

Implementing Status of Inclusive Education in Primary Schools of Bangladesh

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Abstract

This study was conducted to find out the implementation status of inclusive education in the government primary schools of Bangladesh. It focuses on different areas of inclusive education such as present status of teachers' knowledge and understanding about inclusive education, how much the teachers are applying their knowledge and skills of inclusive education in teaching learning, and to what extent the school infrastructure is inclusive friendly etc.

The present study draws upon a range of literature in the relevant field. The questionnaire used to collect data from the teachers, head teachers, and AUEOs was a combination of open-ended and closed- ended questions. There was a set of opinionnaire also used as a part of all the three questionnaires. Besides these there was a class observation checklist used for observing the lesson and another checklist for observing how much school infrastructure was inclusive friendly, and finally a FGD guideline was used for collecting data from the students. The data was collected from fourty sample areas under each eight divisions of the country and the purposive sampling was used for that. However, there were some limitations such as sample selection, methods, data processing, editing and analyzing.

The primary conclusion of this study is that most of the teachers do not have clear idea about the inclusive education concept. Without getting training they cannot deal properly with the special needs of students. There is a want of necessary equipments almost in every school. The infrastructure of the schools (classroom, toilets, play ground etc.) are not inclusive friendly. Large number of students, limited time, rigid curriculum etc. are also challenging for the teachers to ensure inclusiveness. The main suggesstions for ensuring inclusive education are providing training for the teachers, supplying necessary teaching-learning materials to all the schools, creating awareness among the guardians, infrustructural developement of the school, arranging user friendly toilets for the special needs of children, ensuring the health service facilities in the schools, changing the attitude of the teachers, increasing the contact hour, and creating special arrangements for assessing the performance of thse special needs of children.

Abbreviations

AIEC	: Inclusive Education Cell
AT	: Assistant Teachers
BANBEIS	: Bangladesh Bureau of Educational Information and Statistics
BRAC	: Bangladesh Rural Advancement Committee (A leading NGO in Bangladesh)
CAMPE	: Campaign for Popular Education
CDD	: Centre for Disability in Development
CPE	: Compulsory Primary Education
DG	: Director General
DPE	: Directorate of Primary Education
DPEO	: District Primary Education Officer
DPO	: Disabled People's Organization
ECCD	: Early Childhood Care and Development
ECL	: Each Child Learns
EFA	: Education for All
FGD	: Focus Group Discussion
GoB	: Government of Bangladesh
HI	: Hearing Impaired
HT	: Head Teachers
ID	: Intellectually Disabled
IE	: Inclusive Education
IEP	: Inclusive Education Practice
IER	: Institute of Education and Research
IPT	: Interactive Popular Theatre

LDB	: Law of Directives and Bases of Education
MDG	: Millennium Development Goals
MoE	: Ministry of Education
MLE	: Mother Language Education
NAPE	: National Academy for Primary Education
NEP	: National Education Policy
NGO	: Non-Government Organization
PEDP	: Primary Education Development Program
PTI	: Primary Teachers Training Institutes
SBA	: School Based Assessment
SKT	: Shisu Kallyan Trust
SD	: Standard Deviation
SDG	: Sustainable Development Goal
SEN	: Special Education Needs
SEND	: Special Education Needs and Disability
TEO	: Thana Education Officer
TQI-SEP	: Teaching Quality Improvement in Secondary Education
UEO	: Upazila Education Officer
UN	: United Nations
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UNICEF	: United Nations International Children Emergency Fund
URC	: Upazila Resource Centre
VI	: Visually Impaired
WHO	: World Health Organisation

Chapter 1: Background

1.1 Background and context of Inclusive Education in Bangladesh

Inclusive education is an educational philosophy that looks into how public education systems can be changed in order to better respond to learners. IE means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. Many educationists (e.g. Ainscow 2005; Ballard 2003; Sen 2005) opined that the broader objective of IE is to achieve equity and social justice for all citizens in every aspect of life including education.

Mel Ainscow (2003) defines IE as, “the process of addressing barriers to the presence, participation and achievement of pupils in local neighbourhood schools”.

The goal of IE has been established to act as a catalyst to ensure access, presence, participation and achievement of all students including those from diverse backgrounds (UNESCO, 1994). IE does not stand only for including a group of marginalized students in regular classrooms; rather the broader philosophy is to embrace all students in a uniform education system (Ainscow, 2005).

IE researchers consistently argue that the process of an inclusive approach involves a lot of challenges. For example, Ainscow (2005) described the development of inclusive practices as a complex phenomenon because of having several factors involved with this process. He argued that the absence of a common language within the stakeholders, including policy makers, teachers and community could impede the development of inclusive school culture. This amplifies the complexity of the development of inclusive school culture.

The principle of inclusive education was adopted at the World Conference on Special Needs Education: Access and Quality (Salamanca, Spain, 1994), restated at the World Education Forum (Dakar, Senegal, 2000) and supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities. Inclusive Education has now gained the acceptance of the global development arena and 4th sustainable development goal (SDG) is “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

In Bangladesh the first National Seminar on Inclusive Education was held in Dhaka in 2003 lead by UNESCO and the definition of ‘inclusiveness in education in the context of Bangladesh’ was selected in that seminar. All the government, NGO and the International Organizations were present in the meeting. Later Bangladesh government accepted this matter seriously and took different steps for its proper implementation.

Agreeing with all the international treaties, Bangladesh has committed to address IE within the existing education system. The constitution of Bangladesh (1972) in article 17 clearly utters how the state should provide education to all children without making any discrimination. Besides these, Bangladesh has been embedded IE in different policy and legislations; including Compulsory Primary Education Act, 1990, National Education Policy-2010, Early Childhood Care and Development (ECCD) Policy 2012, Rights and Protection Act of Persons with Disabilities 2013 and Neuro-Development Disorder Welfare trust Act-2013. PEDP-II (2004-2011) incorporated a specific component on inclusive education to address diversity in the regular school system and access, and an Inclusive Education Cell (AIEC) was established in 2005 at DPE. PEDP-III (2012-17) developed an Inclusive Education Framework. Accessible infrastructure for students with disabilities, such as, ramps have been built in all schools. Flexible time has been introduced in the examination for the students with disabilities in primary education of Bangladesh. Besides these ‘Second Chance Education Program’ for the dropout students, stipend program for all the students, School Feeding and Mid Day Meal project, Shisu Kallyan Trust (SKT) for the street children and providing assistive device for the special needs children have been introduced in our primary education. The issue of IE has also been incorporated in other professional development training programme, such as, DPED and in other training programs as well. In addition, visually impaired teachers are being pressed to receive the DPED training and brought some flexibility in assessing their performance.

1.2 Rationale of the study

Pre-primary and Primary education is the first stage of formal education system in Bangladesh. Now 4,82,884 teachers and 1,95,52,979 students are involved at primary level. Among the students 1,09,144 are disabled who are studied at this level (BANBEIS, 2014). To develop inclusive education system in Bangladesh primary level might be prioritized. For doing this successfully training should be emphasized on inclusive education for primary teachers in Bangladesh. Regarding this issues the government of the Peoples Republic of Bangladesh took different steps to implement inclusive education in primary level under PEDP-i, PEDP-ii and PEDP-iii. This is also an important issue of PEDP-iv. Autism, educating ethnic group people in their mother tongues, accessible infrastructure for students with disabilities in all schools have been addressed with special attention along with other disabilities. Education Policy 2010 also gave special attention to this issue and highlights the education for diverse learners within its main objectives. Moreover, some government and non-government organizations provided inclusive education related training to the primary school teachers. National Academy for Primary Education (NAPE) and 60 Primary Teachers Training Institutes (PTIs) played effective role to provide inclusive education training for primary school teachers.

Md. Saiful Malak et all (2013), Monash University, Melbourne, Australia in their study entitled ‘Inclusive Education in Bangladesh: Policy and Practice’ mentioned that over the past two decades, it (Bangladesh) has enacted policies and legislation in favour of IE. Contemporary literature of that research suggests that having legitimized guidelines does not always ensure practices that are aligned with the principles of IE. The findings imply that ‘the policy guidelines in relation to the context of IE in Bangladesh tend to be low-leverage tools. Further research is needed to understand IE practice at classroom level’.

Sharma, Forlin, Deppeler, Guang-xue (2013) mentioned that developing countries are facing some problem to ensure inclusive education at school but the lack of preparedness of teachers to implement this at school is one of the biggest problems. The study done by DPE also report that infrastructural development has not been reached its set target (DPE, 2012) and teachers have demonstrated disappointments on inadequate classroom facilities for practicing inclusive education (Malak, 2013a).

Sharma, Forlin, Deppeler, Guang-xue (2013) mention in another ...'Teachers are playing a good role at class room for confirming inclusive education at school so they must be educated appropriately to meet the needs of all learners and to make effective inclusive practitioners (Forlin, Earle, Loreman, & Sharma, 2011). On the other hand, study (Malak, 2013b; Mullick, Deppeler, & Sharma, 2012) found that due to the lack of awareness of teachers and school administrators regarding disability, the implementation of inclusive education is facing numerous challenges.

In the above situation it is important to know how much the steps are being implemented. NAPE has decided to conduct this research to observe the present status of implementation of inclusive education in primary education of Bangladesh and trace out the challenges experienced.

1.3 Research Questions

The main purpose of this study was to identify the implementing status of inclusive education in primary schools of Bangladesh. The specific objectives were:

- What is the present status of teachers' understanding about inclusive education?
- How are teachers applying their knowledge and skills of inclusive education in teaching learning?
- to what extent the school infrastructure is inclusive friendly?

Chapter 2: Literature Review

Recognizing the fundamental rights of the people to education the government of Bangladesh is giving top most priority to this sector. The government is committed to ensure 100% enrolment of school age going children in primary schools. This is a constitutional obligation of the government. 'Ensuring quality education for all children' is a fundamental issue of National Education Policy-2010. Besides these Bangladesh is a signatory country to the Declaration on EFA (1990, Jomtien), the Declaration of E-9 countries, SDG, World Education Forum Meeting (2000) and so on.

