided with its training including the training on inclusive education. The methodologies adopted and the process followed in the training encourages participation of participants. It creates an environment of friendship and builds a strong bond among the participants. CDD tries to give rise to extra bit of motivation and commitment among the trainees in the training to give their best of effort for the education of children with disabilities. Orientation and exposure visits also allow effective learning for the trainees.

Centre for Disability in Development has earned recognition with seven years of training experiences on the field of disability in development at both national and international level. The work of Centre for Disability in Development have earned appreciation at the ESCAP level as it was identified as one of the seven best practices in the field of Human Resource Development and the experience was duly published in an ESCAP documentation. Centre for Disability in Development is involved with research initiatives in Bangladesh concerning disability issues of which education of children with disabilities is a priority area. This has allowed Centre for Disability in Development to gain substantial and in-depth experiences on the issues of education for children with disabilities. Based on the findings and recommendations of such researches Centre for Disability in Development is preparing itself as a resource centre to meet the need of human resource development in the area of education of children with disabilities.

Recommendations

The concept of Inclusive Education in Bangladesh context has not yet gained adequate attention to the concerned actors for which it's implication is still very limited in the country. Limited interventions have so far been made particularly by few non-government agencies but not focusing on the total conceptual framework of inclusive education. With the political mandate of education for all, the country should initiate comprehensive effort to boost-up education for children with disabilities. Creation of inclusive environment in all educational set-ups should be a far vision while immediate and short-term initiative is required to be taken to open-up opportunities for inclusion of children with disabilities in mainstream education.

Based on the prevailing situation of education of children with disabilities and the findings of the study, the following recommendations are suggested to facilitate education of children with disabilities.

1. Reformation of policies

- a) Contradictions in legislative and policy mandates in different national acts and policies, like the National Policy on Disability, the National Education Policy, etc should be removed.
- b) Inclusion of educational provisions for children with disabilities should be addressed by the Ministry of Education.
- c) Educational policies at different levels, national and local, should include options for inclusion of eligible learners with disabilities in nearby schools. Complementary policies and legislative measures should be designed by the Ministry of Education to facilitate education for learners with disabilities and special needs.
- d) The sections and clauses indicated in different national policies and legislation that create hindrance to the interest of education of Children with Disabilities should be identified for necessary amendment and modification should be made.
- e) Policy should be made for financial allocation to facilitate systematic inclusion of children with disabilities into the mainstream education system.
- f) The Non-government agencies are playing a significant role in promoting education in the country of which a notable number are addressing inclusion of children with disabilities in their education programs particularly in non-formal education. These initiatives should be strengthened through inclusion in national planning.
- g) The International development agencies and donor agencies concerned with education should be facilitated for inclusion of disability issues in their policies.

2. Inter ministry/agency Coordination

- a) An interagency coordination structure should be developed by the Ministry of Education to facilitate addressing the need of education of children with disabilities.
- b) Education of children with disabilities requires comprehensive and strategic involvement of different ministries, departments, NGO's and other sectors. The National Coordination Council of disability-concerned issues (guided by the Disability Welfare Act 2001) should facilitate formation and activation of inter-ministerial task force for promotion of education of children with disabilities.

3. Enrollment of children with disabilities into education

- a) Awareness raising on disability issues including their educational needs among parents, community members, leaders and other concerned at all levels should be systematically initiated in order to support inclusion of children with disabilities in schools.
- b) Advocacy and sensitization initiatives should be undertaken addressing school management authorities and administrations regarding enrollment and inclusion of children with disabilities into mainstream education.
- c) Sensitization programs on issues concerning education for the children with disabilities should be initiated through mass media. Disability awareness issues should be included in the agenda for community /school meeting.

4. Referral, Guidance and Counseling

- a) Linkage should be established with the referral resource centers for assessment and management of special needs of children with disabilities.
- b) The school authority should include regular and routine practice for counseling and proper guidance to the children with disabilities, families, peers and community people.
- c) Referral, guidance and counseling services should be available at school level.

5. Accessibility and Mobility

- a) Accessibility and mobility friendly environment should be created in school buildings and premises to facilitate barrier free movement for children with disabilities.

6. Human Resource Development and Teachers' Training

- a) The national institutes concerning human resource development on education should actively consider development of human resources on specific areas of educational interventions to deal with multi-dimensional individual requirements by type and degree of disability.
- b) Disability issues should adequately be included in the Teachers' Training curriculum for both basic and refresher courses.