2.1 Defining Inclusion

Inclusive education is a developmental approach to the learning needs of all children, adolescents and adults, especially those who are vulnerable to marginalization and exclusion.

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff.

Many educationists (e.g. Ainscow 2005; Ballard 2003; Sen 2005) opined that the broader objective of IE is to achieve equity and social justice for all citizens in every aspect of life including education. Mel Ainscow (2003) defines IE as, "*the process of addressing barriers to the presence, participation and achievement of pupils in local neighbourhood schools*".

Each country has its own unique history and success stories of inclusion. Bangladesh, in assistance with UNESCO-Dhaka office, had a consultative workshop in 2003 with different stakeholders and developed a working definition of inclusive education, '*Inclusive Education is an approach to improve the education system by limiting and removing barriers to learning and acknowledging individual children's needs and potential*'.

2.2 Understanding inclusive education

Inclusive education differs from previously held notions of ‘integration’ and ‘mainstreaming’, which tended to be concerned principally with disability and ‘special educational needs’ and implied learners changing or becoming ‘ready for’ accommodation by the mainstream. By contrast, inclusion is about the child’s right to participate and the school’s duty to accept. It is about-

- rejecting segregation or exclusion of learners for whatever reason – ability, gender, language, care status, family income, disability, sexuality, colour, religion or ethnic origin;
- maximizing the participation of all learners in the community schools of their choice;
- making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressures;
- rethinking and restructuring policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs.

Inclusion is about school change to improve the educational system for all students. It means changes in the curriculum, changes in how teachers teach and how students learn, as well as changes in how students with and without special needs interact with and relate to one another. Inclusive education practices reflect the changing culture of contemporary schools with emphasis on active learning, authentic assessment practices, applied curriculum, multi-level instructional approaches, and increased attention to diverse student needs and individualization. The claim is that schools, centers of learning and educational systems must change so that they become caring, nurturing, and supportive educational communities where the needs of all students and teachers are truly met. Inclusive schools no longer provide "regular education" and "special education". Instead, inclusive schools provide an inclusive education and as a result students will be able to learn together. In other words, it is open to all students, and that ensure that all students learn and participate. For this to happen, teachers, schools and systems may need to change so that they can better accommodate the diversity of needs that pupils have and that they are included in all aspects of school-life. It also means identifying any barriers within and around the school that hinder learning and participation, and reducing or removing these barriers. Inclusive education is a process of enabling all students, including previously excluded groups, to learn and participate

effectively within mainstream school systems. Placing excluded students within a mainstream setting does not of itself achieve inclusion.

2.2.1 Principles

- Every student has an inherent right to education on the basis of equality of opportunity.
- No student is excluded from, or discriminated within education on grounds of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.
- All students can learn and benefit from education.
- Schools adapt to the needs of students, rather than students adapting to the needs of the school.
- The student's views are listened to and taken seriously.
- Individual differences between students are a source of richness and diversity, and not a problem.
- The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

2.2.2 Practice

The practice of developing inclusive schools involves:

- Understanding inclusion as a continuing process, not a one-time event.
- Strengthening and sustaining the participation of all students, teachers, parents and community members in the work of the school.
- Restructuring the cultures, policies and practices in schools to respond to the diversity of pupils within their locality. Inclusive settings focus on identifying and then reducing the barriers to learning and participation, rather than on what is "special" about the individual student or group of students, and targeting services to address the "problem".
- Providing an accessible curriculum, appropriate training programs for teachers, and for all students, the provision of fully accessible information, environments and support.
- Identifying and providing support for staff as well as students.

2.2.3 Teaching / programming

It is general practice that students in an inclusive classroom are with their chronological age-mates. Also, to encourage a sense of belonging, emphasis is placed on the value of friendship. Teachers often nurture a relationship between a student with special needs and a peer without need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times (for example in the cafeteria, on the playground, on the bus and so on).

In principle, several factors can determine the success of inclusive classrooms:

- Family-school partnership
- Collaboration between general and special educators
- Well-constructed Individualized Education Program plans
- Team planning and communication
- Integrated service delivery
- Ongoing training and staff development

Teachers use a number of techniques to help build classroom communities:

- Games designed to build community
- Involving students in solving problems
- Songs and books that teach community
- Openly dealing with individual differences
- Assigning classroom jobs that build community
- Teaching students to look for ways to help each other
- Utilizing physical therapy equipment such as standing frames, so that students who typically use wheelchairs can stand when the other students are standing and more actively participate in activities.

2.2.4 Benefits

- Inclusive education is claimed by its advocates to have many benefits for the students. Instructional time with peers without need helps the learners to learn strategies taught by the teacher.
- Teachers bring in different ways to teach a lesson for special needs students and peers without need. All of the students in the classroom benefit from this. The students can now learn from the lesson how to help each other.
- Socialization in the school allows the students to learn communication skills and interaction skills from each other. Students can build friendship from these interactions.
- The students can also learn about hobbies from each other. A friendship in school is important for the development of learning. When a student has a friend, the student can relate to a member of the classroom.
- Students' being able to relate to each other gives them a better learning environment.
- Involving peers without need with special needs peers gives the students a positive attitude towards each other. The students are the next generation to be in the workforce; the time in the classroom with the special needs and peers without need will allow them to communicate in the real world someday. Special needs students are included in all aspects of school-life. For example, homeroom, specials such as art and gym, lunch, recess, assemblies, and electives. Special needs students involved in these classrooms will give them the time they need to participate in activities with their peers without need. Awareness should be taught to students that will be in the classroom with the special needs peers. The teacher can do a puppet show, show a movie, or have the student talk to the class. The teacher could also read a book to help the student describe his or her special needs. The class can ask questions about what they learned and what they want to know. This will help when the students are together in the classroom. Positive modelling is important for the students in the classroom. Positive modelling is the teacher showing a good example towards both special needs and peers without need this will help the students to get along more.

The benefits of inclusive education are numerous for both students with and without disabilities.

Benefits of Inclusion for Students with Disabilities:

1. Friendship
2. Increased social initiations, relationships and networks
3. Peer role models for academic, social and behaviour skills
4. Increased achievement of IEP goals
5. Greater access to general curriculum
6. Enhanced skill acquisition and generalization
7. Increased inclusion in future environments
8. Greater opportunities for interactions
9. Higher expectations
10. Increased school staff collaboration
11. Increased parent participation
12. Families are more integrated into community

Benefits of inclusion for students without disabilities:

1. Meaningful friendships
2. Increased appreciation and acceptance of individual differences
3. Increased understanding and acceptance of diversity
4. Respect for all people
5. Prepares all students for adult life in an inclusive society
6. Opportunities to master activities by practicing and teaching others
7. Greater academic outcomes
8. All students need are better met, greater resources for everyone

There is not any research that shows any negative effects from inclusion done appropriately with the necessary support and services for students to actively participate and achieve IEP goals.

2.2.5 The philosophy of inclusive education

Inclusive education has grown from the belief that education is a basic human right which provides the foundation for more just society. All learners have the right to education regardless of their individual characteristics or difficulties. All children have equal right to sit together, to play together and to learn together.

Thus, inclusive education is derived from-

- Equal human rights
- The concept of ‘Every child is different’
- The concept of ‘All children can learn’
- Right to participate in the nearest regular schools

2.2.6 Rights of the persons with disabilities

1990 UN Conventions on the Rights of the Child which states the right of every child to a free, basic education of quality Articles 28 and 29. Salamanca Statement on principles, Policy and Practice in Special Needs Education (UNESCO 1994). UN Convention on the Rights of Persons with Disabilities 2006 is a step forward. All these international policies and declarations have provided the impetus for national initiatives for IE practice in Bangladesh. The Government of Bangladesh has enacted Protection Act for the Rights of Persons with Disabilities 2013 (Act No.:39). There is a Trust Act for the Protection of the Rights of the Persons with Neuro-Developmental Disorder-2013.

2.2.7 The values related to inclusion

- All of us can learn
- All of us have potential
- All of us need support
- All of us can communicate
- All of us can contribute and
- All of us are different
- Difference is strength, not barrier.

2.3 Inclusive education: international aspects

- Universal Declaration of Human Rights 1948
- UN Covenant on Civil and Political Rights 1966
- UN Convention against Discrimination in Education-1960
- Rights of Mentally Retarded Persons-1971
- The Rights of Disabled Persons 1975
- International Year of Disabled Persons 1981
- Decade of Disabled Persons 1983-1992
- Convention on the Rights of the Child-CRC 1989
- UNESCO Declaration on Education For All-EFA 1990
- The Salamanca Declaration on Inclusive Education 1994
- DAKAR Framework 2000
- Incheon Declaration 2015
- Sustainable Development Goal

The Salamanca Statement (1994) describes...schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions...(UNESCO, 1994)

2.3.1 Article 28 of The Convention on the Rights of the Child (CRC):

Education is not a privilege or social service, it is a human right; equal opportunities do not just happen; they must be created, and it requires political will...(in Vaughan, 2002)

2.3.2 The Dakar framework

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 not enrolled and responding in a flexible way to the circumstances and needs of all learners.

2.3.3 Incheon declaration

Incheon declaration is a declaration on education adopted at the World Education Forum in Incheon, South Korea on 15 May 2015. It is the logical continuation of the Education For All (EFA) movement and the Millennium Development Goals on Education, and many of its goals were based on a review of progress made since the 2000 World Education Forum in Dakar.

Finally, SDG (Goal 4) included the matter in their agenda.

2.4 Legislations in response to International Declarations

- Australia: Disability Discrimination Act-DDA 1992
- USA: Individuals with Disabilities Education Act 1990
- Brazil: Law of Directives and Bases of Education (LDB) 1996
- South Africa: Bill of Rights 1994
- Malaysia: Education Act 1996
- Vietnam: The Education Law 2005

2.5 Inclusive Education Practice: Primary Education in Bangladesh

The decades of 1990s and 2000s were remarkable in the field of special education in the context of Bangladesh (Miles et al., 2012) for several reasons. First, the establishment of the Department of Special Education in IER, University of Dhaka had created the opportunity for prospective teachers to be skilled in teaching children with disabilities. Accordingly, several special schools were established in city areas and parental interests on sending their children with disabilities to special schools significantly increased. During the mid-1990s, several pressure groups (e.g., Parent Association, Special Teacher Association) were formed and special education had widely been recognized in the nongovernment sector in Bangladesh. Second, the growing interest of special education in non-government organizations (NGOs) had gradually been recognized by the Government of Bangladesh (GoB) and a National Policy on Disability was formed in 1995. This policy was the first initiative by GoB on disability in the context of Bangladesh. Since 1995, various pressure groups were involved in advocacy with different levels of GoB toward getting a complete legislation regarding persons with disabilities. Finally, in 2001, the people of Bangladesh

received their first legislation entitled “Bangladesh Persons with Disability Act, 2001.” As a result, education for children with disabilities has become obligatory to the GoB and special education has been included in the government’s reform agendas.

Bangladesh, in assistance with UNESCO-Dhaka office, had a consultative workshop in 2003 with different stakeholders and developed a working definition of inclusive education, *‘Inclusive Education is an approach to improve the education system by limiting and removing barriers to learning and acknowledging individual children’s needs and potential’*.

The government of Bangladesh is committed to all children having access to and completing primary education without discrimination. Children with mild and moderate disabilities can enroll in regular schools. Children with severe disabilities are referred to the special schools. The Special schools are run and managed by The Ministry of Social Welfare.

2.6 National Education Policy (NEP) 2010

The NEP 2010 (MoE, 2010) was formally approved by the Parliament of Bangladesh in December 2010. This policy is another official commitment of the government toward inclusive education. In its foreword, the Minister of Education underscored that ensuring quality education for all children is a fundamental issue (MoE, 2010, p. vi). The NEP 2010, calls for every child to be educated. The NEP highlights the education for diverse learners within its main objectives as follows:

07: Eliminate discriminations on grounds of nationality, religion, class and gender; build up an environment that promotes secularism, global-brotherhood, and empathy towards humanity and respect towards human rights.

22: Bringing all socio-economically disadvantaged children into education including street-children.

24: Ensuring the rights of all children with disabilities. MoE, 2010, pp. 1

During the past decade, the GoB has been keen to practice inclusive education through undertaking various programs. Two major programs namely Primary Education Development Program (PEDP) and Teaching Quality Improvement in Secondary Education (TQI-SEP) are considered to be the most important interventions to implement inclusive education in regular schools.

2.7 Primary Education Development Program

PEDP is an umbrella program of Bangladesh government to enhance primary education. The first program (1997-2003) focused on the gross enrolment rate in primary education. However, the second program (2004-2011) incorporated a specific component on inclusive education to address diversity in the regular school system. The inclusive education component included four specific target groups: **gender, children with disabilities, children from ethnic background, and children from vulnerable group** (e.g., slum children, refugee children, street children, orphans, children from ultra-poor families) to bring them into regular classrooms. The second PEDP was a massive training program for teachers, head teachers, and local education administrators on inclusive education.

2.8 Initiatives for Inclusive Education under PEDP-III:

The Third Primary Education Program(PEDP-III) was designed to support the National Education Policy of 2010 to provide quality primary education with equal opportunities for all children. The Objectives of PEDP-III was to establish “an efficient, inclusive and equitable primary education system delivering effective and relevant child-friendly learning to all Bangladesh’s children from pre-primary to Grade V.

2.9 Major Initiatives under PEDP III: IE

- Autism was addressed with special attention along with other disabilities.
- Developed screening tools to assess children with disabilities.
- Each Child Learns (ECL) project was undertaken to ensure the inclusion of all children.
- Allotted Block Grants for assistive devices for student with disabilities.
- Steps were taken to prohibit corporal punishment which helps to make child-friendly environment at schools. Cross-divisional committees were made for IE Cell in DPE to support IE activities.

- In the light of ‘The National Education Policy, 2010 (NEP)’ government translated and adapted texts in five languages for ethnic minority people, such as, Chakma, Marma, Garo, Tripura, & Sadri.
- Accessible infrastructures for students with disabilities, such as, ramps were established in all schools.
- Hostels and schools were established in Hill Districts to facilitate the study of the people of those areas.
- Flexible time in examination for students with disabilities was introduced.
- Separate toilets for both boys and girls were built in the schools.
- Additional classrooms were constructed to reduce teacher-student ratio.
- In recruitment of PPE teachers and in other recruitment gender uniformity was established (60% posts are filled up by female teachers).
- Visually impaired teachers were recruited to fill up disability quota.

2.10 For Professional Development

- Steps were taken for the development of three training manuals: Manual for Teachers, Manual for Field Level Officials and Manual for TOT.
- IE focal persons in 64 districts (ADPEOs) were trained.
- Training for SMCs was held.
- The issue of IE was also incorporated in different training programmes, such as, Dip-in-Ed. and in other training programmes as well.
- Field level officers and HTs and other teachers from all over the country were trained.

2.11 Communication and Social Awareness

To create an inclusive environment for primary education, gender sensitive communication strategy was developed. Workshops, seminars, meetings were arranged in all divisions, districts and upazila level. Meena Day observation was held on to create awareness. Interactive Popular

Theatre (IPT), Meena Cartoon, Meena books and Documentary on quality improvement in Primary Education were displayed.

2.12 Inclusive Education Plans under PEDP-iv

In Component 2.6 of PEDP-iv education plan is mentioned. The objective of this component is to increase the enrolment of children with disabilities requiring special education in primary schools. Education opportunities for children requiring special needs and children with disability at schools will be improved. The curriculum will be revised and textbooks and teaching- learning materials will be developed to support flexible learning and assessment. The DPED will accordingly be strengthened. Flexible assessment and examinations will be developed and introduced. Linkages with specialized services for diagnostics and treatments will be strengthened and assistive devices and teaching learning materials for children with disability will be supplied to schools on need basis. Necessary technical support will be taken from organization with proven expertise in working with children with disability in incorporating the issue in primary education and carrying out an awareness raising and sensitization program.

2.13 Some Initiatives by NGOs and Other Organization with DPE

Some NGOs & organizations are promoting IE practice besides the Government:

- CDD and Sight Savers arranged special training on Braille & Sign Language with the support of DPE (Participants include Teachers, HT, TEO, PTI Instructor, URC Instructor, etc.)
- Plan International, Bangladesh launched a pilot program and arranged ToT program on IE & also supported some of the schools to be inclusive.
- CAMPE, Save the Children and other NGOs are also working a lot to promote smooth education for special needs children.
- As UN Organization UNICEF is supporting a lot for this purpose.

2.14 Some Challenges for Implementing IE

- Adequate number of trained teachers
- Appropriate teaching-learning curriculum and materials for Inclusive Education practices.

- Resources to support Special Education Needs (SEN).
- Accessible vehicle for special needs children.
- User-friendly infrastructure.
- Barrier-free school environment.
- Mass awareness about the rights to equal educational opportunities of all children irrespective of their different abilities.
- An education divide persists in primary cycle completion rates and learning outcomes between geographical locations (urban, urban slum, rural, and remote areas).
- Children from families with different levels of income.

2.15 Relevant Research on Inclusive Education

Ahsan, M. T., (2013) in his article ‘Inclusive Education in Bangladesh for Children with Special Needs’ mentioned that ‘Bangladesh is not behind other developed countries in enacting laws and declarations in favour of inclusive education, but a lack of resources is the main barrier in implementing inclusive education’. He also mentioned that ‘almost all school age children with disabilities in developed countries such as Australia are in education, whereas, 89% of children with disabilities are not in education in Bangladesh’. He also suggested for some further initiatives for the improvement of IE in Bangladesh, such as *link programmes between regular and special schools, dual placement provisions, development of special units in regular schools, initiation of model schools for others to follow and inter-ministerial and inter-agency collaborations to improve inclusive education practices.*

Malak, M. S. et al(2013a), Monash University, Melbourne, Australia’ in the study entitled ‘Inclusive Education in Bangladesh: Policy and Practice’ found out that *IE policies in Bangladesh are predominantly borrowed from several international treaties and they seem to be little understood among practitioners and classroom teachers within the context of Bangladesh.* Further, the result also shows that *teachers’ attitudes towards IE and limited professional development are major barriers to implementing IE at school level.*

Md. Saiful Malak et al, (2014) Special Education today in Bangladesh mentioned that ‘The second PEDP provided improved basic education to children in remote areas, and infrastructure

facilities (e.g., by providing ramps, modifying classroom furniture to increase the access for children having disabilities). However, *recent studies report that infrastructural development has not been reached its set target (DPE, 2012) and teachers have demonstrated disappointments on inadequate classroom facilities for practicing inclusive education (Malak, 2013a)*. In addition to improving infrastructure, the role of SMC is consistently suggested as a major support for implementing inclusive education at schools. However, though it is claimed that massive training has been provided by the second PEDP, studies (Malak, 2013b; Mullick, Deppeler, & Sharma, 2012) found that *due to the lack of awareness of teachers and school administrators regarding disability, the implementation of inclusive education is facing numerous challenges*.

Al Zubayer, Md. A. (2011) IEd, BRAC University in his MA dissertation entitled, ‘Child Problems, Prospects and Possibilities of Inclusive Education for Physically disabled Children in Bangladesh’ focused on the inclusive issues. The general objective of the study is *‘to identify the prospects and possibilities of children with physical disability in the area of inclusive education in Bangladesh’*. And specific objectives are - To identify background of physically disabled children, to examine the barriers for physically disabled children in inclusive education, to explore the prospects and possibilities of their inclusive education.