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- c) Specific module on 'Inclusive Education' should be included in the Teachers' Training curriculum.
 - d) Arrangement should be made to provide in-service and pre-service training for primary and secondary school teachers.
 - e) Resource teachers, and other technicians required for providing support services needs to be developed to address the special needs of children with disabilities.

7. Curriculum modification and simplification,

- a) Attempt should be made to modify and simplify primary level curriculum to address the need of children with special needs.
- b) All negative connotations that are prevailing in the education curriculum of schools regarding people with disabilities should be identified, and replaced with positive messages.
- c) Appropriate teaching materials should be developed according to the reference of curriculum.
- d) Teachers should be trained on use of curriculum with regard to needs of children with disabilities.
- e) Appropriate teaching materials should be developed and introduced in using curriculum.

8. Resource Centre and Support services

- a) Initiative should be taken to develop national and sub national level resource centre in order to provide required supports according to the need of children with diversified needs.
- b) The resource centers should be assigned to offer assessment and maintenance services both for assistive and educational devices at sub-national level.
- c) Provisions for therapeutic support services should be created in the resource centre such as speech/ language therapy, physiotherapy etc.
- d) Provision of assistive and educational devices should be made at free of cost or at minimum cost for children with disabilities.

9. Screening and Assessment of Disability

- a) Screening and assessment policies and procedures of disability should be developed and introduced to provide accurate educational and other support services to the children with disabilities.
- b) A standardized screening procedure needs to be developed in the country to provide assessment support facilities of all types and degrees of disability.

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- c) Initiative should be taken to transfer screening skills at school level and provide assessment facilities to facilitate easy screening process.
 - d) The Primary Teachers Training curriculum should add disability-screening procedures.

10. Aptitude and Learning performance measurement

- a) A standardized system for measuring aptitude and learning performances should be developed in order to facilitate proper educational placement.
- b) Development and dissemination of a standardized test on measuring the aptitude and learning performance of children with disabilities is required to be introduced.
- c) A National level Educational Placement policy is required to be developed on the basis of screening and measurement of learning performances of children with disabilities.

11. Examination, Evaluation and feedback system

- a) Continuing evaluation and feedback process need to be practiced for assessing the academic performances of all learners including children with special needs.
 - b) It is necessary to reform the existing approaches and practices of examination and evaluation of the quality of education, which will be, based on the barriers and limitations of children with disabilities.
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Documentation of Good Practices in Inclusive Education in the Country UNICEF Regional Office for South Asia

Terms of Reference

Introduction

Disability has often been seen as a medical concern, however, there is a growing realisation that the greatest problems faced by children with disabilities are prejudice, social isolation and discrimination in society. Most children with disability are silent and invisible members of many communities¹⁰. They are often at risk of abuse, exploitation and neglect. The vast majority of children with disabilities never attended schools and a large percentage of the ones who do attend mainstream schools soon drop out due to inaccessible school infrastructure and unfriendly school environment.

All children, with or without disability, have a right to education. Children with disability, no matter how serious their disability, have a right to education that promote their fullest potential and their inclusion into the society. Article 23 of the Convention on the Rights of the Child specifically declares the rights of disabled children to enjoy a full and decent life, in conditions that promote self-reliance, and facilitate the child's active participation in the community. It must be recognised that individual children learn, and develop in different ways and at different rates and so it is important to create a learning environment that responds to the needs of each child, including those with disabilities. There is a growing consensus among professionals and disability rights organizations that inclusion in the mainstream schooling system is the only way to provide a means for education and learning for all children. Promoting inclusive education means support services will be brought to the child, rather than moving the child to the support services; teachers and classrooms will adapt rather than focusing on the child to change to keep up with the other students.

There is a scarcity of data on children with disability in South Asia. However, it is estimated that in Sri Lanka there are about 500,000¹¹ children with disabilities. The proportion of impaired children in Nepal is around 3 percent but the provision for education and training for them is miniscule¹². However, the needs of children with disabilities are seldom articulated in policies and programmes and they often encounter many barriers in accessing adequate and appropriate services, including education.