With the reference of Pivik et. al. (2002) he highlighted the reasons of non-implementing inclusive education in Bangladesh which is as follows. *“The reasons for the non-implementation of the inclusive education, is because of various barriers which are both external and as well as internal. The external barriers are confronted before coming to and getting enrolled in schools, which includes physical location of schools, non-availability of school, social stigmatization or economic conditions of the learners”*. He also added that *‘The internal barriers are mostly psychological barriers like self-concept, confidence etc which are sometimes imposed by the external factors and first step to remove the internal barriers is to remove the external barriers’ (ibid)’*. To overcome these problems, he also opined that *‘there is badly needed to developing a clear understanding of inclusive education. According to him it is also important thing is to identifying the existing myths associated with inclusive education practice and plan initiatives to gradually change opinion and attitudes. Necessary to providing for access for all (which imply changes in planning and implementation processes and financial allocations) and re-organizing the present education, administration and monitoring that goes beyond scorecards and classrooms and into the*

community'. He also suggested that Inclusive education should realize that providing some incentives (both material and non-material) to the most vulnerable groups for short duration of time can enhance inclusion.

Kawser, U., Ahmed, M., Ahmed, M. (2016) found out some barriers of implementing in Bangladesh like, (1) Lack of social acceptance which is a great barrier. Parents of children with disabilities sometimes think that their child is a burden and he/she should be kept in a corner of the house. (2) There is a lack of trained teacher in inclusive education system too. The mainstream school teachers do not have any proper training to handle special need children and most of the time they are not interested to take training by thinking that it is an extra burden. (3) Student-teacher ratio is higher in the lower classes. And giving attention to each and every student becomes impossible for a teacher. (4) Infrastructure is not student-friendly in many schools. (5) Inflexible curriculum is a big problem for the special need children.

To overcome these problems, they gave some recommendations like-Accessibility to school should be improved by making minor modifications in the physical structure of schools like-buildings, ramps, accessible toilets, wide doorways, more space in classrooms, etc. Issues related to disability should be included in the school curriculum so that negative attitudes towards people with disabilities can be mitigated. There is also a need to customize curriculum (textbooks) in inclusive schools so that they are able to address the diverse learning needs of a heterogeneous groups in the classroom.

From the above discussions of different relevant literature we can draw a conclusion that the information getting from literature review helped the researchers to understand the research problem, select research questions, preparing tools, analyzing the data and also in doing recommendation. It will also help the readers to understand the context of the research.

Chapter 3: Methodology

This chapter addressed research approaches and presented the research design of this study.

3.1 Research Approaches

The proposed study integrated qualitative and quantitative approaches to identify the present status of inclusive education in Bangladesh. A mixed research design allows a better understanding of a research problem than either qualitative or quantitative data itself (Creswell, 2008) both approaches were applied in this study. But special emphasis was given to qualitative approach with quantitative data.

3.2 Selection of Sample

This research was conducted through mixed method. It was considered that the sample should represent the whole country. In the above circumstances, data were collected from each of eight divisions.

Table 3.1: Sampling design at a glance

Division	District	Upazila	Schools	AT	HT	Classrooms	Students	AUEO
Dhaka	2	2×2=4	4×2=8	8×4=32	8×1=8	8×1=8	8×10=80	4×2=8
Chittagong	2	2×2=4	4×2=8	8×4=32	8×1=8	8×1=8	8×10=80	4×2=8
Rajshahi	1	2×1=2	2×2=4	4×4=16	4×1=4	4×1=4	4×10=40	2×2=4
Khulna	1	2×1=2	2×2=4	4×4=16	4×1=4	4×1=4	4×10=40	2×2=4
Barisal	1	2×1=2	2×2=4	4×4=16	4×1=4	4×1=4	4×10=40	2×2=4
Sylhet	1	2×1=2	2×2=4	4×4=16	4×1=4	4×1=4	4×10=40	2×2=4
Rangpur	1	2×1=2	2×2=4	4×4=16	4×1=4	4×1=4	4×10=40	2×2=4
Mymensingh	1	2×1=2	2×2=4	4×4=16	4×1=4	4×1=4	4×10=40	2×2=4
Total (n)	10	20	40	160	40	40	400	40

The Table 3.1 illustrates the sampling design of the study at a glance. A total of 40 schools and 20 upazilas were covered from eight divisions where 400 students, 160 assistant teachers, 40 head teachers, 40 classrooms and 40 AUEOs were selected. Districts and upazilas were selected conveniently and schools, assistant teachers, classrooms and students were selected through simple random sampling method. Head teachers and AUEOs were selected consequentially when schools and upazilas were selected.

3.3 Developing Tools

Instruments were developed by the research team members through collaboration among themselves. While preparing the tools the researchers considered the research questions and then it was improved with the suggestions of other NAPE faculty members.

Table 3.2: Respondents and the tools used

Serial No.	Types of Respondents	Instruments
1	Assistant Teachers	Questionnaire + Opinionnaire
2	Head Teachers	Questionnaire + Opinionnaire
3	AUEOs/ATEOs	Questionnaire + Opinionnaire
4	Students	FGD
5	Classroom	Observation Checklist
6	School infrastructure	Observation Checklist

To collect data from six types of respondents the study team developed the above mentioned six data collection instruments. To know the knowledge, understanding and opinion of assistant teachers, head teachers and AUEOs about IE, three different questionnaires and opinionnaires were developed. Two observation tools were developed to collect data from classroom and also to know about the infrastructure of the school. An FGD guideline was developed to collect data from the students of the selected schools.

3.4 Finalization of Tools

The tools were finalized after a small piloting on the respondents were available in Mymensingh sadarupazila. The purpose of piloting of the instruments were (i) to make sure that the tools were clear and easily understandable to the respondent, (ii) to judge the relevance of questions, (iii) to

judge the appropriateness of the questions to gather expected data and (iv) to determine how much time is required to administer an instrument.

3.5 Administering the Instruments

Administering to the instrument aiming to collect data and information on various aspects of study would implement through a team of field investigators from research team and other NAPE faculty members. All of the investigators were experienced in doing research activities. The field investigators were assigned to collect data from the sample area using different types of instruments under the close supervision of the research team leader.

3.6 Data Processing

Data processing was done by checking, editing and coding the filled-up questionnaires and checklist. After that data entry and cleaning were done.

3.6.1 Checking, Editing and Coding

In order to do checking, editing and coding the field data, attention was given particularly to (i) checking identification (ID) number of each questionnaire, (ii) checking inconsistency among the questionnaires, (iii) coding the open-ended questions of each questionnaire and (iv) sample checking of the questionnaire by the research team members.

3.6.2 Data Entry and Cleaning

Quantitative data entry and cleaning was done by the research team. Data entry was done in SPSS software. During data cleaning process, research team discussed with the data collector and also contacted with the respondents where it was necessary.

3.7 Data Analysis

The data analysis was done according to the research questions. Quantitative data were analyzed through various statistical operations and the result is presented through different graphical pictures like table, chart, boxplot etc. by using MS Excel and other related software. Qualitative data were analyzed thematically and presented according to the research questions. Besides these all the data and information getting from different sources were critically checked if there was anything wrong. If it happened so, the team tried to find out the real information through cross checking.

Chapter 4: Data Analysis

In this chapter, both the quantitative and qualitative data are analyzed regarding the respondents. For each category of respondent, quantitative data were analyzed first and then the qualitative data. At the beginning of the section, a general data about the respondents are shown.

Table 4. 1: Total number of respondents at a glance

AT	HT	AUEO	Students	Schools	Classrooms
157	38	35	400	40	40

4.1 Assistant Teachers' Response

In this section, the findings from the Assistant Teachers (AT) are presented and analyzed.

4.1.1 General Information of Assistant Teachers

This part of the section describes the demographic information of the assistant teachers.

Table 4. 2: Gender of ATs

Gender	N	%
Male	29	18.5
Female	128	81.5
Total	157	100

It is evident from Table 4. 2 that teachers who responded to the interview, were mostly female and this percentage was 81.5%.

Table 4. 3: Age of ATs

Age	N	%
25-30 years	29	18.5
31-35 years	35	22.3
36-40 years	23	14.6
>40 years	70	44.6
Total	157	100

It is evident from the Table 4. 3that the age limit of about half of the ATs were above 40 years and between 25-30 years age group were 18.5%, between 31-35 age group were 22.3% and only 14.6 % teachers belongs to 36-40 years age group.

Table 4. 4: Location of ATs

Location	N	%
Rural	75	47.8
Urban	82	52.2
Total	157	100

It is evident from the Table 4. 4 that 52.2% teachers who responded to the interview, were from urban schools and 47.1% from rural schools.

Table 4. 5: Educational Qualification of ATs

Educational Qualification	N	%
SSC/equivalent	7	4.5
HSC/equivalent	26	16.6
BA/BSc (Honors/Pass)	61	38.9
MA/MSc/equivalent	60	38.2
Others	3	1.9
Total	157	100

It is evident from the Table 4. 5 that 40% of those who responded to the interview, were BA/BSc (honors) and another 40% were masters (MA/MSc) degree holders. It is important to note that only 4.5% teachers were SSC holders and HSC passed teachers were 16.6%.

Table 4. 6: Professional Degree of ATs

Professional degree	N	%
C-in-Ed	128	81.5
DPEd	16	10.2
BEd	13	8.3
Total	157	100

It is evident from the Table 4. 6 that teachers those who responded to the interview, have C-in-Ed or DPEd or BEd degree. Out of 151 assistant teachers, 77.7% have C-in-Ed,10.2% have DPEd and only 8.3% have BEd as their professional degree.

Table 4. 7: Receive Inclusive Education Training by ATs

	N	%
Get training	9	5.7
Do not get training	148	94.3
Total	157	100

It is found from the Table 4. 7 that 94.3% of ATs did not get any training on inclusive education.

4.1.2 Assistant teachers’ opinions on inclusive education

This part of the section depicts the teachers’ opinions on inclusive education related statements which helps to ascertain their understanding regarding inclusive education.

Table 4.8: Assistant teachers’ opinion

	Mean	SD
Effect of Educational qualification	2.82	1.82
Need more training	3.38	2.03
Authority encourage me	3.22	1.96
Colleagues cooperate me	4.30	0.68
Eager to work with colleagues	4.46	0.71
All children should be in same class	3.82	1.22
Advance learners are special needs child	3.07	1.34
Authority helps me	3.92	0.83
C-in-Ed/DPEd gave enough concept	3.30	1.14
Training helps to conduct class	3.25	1.11
Have enough time in the class	2.30	1.08
Special child’s make problem in class	3.23	1.17
Need team teaching for IE	4.21	0.81
Discuss with colleagues freely	4.37	0.66
Training helps to face challenges	3.65	0.96

The Table 4.8 depicts the picture of teachers’ opinion which will lead us to comprehend their knowledge and understanding on inclusive education. According to the ATs, their educational qualification does not help much to understand IE and they need more training on this. It was found from their opinion that their colleagues cooperate with them as they were eager to work and discuss with their colleagues regarding issues about IE. Teachers were slightly agreed that their authority encourages them to know about inclusive education. They also slightly agreed that special need children make problems among class and advanced learners are also included in special need children and all kinds of children should be in the same class. Teachers are more

affirmative in the statement that they need more training on inclusive education to get a clear understanding and make a classroom more inclusive friendly.

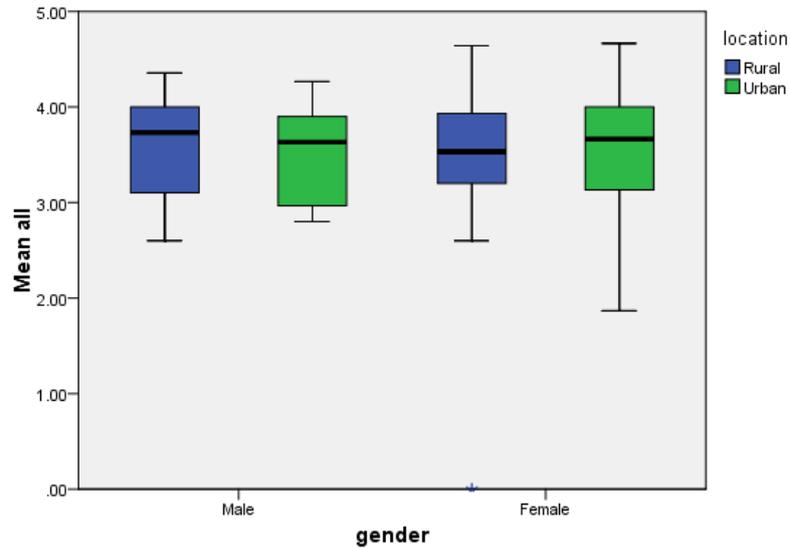


Figure 4. 1: Clustered Boxplot for Gender-Location-Mean

Figure 4. 1 visualizes the comparative picture of assistant teachers' opinion regarding their gender and location. It is found from the figure that most of them opined to agree for all the statements regardless their gender and location except urban female teachers. The opinion of urban female teachers varies from disagree to agree. It is also found that urban male teachers' opinion varies more than urban female teachers within the box (50% of the respondents).

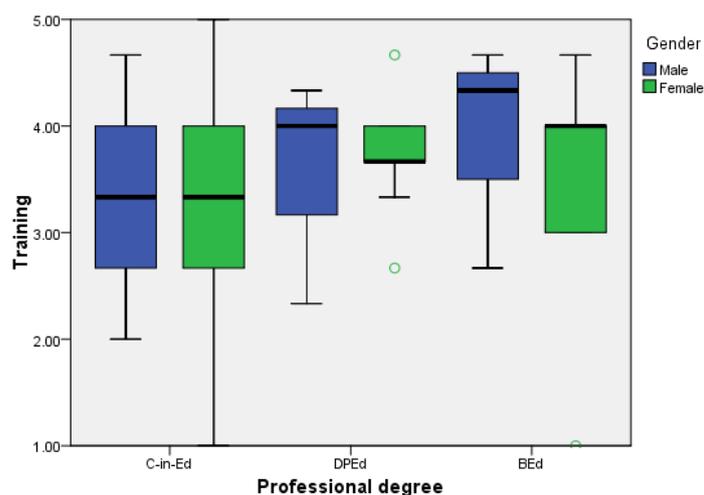


Figure 4. 2: Clustered Boxplot for Gender-Professional degree-Training effect

It is found from the Figure 4. 2 that responses on whether their training helps them to increase knowledge and skills of inclusive education were varied. Those who had C-in-Ed were neutral regardless of their gender. For the DPEd completed teachers, male responses were more varied than female teachers and female teachers were mostly agreed to the statements. On the other hand, male teachers who had BEd degree, were more agreed than female teachers in response to the question whether their training effects on their knowledge and skills of inclusive education.

Table 4.9: Different opinions regarding professional degree

Professional Degree	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct Inclusive Classroom
C-in-Ed	3.51	3.31	3.78	4.42	3.41	3.24
DPEd	3.66	3.66	3.72	4.59	3.84	3.32
Bed	3.33	3.61	3.35	4.23	3.15	3.09
Total	3.51	3.37	3.74	4.42	3.43	3.24

Table 4.9 reveals the opinion of assistant teachers on whether their professional degree helps them to increase knowledge and skills of inclusive education. Those who had C-in-Ed, DPEd and BEd degree were agreed that professional degree helped them to work with colleagues to implement

inclusive education issues in the teaching learning process in the classroom. The mean value 3.00 to 3.50 indicated that they are neutral in the aspect of whether professional degree helps them to behave with the special need children, colleagues' cooperation to resolve the teaching learning problems of special need students, increased their concept of inclusive education to manage the inclusive issues in the classroom and to face the challenges of inclusive issues in the classroom.

Table 4.10: Different opinions regarding location

Types of location	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct Inclusive Classroom
Rural	3.49	3.34	3.75	4.50	3.51	3.33
Urban	3.53	3.40	3.75	4.34	3.36	3.17
Total	3.51	3.37	3.75	4.41	3.43	3.24

Table 4.10 shows that the comparative opinion of assistant teachers regarding their professional degree and location. It reveals from the table that both urban and rural assistant teachers had a neutral position for all the statements except work with colleagues. There is no significant difference between urban and rural teachers in this regard. All the rural and urban teachers were agreed that professional degree helped them to work with colleagues to implement inclusive education issues in the teaching learning process in the classroom.

Table 4.11: Different opinions regarding age

Age	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct Inclusive Classroom
25-30 years	3.54	3.42	3.81	4.48	3.25	3.34
31-35 years	3.45	3.42	3.59	4.29	3.51	3.33
36-40 years	3.56	3.47	3.72	4.56	3.50	3.22
>40 years	3.51	3.29	3.82	4.39	3.42	3.16
Total	3.51	3.37	3.75	4.41	3.42	3.24

Table 4.11 shows the comparative opinion of assistant teachers regarding their professional degree and age. It is revealed from table 11 that all the age group teachers (range 25 to 40 and above) expressed their neutral position for all the statements above except to work with colleagues. All

the age group teachers were agreed that professional degree helped them to work with colleagues to implement inclusive education issues in the teaching learning process in the classroom. It confirmed that age did not create any significant difference in this regard.

Table 4.12: Different opinions regarding educational qualification

Educational Qualification	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct Inclusive Classroom
SSC/equivalent	3.19	4.04	4.28	2.92	3.28
HSC/equivalent	3.33	3.89	4.44	3.21	2.97
BA/BSc (Honors/Pass)	3.47	3.73	4.39	3.48	3.27
MA/MSc/equivalent	3.34	3.67	4.44	3.55	3.33
Total	3.37	3.75	4.41	3.42	3.24

Table 4.12 shows the comparative position of assistant teachers regarding their educational qualifications. It is found from the table that SSC/equivalent educational degree holder teachers were disagreed that their degree helped to develop their concept regarding inclusive education and where other degree holders were neutral in this regard. On the other hand, teachers of SSC/equivalent educational qualification group agreed to get more cooperation from their colleague and this cooperation gradually declined for the higher educational degree holders. In the aspect Conduct Inclusive Classroom HSC/equivalent teachers were disagree and other degree holders expressed their neutral position that the training which they received in different times made them skilled enough for conducting the inclusive education classroom. In the aspect of working with colleagues all the degree holders were agreed that their authority and colleagues motivate them, support and help them to present the lessons for the special needs children and help them to solve the problems related to inclusive education.

Table 4.13: Different opinions regarding receiving training on IE

Inclusive Education Training	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct Inclusive Classroom
Get training	3.76	3.44	4.14	4.50	3.50	3.00
Do not get training	3.50	3.38	3.73	4.40	3.42	3.26
Total	3.51	3.38	3.76	4.41	3.42	3.24

Table 4.13 reveals the comparative opinion of assistant teachers regarding those who received training and those who do not get training on inclusive education. In respect of colleagues' cooperation, it is found from the mean table that teachers who received inclusive education training agreed that they are getting cooperation from the colleagues (mean 4.14) and teachers those who did not get training were neutral in this regard. On the other hand, in respect of working with colleagues both trained and non-trained teachers agreed that inclusive training made them interested to work with their colleagues for implementing inclusive education. All the trained and non-trained teachers expressed their neutral opinion that inclusive education training helped them to behave rightly with the special need children, to overcome the teaching learning problems of special need students, to develop their concept of inclusive education, to manage the inclusive issues in the classroom and to face the challenges of inclusive issues in the classroom and in conducting inclusive classroom. It can, therefore, be said that the performance of trained teachers (on inclusive education) is significantly better than non-trained teachers in some issues.