The UNICEF Medium-term strategic plan (MTSP) for the period 2002-2005, in line with the CRC, spells out that a long-term goal of UNICEF is that "all children have access to and complete an education of good quality." While the human rights principle of universality means that the well-being of *all* children is important, applying a rights-based approach to programming also means that priority should be given to the most disadvantaged children, in countries in greatest need. These may include girls, low caste children, children in remote areas and children with disabilities and children who are refugees/ internally displaced persons (IDPs) or returnees, children affected by armed conflict, children who are subjected to abuse and exploitation.

¹⁰ Education Update, Vol: 2. Issue 4, Oct 1999, Children with Disabilities, Item 2

¹¹ Education Update, Vol:2, Issue 4, Oct 1999, Children with Disabilities, Item 15

¹² James Lynch, Provision for Children with Special Educational Needs in the Asia Region; World Bank Technical Paper, December, 1994.

The MTSP has also identified improved child protection from violence, abuse, exploitation and discrimination as one of the organization's five priority areas for the future. Focus for this priority is to build UNICEF's capacity to consistently respond to child protection issues and mainstream child protection concerns within each programmatic area.

Justification

Several initiatives by Governments, NGOs, INGOs, UN-agencies and others address the special education needs for children with disabilities and some have also demonstrated successful examples of special and inclusive education. However, a comprehensive review and analysis of these initiatives have so far not been undertaken. The study will draw on a series of good practice models of special needs and inclusive education initiatives for the purposes of increasing the knowledge base and strengthening the capacity to develop or improve the existing programmes in this area. It will serve as an advocacy tool for promoting inclusive education.

Objectives

- To assess the state of special needs and inclusive education in the country in terms of policies, resources, and practices
- To strengthen the capacity of UNICEF staff, the government and other partners in the country to bring about policy reforms, ensure adequate resource allocation and promote programming that support inclusive education.

Scope of Work- *The content of the study will be based on the information below)*

- Describe the state of special needs and inclusive education in the country in terms of policies, resources and practices
- Describe and document the experiences of at least 4 'good practice models' of special need and inclusive education for children with disability. **Disability** in this context refers to visual, hearing, speech and locomotor handicap. The '**good practice models**' may include:
 - **inclusive school**: children with disabilities are educated in mainstream classrooms. Examples of good practices will mean that the schools are responsive to the physical and psychological needs of disabled children.
 - **community-based programmes** that promote inclusive education
 - **teacher development initiatives** that assist primary school teachers to identify, assess and support the needs of disabled children in the classroom
 - **early childhood development interventions** focussing on early detection and prevention of disability and preparing children to enter mainstream schools
- Highlight mechanisms and strategies which have proved effective in making the initiatives successful and identify the factors which contributed to the success of each endeavour.
- Identify the areas of concerns and constraints
- Focus on the issues and opportunities that need to be addressed for successful mainstreaming of children with disability
- Highlight the main implications of the lessons learned with respect to policy reform

- Provide recommendations based on the lessons learned

Activities *how will it be done?*

The country level institution will undertake the following activities:

- Review the existing documents, policies, guidelines and practices on special needs and inclusive education in the country
- Undertake field visits to collect data and information on “good practice models”.
- Undertake interviews with key stakeholders i.e. project implementers, children, parents, teachers, frontline workers, donors and officials from Education Ministries and other concerned ministries to gather relevant information and available data on good practice initiatives.
- Based on the findings, prepare and submit a country case study on “Good Practice Models” to UNICEF-ROSA.
- Provide an Executive Summary
- Based on the report, prepare a country specific 15-20 minute power point presentation.

Deliverables

- Produce the country case study on the ‘good practice models’ of education for children with disability. The study will have approximately 45 pages. The study must be a well-written, edited and ready for publication.

VII. Estimated duration of contract and deadline for submission of end product:

- Up to a maximum of 2 months contract for the national institution from 1 September-31 October, 2002
- Deadline for the submission of the first draft country report is 15 October, 2002
- Deadline for submission of the final country study is, 31 October 2002.

VIII. Official travel involved

Travel within the country if necessary.

IX. Amount budgeted for this activity

Payment will be lumpsum (institutional consultancy fee and travel) upon satisfactory completion of the case study:

X. Qualifications or specialized knowledge, experience required.

- The institution must have minimum working experience of 5 years in the special education/inclusive education programmes.
- The institution must have research capability in undertaking studies related to education for children with special needs.