4.1.3 Assistant teachers' responses from interview

An open-ended interview schedule was also applied to assistant teachers to find out their knowledge about inclusive education (IE), how they respond to the students in a classroom with special needs children, how do they conduct classes regarding inclusive perspective etc.

At the beginning teachers were asked to give their conception about inclusive education. Most of the ATs opined that inclusive education means all the children like the male and female, rich and poor, advanced and slow learners including the special needs children read in the mainstream schools under the common curriculum. Some of them thought that inclusive education means 'to provide special education to the disabled children'. According to few other ATs 'inclusive education means to admit the disabled students in the mainstream schools and take special care to them in the classroom'. A portion of teachers mentioned, 'It's a process where step is taken to remove the barrier of learning and necessary to fulfil the needs of all the children and develop their personality'. Finally, a few teachers mentioned that they did not have a clear idea about this.

According to the respondents, the following types of children are to be included in IE:

- all the children who are able to go to school
- special needs children like visually impaired, physically disabled, hearing disables, autistic children, intellectually disabled children etc.
- Girls
- tribal children
- vulnerable children
- street children
- children from the banks of the river
- children from the under-privileged strata
- children of the prostitutes
- children from the family of low-income and the lower profession like the cobbler, the fishermen and the weaver

In response to the question '*how do they fulfil the demands of the special needs children in the classroom as a teacher*', almost all the respondents mentioned that they do it by friendly

behaviour and by taking special care to them. Some other respondents informed that they do it by giving priority to the opinion of the special needs children and a portion of respondents opined

that they rearrange the seats of the low vision students in the front rows and use additional teaching aids. Beside these a small portion of respondents did not respond to this question.

In response to the question so they face any problem/challenge during teaching the special needs children, most of the respondents opined 'yes'.

The problems which the respondents mentioned are as follows:

- They did not get any training to deal with these students. So they did not know the techniques to control them in the classroom.
- Sometimes they can not understand the teachers' speech.
- They do not have enough necessary equipments and teaching aids for teaching the special need children.
- They do not have enough time to deal with these learners.
- Most of the special need children do not like friendship with the other students.
- They are very slow learners and most of the time they can not learn the targeted learning competencies.

In response to the question of whether they solve the problem during teaching the special needs children, most of them opined yes. The respondents mentioned that they solve it by the following ways: Most of the respondents mentioned that they solve it by dealing them with a smiling face. Some others mentioned that they do it by providing them help in solving the assigned tasks. The other ways of solving the problems mentioned by the teachers are 'by using different types of teaching aids, through singing songs, reciting poems, drawing pictures by the learners, playing different games, and making the assessment flexible for the special needs children like the blind and hearing impaired children.

In response to the question 'What type of changes did they bring to teaching learning activities to fulfill the demands of the special needs children' all the respondent teachers responded that they introduced 'group work' for their lesson and some others informed that they created child friendly environment in the classroom. The other remarkable changes introduced by the respondent teachers are: maintaining the gender equity, making sitting rearrangements by computing the slow and the advanced learners, providing special support to the slow-learners and providing pair work to the learners.

About sitting arrangement 98% respondent teachers opined that they rearrange the seats for the special needs children in a suitable way, only 1% teachers answered 'no' and the rest 1% teachers did not responded to the question.

In response to the question of how do they rearrange the seats the respondent teachers informed that they provide the seats in the front rows for the special needs students, some others mentioned that they rearrange the seats with the composition of the advanced and the slow learners, and a few respondents said that they rearranged the seats by creating the good relationship between the students.

In response to the question, 'Did they get any inclusive education friendly teaching aids from the upazila office 69% teachers responded 'Yes' and 30% respondent teachers said 'No', and only 1% teachers did not respond to the question. The materials which they got are: wheel chair, medicine, optics, bell, speaker, eye chart and the service from the doctors.

The respondent teachers informed that they used the materials in different ways; They use little wheel chair as a transport for the physically disabled students, the bell to make the hearing impaired students alert, the optics for the low vision students, and the eye chart to test the vision of all the students.

In response to the question, 'Which factors played an important role in the successful inclusion of the special needs children with the other children' all the respondents agreed that the main factor was to create the opportunities to talk freely among the special needs students, general students and the teachers. They recommended creating suitable opportunities and friendly behaviour with the special needs children. They also suggested need to be more careful to the special needs children. They opined that it was necessary to teach all the children including special needs children in the same school.

In response to the question, 'What types of interaction/cooperation existed among the special needs and the other students' the respondents opined that most of the special needs children were stubborn and usually they did not like to make interaction with the other students. The respondent teachers also added that almost all the learners helped these special needs children.

In response to the question, ‘What steps should be taken for successful implementation of inclusive education in their school’ the respondent teachers suggested providing necessary materials in all the schools. They also opined that it is needed to create awareness among the guardians of these students. They also gave importance to the infrastructural development of the school for making it inclusive friendly. The other suggestions are: to arrange training for the teachers, to change the attitude of the teachers, to increase the contact hour, to provide stipend for these special needs students and finally to create special arrangements for assessing the performance of these special needs children.

4.2 Head teachers’ (HT) responses

This section of the chapter illustrates the head teachers’ view and opinion regarding inclusive education.

4.2.1 General Information of Head teachers

Table 4.14: Gender of head teachers

	N	%
Male	13	34.2
Female	25	65.8
Total	38	100.0

It is evident from the Table 4.14 that most of the head teachers who responded to the interview, were female and this percentage was 65.8% and male head teachers were only 34.2%.

Table 4.15: age of head teachers

	N	%
31-35 years	2	5.3
36-40 years	6	15.8
>40 years	30	78.9
Total	38	100.0

It is evident from Table 4.15 that most of the head teachers who responded to the interview, were above 40 years and this percentage is 78.9 and 36-40 age group teachers were 15.8% and only 5.3% teachers belonged to 31-35 years age group.

Table 4.16: Educational qualification of head teachers

Educational qualification	N	%
HSC	1	2.6
BA/BSc (hons/pass)/equivalent	19	50.0
MA/MSc/equivalent	17	44.7
Others	1	2.6
Total	38	100.0

It is evident from Table 4.16 that 50% of the teachers who responded to the interview, are bachelor (BA/BSc(honours)) and 44.7% are Masters (MA/MSc) degree holders. It is important to note that only 1 head teacher was HSC holder.

Table 4.17: Professional degree of head teachers

Professional degree	N	%
C-in-Ed	21	55.3
DPEd	1	2.6
BEd	12	31.6
MEd	4	10.5
Total	38	100.0

It is evident from Table 4.17 that all of the head teachers who responded to the interview, have C-in-Ed or DPEd or BEd or MEd degree. Out of 38 head teachers, 55.3% have C-in-Ed, 31.6% have B Ed, 10.5% have MEd and only 2.6% have DPEd as their professional degree.

Table 4.18: Inclusive education training of head teachers

	N	%
Get training	34	89.5
Did not get training	4	10.5
Total	38	100.0

It is evident from Table 4.18 that most of the Head teachers who responded to the interview, got the training on inclusive education and this percentage was 89.5% and only 10.5% head teachers did not get any training on inclusive education.

4.2.2 Head teachers' opinion on inclusive education

Table 4.19: Head teachers' opinion

	Mean	SD
Effect of Educational qualification	4.00	1.09
Need more training	4.61	0.64
Authority encourage me	4.37	0.59
Colleagues cooperate me	4.26	0.80
Eager to work with colleagues	4.63	0.63
All children should be in same class	4.26	0.72
Advance learners are special needs child	3.18	1.37
Authority helps me	4.05	0.82
C-in-Ed/DPEd gave enough concept	3.24	1.32
Training helps to conduct class	3.62	1.21
Have enough time in the class	2.32	1.04
Special needs child make problem in class	2.86	1.11
Need team teaching for IE	4.30	0.66
Discuss with colleagues freely	4.42	0.55
Training helps to face challenges	3.97	1.00

It is found from the above table that head teachers were agreed with the statements that educational qualification has an effect on their classroom practices. They need more training on IE; their authority encourage and help them to practice IE, their colleagues cooperate them and they also eager to work with their colleagues. Head teachers were also agreed that all types of students should be in the same classroom and team teaching is needed in IE classroom. According to the head teachers, time is not sufficient for IE classroom and special needs children made problem in the classroom.

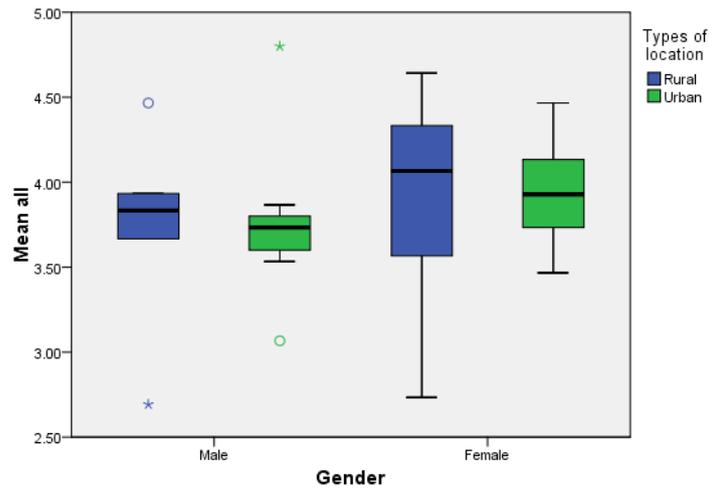


Figure 4.3: Clustered Boxplot for Gender-Location for head teachers

Figure 4.3 visualized the comparative picture of head teachers’ opinion regarding their gender and location. It is found from the figure that most of them opined to agree on all the statements regardless of their gender and location except rural female head teachers. The opinion of urban female teachers varies from slightly disagree to agree. It is also found that urban male teachers’ opinion varies less than that of urban female teachers within the box (50% of the respondents).