XI. Study Management

The contractual agency/ institution will work in consultation with the Regional Advisers in Education and Protection section of UNICEF-Regional Office for South Asia. The preliminary and the final report will be reviewed by UNICEF-ROSA.

See below for the outline of the country study

Outline of the Country Study

I. Introduction to the Study

Country situation with respect to disability
Misconceptions, prejudices, discriminatory practices and attitude towards children with special needs in the country
Legislation, national policy, regulation and action on special education and inclusive education.

The Objectives of the Study

- To assess the state of special needs and inclusive education in the country in terms of policies, resources, and practices
- To strengthen the capacity of UNICEF staff, the government and other partners in the country to bring about policy reforms, ensure adequate resource allocation and promote programming that support inclusive education.

Process and Methods:

- The good practice models may be **inclusive education** models, **early childhood development** programmes that focuses on the detection and prevention of disability and early learning, **community-based initiatives** that advocate and promote inclusive education, **teacher development initiatives** to meet special needs in the classroom, **network for inclusive education programmes**.
- Describe the methods used to document good practices in the country- desk-research on the basis of existing information, review of policies and guidelines, interviews with key stakeholders and field visits to intervention sites.

II. Profile of the 'Good Practice Model'

Site of the intervention

When did the programme or the initiative start?

The economic, religious, ethnic, and social background of the target group of the initiative

Situation Analysis at the beginning of the intervention (if possible)

If it is a programme or project under study then highlight its Objectives; Sources of funding; Activities; Management and Implementation; Monitoring and Evaluation

Collaborations and partnerships, if any, with government agencies, NGOs and other multilateral and bilateral agencies.

III. Summary of Key Findings:

Focus on what makes the model a good practice, how they achieved it, the obstacles faced by the implementers, the support or alliances that helped make the difference, the changes in the intervention or the project to meet the challenges that arose. Strengths and concerns; Lessons Learned from the process

IV. Recommendations:

This part will include views and recommendations and suggestions for improvement of government officials, NGOs, parents, teachers and school supervisors concerning the project

Recommendations to overcome the weaknesses in design and implementation of the initiative/ model based on the lessons learnt.

Recommendations for framing or amending policies and practice that promote inclusion and improve special education

Annexure 02

Profile of the Selected Organizations/Programs for Good Practices:

Inclusive Education

Name of the Implementing organization:		
Underprivileged Children's Education Programs (UCEP)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1972	January 2002	UNESCO
Address & Site of the Program:		Geographical Location of the Program
UCEP School #1, Flora Pass Road, Ambagan, Chittagong Metropolitan City.		Chittagong is the second largest city of Bangladesh. Headquarters of one of the six administrative divisions located in the southeast of the country towards the Bay of Bengal. (Approximately 265 kms from Dhaka)

Name of the Implementing organization:		
Centre for Services and Information on Disability (CSID)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1997	2002	SKN Netherlands an International Donor Organisation
Address & Site of the Program:		Geographical Location of the Program
House # 715, Road # 10, Baitul Aman Housing Society, Adabor, Shyamoli, Dhaka – 12 (Head office). Program site situated in Kashipur Union of Barisal Sadar Thana under Barisal district.		Barisal is one of the six administrative divisions located in the south of the country towards the Bay of Bengal surrounded by rivers.

Name of the Implementing organization:		
Social Assistance and Rehabilitation for the Physically Vulnerable (SARPV)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1989	1999	AEM
Address & Site of the Program:		Geographical Location of the Program
Chakoria, Cox's Bazar, Chittagong.		Chokoria is in Cox's Bazar District which is a famous tourist city of Bangladesh with the longest sea beach of the world located in the southeast of the country very near of the Bay of Bengal.

Early Intervention Program

Name of the Implementing organization:		
Action In Development (AID)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1992	1998	Own sources, Handicap International, Save the Children Sweden and Canadian International Development Agency.
Site of the Program:		Geographical Location of the Program
Jhenaidah municipal area and Purahati union under Jhenaidah Upazilla of Jhenaidah districts.		Jhenaidah district is located in the southwest part of Bangladesh.