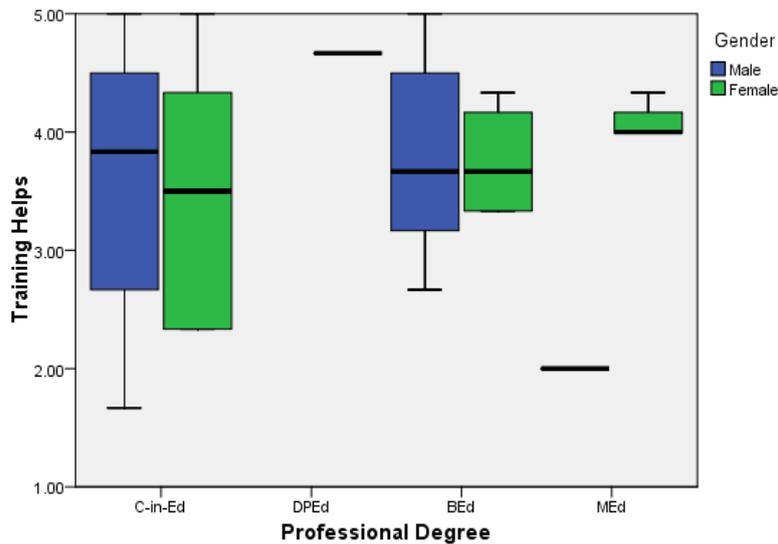


Figure 4.4: Clustered Boxplot for Gender-professional degree for head teachers

It is found from *Figure 4.4* that responses on whether their training helps them to increase knowledge and skills of inclusive education were varied according to their professional degree and gender. Those who had C-in-Ed degree were responded slightly disagree to agree regardless of their gender. For the BEd completed HTs, male responses were more varied than those of female and female teachers were mostly agreed on the statements. On the other hand, those who had MEd degree, female teachers were agreed on the question whether their training had effect on their knowledge and skills of inclusive education.

Table 4.20: Different opinions regarding professional degree for head teachers

Professional Degree	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct of Inclusive Classroom
C-in-Ed	3.85	3.52	4.28	4.40	3.64	6.21
DPEd	4.33	4.67	5.00	5.00	4.50	6.00
BEd	3.87	3.78	4.11	4.63	3.58	6.31
MEd	3.90	3.58	4.00	4.75	4.38	6.17
Total	3.88	3.64	4.21	4.53	3.72	6.23

Table 4.20 reveals the opinion of Head teachers on whether their professional degree helps them to increase knowledge and skills of inclusive education. Head teachers who have DPEd degree were strongly agreed that professional degree helped them to work with colleagues to implement inclusive education issues in the teaching learning process in the classroom. The mean value 3.00 to 3.50 indicated that they are neutral in respect of whether professional degree helps them to behave with the special need children. Cooperation of colleagues helped to resolve the teaching learning problems of special need students, increase their concept of inclusive education to manage the inclusive issues in the classroom and to face the challenges of inclusive issues in the classroom.

Table 4.21: Different opinions regarding location for head teachers

Types of location	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct of Inclusive Classroom
Rural	3.87	3.65	4.19	4.53	3.78	6.22
Urban	3.88	3.63	4.23	4.53	3.68	6.23
Total	3.88	3.64	4.21	4.53	3.72	6.23

Table 4.21 shows the comparative opinion of assistant teachers regarding their professional degree and location. It is evident from the table that both urban and rural assistant teachers opined to their neutral position for all the statements except professional degree helped them to work with colleagues. There is no significant difference between urban and rural teachers in this regard. All the rural and urban teachers were agreed that professional degree helped them to work with colleagues to implement inclusive education issues in the teaching learning process in the classroom.

Table 4.22: Different opinions regarding age for head teachers

Age	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct Inclusive Classroom
31-35 years	3.73	4.00	4.17	4.25	3.50	6.00
36-40 years	3.97	3.78	4.56	4.58	3.92	6.22
>40 years	3.87	3.58	4.15	4.53	3.70	6.24
Total	3.88	3.64	4.21	4.53	3.72	6.23

Table 4.22 shows the comparative opinion of assistant teachers regarding their professional degree and age. It is evident from the table that all the age group teachers (range 25 to 40 and above) opined to the neutral for all the statements except professional degree helped them to work with colleagues. All the HTs were agreed that professional degree helped them to work with colleagues to implement inclusive education issues in the teaching learning process in the classroom.

Table 4.23: Different opinions regarding educational qualification for head teachers

Educational Qualification	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct Inclusive Classroom
HSC	4.00	3.00	4.00	5.00	4.50	6.67
BA/BSC (hons/pass)	3.77	3.55	4.13	4.45	3.53	6.05
MA/MSC/equivalent	3.97	3.75	4.31	4.62	3.91	6.41
Others	3.93	4.00	4.33	4.00	3.50	6.00
Total	3.88	3.64	4.21	4.53	3.72	6.23

Table 4.23 shows the comparative opinion of assistant teachers regarding their educational qualifications. It is found from the table that SSC/equivalent educational degree holder teacher's

concept regarding Inclusive Education a bit lower than other degree holders. On the other hand HTs with SSC/equivalent educational qualification group had more cooperation from their colleagues and this cooperation gradually declined for the higher educational degree holders.

Table 4.24: Different opinions regarding IE training for head teachers

Inclusive Education Training	Mean all	Training Helps	Colleagues cooperation	Work with Colleagues	Concept of Inclusive Education	Conduct of Inclusive Classroom
Get training	3.91	3.77	4.26	4.51	3.75	6.24
Did not get training	3.56	2.50	3.79	4.63	3.50	6.17
Total	3.88	3.64	4.21	4.53	3.72	6.23

It is evident from Table 4.24 that in the aspect of the training which he received in different times made me skilled enough for conducting the inclusive education classroom. The comparative opinion of assistant teachers regarding those who received training and those who did not get training on inclusive education differs significantly. It is found from the mean table that teachers those who received inclusive education training they agreed that they are getting cooperation from the colleagues (mean 4.14) and it helped them to work with colleagues. On the other hand, they clarified their neutral opinion that inclusive education training helped them to behave rightly with the special need children, to overcome the teaching learning problems of special need students, developed their concept of inclusive education to manage the inclusive issues in the classroom and to face the challenges of inclusive issues in the classroom. In the respect of conducting inclusive classroom both trained and non-trained teachers showed neutral position. It can, therefore, be said that the performance of trained teachers (on inclusive education) is significantly better than non-trained teachers.

4.2.3 Head teachers' responses from interview

4.2.3.1 Idea about 'Inclusive Education'

Most of the head teachers think that 'Inclusive Education' means, children with special needs, the rich, poor, highly talented and backward children read under the same curriculum in the same

school. According to some other respondent head teachers 'Inclusive education' means that special needs children are admitted into general schools and they are taught with special care.

A little portion of respondents mean 'inclusive education' is special education system for children with special needs, wealthy, underprivileged family, tribal children etc.

According to the respondents the following types of children are included in inclusive education:

- the female children
- tribal children
- the vulnerable children
- special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children, mentally disabled children etc.)
- the children from the banks of the river
- the children from underprivileged family
- the children of the prostitutes
- the street children.
- all the children who are able to go to school
- the children from the family of low income and the lower profession like the cobbler, the fishermen and the weaver
- the children from the lower-class families
- paediatric children

87% respondent headteachers informed that they have special needs children in their school. The quantity and the nature of their disabilities are as follows:

Table 4.25: Class wise number of disabled children

Class	Quantity	Nature/type of their disabilities
Pre-Primary	10	26% of intellectual and vocal disabilities
One	23	60% intellectual and physically challenged
Two	20	52% the visually impaired

Three	25	65% hearing and physical disabilities
Four	15	39% the intellectually disabled
Five	23	60% are intellectually disabled
Total	116	

In the 37 sample schools there were a total of 371 teachers. Among them only 49 teachers (13%) received training on inclusive education.

Most of the respondent head teachers opined that to fulfil the demand of the special needs children the lesson must be presented in accordance with the needs of the child with special needs. Some others think that the teacher must be attentive to the class arrangements during teaching and learning. Finally, a portion of head teachers feel that extra time is needed to teach properly for these special needs children. They also added that the teachers must be trained to handle these students properly.

Among the respondent head teachers 79% opined that they face problems/challenges dealing with the special needs children. The problems/challenges they face are as follows:

- they cannot participate in the lesson spontaneously.
- they are always a little angry and of a chaotic nature.
- these children suddenly start shouting or they want to leave the seat during teaching and learning.
- they are often absent from the schools.

For solving the problems they suggested the following things:

- to be attentive to them and try to understand them.
- to provide equal opportunities to play together with the normal students
- to be more helpful and show sympathy to them.
- to take help from their guardians.
- to provide all necessary materials in the schools including training to the teachers.

They informed that their teachers brought the following changes in teaching learning to fulfill the demand of the children –

- they ensured the proper use of teaching learning materials.
- they provided individual, pair and group work for solving the problem.
- they showed relevant pictures of the lessons.
- they created positive emotions among the learners.
- they created safe learning environment.

All the respondent head teachers informed that their teachers rearrange the seats of the special needs children in convenient places.

Most of the respondent head teachers (84%) opined that they inform the inclusive education related problems to their higher authority and the rest 16% respondents said that they do not do that. The support their authority provide to them are:

- different types of devices were provided according to the specific needs of the children.
- the authority advised to create sympathetic attitudes among all children.
- the authority helped them by supplying Eye chart, Magnifying glass wheel chair and other teaching learning materials.

Among the respondents only 42% informed that they got inclusive education related teaching aids from the upazila and the other 58% opined that they did not get such materials from the education office. The teaching aids they got from the upazila are: wheel chairs, magnifying glass, chart, bell, Puppet, keyboard and earphone. Among the respondents 66% opined that they use the teaching aids properly.