Name of the Implementing organization:		
Young Power in Social Action (YPSA)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1985	1999	AAB
Address & Site of the Program:		Geographical Location of the Program
Road # 1, House # 2, Block # B, Chandgoan, Chittagong (head office), the Program is in Shitakundu upazila of Chittagong district		Shitakundu is in Chittagong divisions located in the southeast of the country towards the Bay of Bengal. (Approximately 261 kms from Dhaka), famous for Eco-Park & natural beauty.

Name of the Implementing organization:		
Poverty Alleviation and Social Development Organizations(PAASDO)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1994	2001	CDD, SKN-International, local administration, MSS/FEMA
Address & Site of the Program:		Geographical Location of the Program
Thana Road, Alikadam, Bandarban Hill Districts. The program covers Entire Alikadam Upazilla & part of Lama Upazilla of Bandarban hill district.		Entire Alikadam Upazilla & part of Lama Upazilla Of Bandarban Hill District located in the southeast of the country, surrounded by hills, very near to Myanmar.

Name of the Implementing organization:		
Natun Zibon Rochi (NAZIR)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1997	1997	CIDA & Own funding
Address & Site of the Program:		Geographical Location of the Program
Khordo Shaptana, BDR Road, R#7, H # 73, Lalmonirhat		Lalmonirhat District is located in the northwest part of Bangladesh under Rajshahi Division.

Community Based Education to Promote Inclusive Education

Name of the Implementing organization:		
Noakhali Rural Action Society (N-RAS)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1992	January 2000	Voluntary Health Service Society (VHSS13) and DANIDA
Address & Site of the Program:		Geographical Location of the Program
Toyab Manzil, H # 9, R # 5, Majidee Housing Estate, Noakhali-3800. Majidee Municipality (Ward number 1 and 2)		Noakhali is a coastal district town located in the south of the country towards the Bay of Bengal, approximately 192 kms from Dhaka.

Name of the Implementing organization:		
Gram Bikash Sangstha (GBS)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1991	2000	AAB —CBR: Inclusive Education BRAC, Proshika & DNFPE- NFE
Address & Site of the Program:		Geographical Location of the Program
Nur Mahal (Ground Floor), Chandan Baisha Road, Naruli, Bogra -5800. Program site: GBS- CBR Project, Golabaria, Gabtoli, Bogra		Mohishabar, Durgahata & Baliadighi Union, Gabtoli, (Bogra Sadar & Gabtoli Upazilla) under Bogra District which is located in the northwest part of Bangladesh.

Name of the Implementing organization:		
Association for Integrated Socio-Economic Development for Under-Privileged people (AISEDUP)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1991	1999	
Address & Site of the Program:		Geographical Location of the Program
Rokeya Monjil, Old Hatkhola, Chalkpara, Jhenidah-7300. Program area situated in Jhenidah Sadar and Harinakundu Upazilla of Jhenidah District.		Jhenidah district is located in the southwest part of Bangladesh.

Teachers Training to Promote Education of Disabled Children

Name of the Implementing organization:		
Centre for Disability in Development (CDD)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1996	January 1998	Handicap International, Christoffel BlindenMission, ActionAid Bangladesh, Plan International, Save the Children Sweden
Address & Site of the Program:		Geographical Location of the Program
D-55/3, Talbag, Savar, Dhaka, Bangladesh		An extended part of the capital city, Savar is about twelve miles from Dhaka.

Name of the Implementing organization:		
Society for Education and Care of Hearing Impaired (HICARE)		
Establishment of the Organization	Initiation of the Program	Sources of Funding for the Program
1980	1982	Own sources
Address & Site of the Program:		Geographical Location of the Program
H # 69/F, R # 6/A, Dhanmondi, Dhaka-1209		Dhaka is the capital city of Bangladesh.

List of people interviewed:

1. Roushan Akter
Head Master,
Gopai Government Primary School,
Maijdee, Noakhali.

2. A. K Mirza Md. Shahidul Islam
Director (Policy & Operation Division),
Directorate of Primary education (DPE),
Primary and Mass Education Division (PMED),
Government of Bangladesh.

3. Abu Taher
Director (Institutions)
Directorate of Social Services (DSS),
Ministry of Social Welfare (MoSW)
Government of Bangladesh.

4. James Jennings, PhD
Chief,
Child Development & Education Unit
UNICEF, Bangladesh.

5. Sharmin Huq, PhD
Associate Professor &
Chairman,
Department of Special Education,
IER, University of Dhaka.