Among the respondents 39% opined that they got instruction for buying teaching aids from the SLIP fund and 61% respondents opined that they did not get any instruction like that. The types of teaching aids they bought are: the materials related to the text, toy and magnifying glass etc. Among the head teachers who did not buy any teaching aids till now, 87% informed that they

have plan to buy it in future, but the rest 13% respondents informed that they do not have any plan to buy it till now.

According to the respondent head teachers the factors which play an important role in the successful inclusion of the special needs children with the other children are: to talk with each other, read together, play sport and games together, nature of class teacher, showing sympathy to them, pair work group work and proper socialization.

According to the respondents the interaction/cooperation with each other is existing among the special need children and the other students. They help each other in distress and they have mutual cooperation.

The respondents headteachers think that their role as a headteacher for the welfare of the special needs children is that the parents should be given advice on how to guide these children. Some others feel that they have to retain from harsh and intolerant behaviour. Some others think that they should create positive impression about these special needs children to the other children. Finally, it is a very positive sign that a number of respondent head teachers believe that all children should have a co-operative attitude.

For successful implementation of inclusive education in school most of the respondent headteachers think that teachers should be more sincere about the issue. Some other head teachers think that the yard meeting, mother meetings and home visits will be required. Finally, the other opinion is to give more importance on presenting the lesson, Attendance of these special needs children must be confirmed and necessary materials must be provided.

4.3 Assistant Upazila Education Officers' (AUEOs) Response

4.3.1 General Information

This part of the section describes the demographic information of the Assistant Upazila Education Officer (AUEO).

Table 4.26: AUEOs Gender

Gender	N	%
Male	21	60.0
Female	14	40.0
Total	35	100.0

A total of 35 AUEOs were interviewed where 60% of them were male and 40% of them were female. And all the AUEOs completed their master degree.

Table 4.27: Age of AUEOs

Age range	N	%
25-30 years	1	2.9
31-35 years	12	34.3
36-40 years	11	31.4
>40 years	11	31.4
Total	35	100.0

Table 4.27 describes the distribution of age of AUEOs who were interviewed. Each one-third of them were distributed in the age ranges of 31-35 years, 36-40 years and above 40 years.

Table 4.28: Professional degree of AUEOs

Professional degree	N	%
C-in-Ed	5	29.4
BEEd	8	47.1
MEEd	2	11.8
Others	2	11.8
Total	17	100.0

About half of the AUEOs have BEd degree whereas one-third of the AUEOs had of C-in-Ed certificate. Two of the AUEOs had also MEd degree.

Table 4.29: Training on inclusive education

IE training	N	%
Get training	13	38.2
Did not get training	22	61.8
Total	35	100.0

It was found that majority (61.8%) of the AUEOs did not get any training regarding inclusive education.

4.3.2 AUEOs opinion

This section includes the AUEOs' opinion about inclusive education.

Table 4.30: Mean and standard deviation of AUEOs opinion on inclusive education

	Mean	SD
Effect of Educational qualification	4.21	1.02
Encourage others as authority	4.67	0.65
Eager to work with colleagues	4.52	0.72
All children should be in the same class	4.36	0.78
Advanced learners among special needs children	3.59	1.13
Teachers are trying	3.94	0.93
Professional degree gave enough concept	3.48	0.97
Have enough time in the class	2.33	0.96
Special needs children make problems in the class	2.58	1.12
Need team teaching for IE	4.27	0.72
Discuss with colleagues freely	3.82	0.88
Training helps to face challenges	3.97	0.92

It is found from the above table that AUEOs were agreed on the following statements that educational qualification had effect on their IE related skills, they encourage others as authority

and they were eager to work with their colleagues. AUEOs were also agreed that all types of students should be in the same classroom and team teaching is needed in IE classroom.

4.3.3 AUEOs responses from interview

4.3.3.1 Idea about 'Inclusive Education'

According to most of the respondents 'Inclusive education means all children like the male-female, rich and poor, advanced and slow learners including the special needs children reading in the mainstream schools under the common curriculum'. Some other respondents mentioned that by the term 'Inclusive Education' they mean 'providing special education to the disabled children only'. A portion of respondents mentioned that by the term inclusive education they think that 'to admitting the disabled students in the mainstream schools and taking special care of them in the classroom'. Another remarkable opinion is 'inclusive education is to remove all types of discrimination among the students'. A little portion of respondents mentioned that 'it's a process where 'step is taken to remove the barrier of learning and knowledge and necessary step is taken to fulfil the needs of all the children and develop their personality'. Finally, some others explored that they do not have a clear idea about this.

According to the respondents the following types of children are included in inclusive education:

- The female children
- Tribal children
- the vulnerable children
- special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children, intelligence disordered etc.)
- the children from the river basin
- the children from the underprivileged strata
- the children of the prostitutes
- the street children
- the children from the family of low-income and the lower profession like the cobbler, the fishermen and the loom weaver
- the children from the lower cast families
- all the children who are able to go to school

About 91% AUEOs informed that they have special needs children in their catchment area and the other 9% informed that they do not have students like this in their catchment areas.

In response to the question ‘How could the demand of the special needs children be fulfilled in the classroom?’ most of the respondents opined that it is needed to take special care of these children and it is also needed to provide suitable teaching and learning techniques for them. They also added that it is needed to arrange the seats for these students in the front rows of the classroom and also need to create a joyful teaching and learning environment.

Again some others opined that it is needed to provide training to the teachers on how to manage these students and also to provide proper aids like hearing aids, wheel chairs, white sticks, optics and other teaching and learning materials. They also mentioned that the suitable toilet facilities are also needed for them.

The other mentionable suggestions in this regard are:

- to ensure equal opportunities for these children like the other normal children.
- to create awareness among their guardians through home visit, discussions and counselling.
- the classmates also need to show sympathy and empathy to them.

Among the AUEOs, 83% mentioned that the teachers inform them about the problems/challenges regarding special needs children and on the other hand 17% respondents answered ‘No’.

The problems/challenges mentioned by respondents are as follows:

- In most of the cases these children are overaged.
- They have problems in respect of transport like wheel chairs.
- In most of the cases they do not maintain discipline in the classroom.
- Sometimes they attack the other students.
- They do not like to interact with the other students.
- In most of the cases these students are not attentive in the classroom.
- Many times they do not respond to the teachers’ questions.
 - They need extra time to manage them but time is limited.

- In the large classrooms it is very difficult to deal with these learners.

In response to the question ‘How do the AUEOs provide support to solve the problems created regarding special needs children?’ ,most of the respondents informed that they provide proper guidance and motivation to the teachers to solve the problems. Some others mentioned that they discuss the issue and its possible solution in the monthly meeting and provide support in the light of the problem. They also suggest to the teachers to seek cooperation from the guardians and the SMC. Another remarkable information is that the respondents suggest to the teachers to take special care of these students and to create awareness among the normal students. The other solutions mentioned by the respondents are: supplying the necessary teaching aids and to taking special class for them.

When the respondents were asked ‘How do the teachers solve the problems regarding special needs children?’ most of the respondents explored that the teachers try to solve the problem by dealing sincerely with these children like friendly behaviour, proper sitting arrangements and providing necessary help to them. According to them they also take suggestions from the head teachers and the AUEOs. The other solutions given by the teachers are: proper guidance, motivation, by using attractive materials and by keeping them busy in drawing pictures.

According to the respondents the teaching aids related to inclusive education were supplied in the schools from the Upazila Education Office’ are: wheel chair, hearing machine, optics, eye chart, earphone, elbow, weight machine and sound speaker. On the other hand, it is very important to note that 8% respondents, informed that no materials were supplied to them from the ‘Upazila Education Office’.

When the respondents were asked about the factors which play an important role in the successful inclusion of the special needs children with the other children the respondents mentioned that the friendly behaviour of the normal students with the special needs children and direct support by the teachers in teaching learning is a very important factor for this. They also added that sufficient inclusive related materials, sincerity of the teachers, sufficient training for the teachers and the awareness of the guardians are the most important factors. The other factors mentioned by the respondents are: good relationship among the guardians, the facilities of sports and games in

schools, the cultural activities, drawing competition, debating etc. are also very important in the successful inclusion of the special needs children with the other normal students.

In response to the question ‘What type of interaction/cooperation is existing among the special needs and the other students’ the respondents mentioned that there are different areas of cooperation like helping in studies, helping during playing, sitting together etc.

It is important to note that in this regard some respondents mentioned about some negative issues of these special needs children do not like to interact with the other students, sometimes they suffer in shyness, and they are not used to taking help from others and cooperating with them.

When the respondents were asked about what steps should be taken for successful implementation of inclusive education in the school, most of respondents suggested to providing training to the teachers and the education officers, They also suggested recruiting sufficient number of teachers and increasing infrastructural development. Some others opined that it is needed to create awareness among the guardians. The other suggestions are:

- to create child friendly environment in the classroom and the school campus.
- to arrange user friendly toilets for the special needs children.
- to ensure the health service facilities in the schools.
- to create funds for helping these special needs children.
- to ensure equal opportunities for all the students.
- to provide sufficient necessary devices for the special needs children.

4.4 Findings from students’ FGD

About sitting arrangement of the special needs students FGD students mentioned that most of the special needs students’ seat on the front desk with others, and some others seats close to the teachers or with their friends.

The FGD students also informed that they have good friendship with the special needs students. They also added that they play with them, work together, help them and come to school together. They also added that the teachers are helpful and co-operative to them. They repeat instructions for them and also inspire them to ask questions.

Some FGD students informed that they have classmates whose eye-sight is short. They also added that they show behaviour to them. They also help them in reading as they need help. About the seating arrangement they mentioned that these special needs students usually seat in the front rows. They also added that they have good friendship with them and they also collaborate with them in the classroom. Furthermore, they added that their teachers are also helpful and cooperative to them.

Most of the FGD students mentioned that they have seperate toilets for the male and the female students. They also added that everybody (male, female, disabled) use the toilet. However some students disagreed with this information.

When the students were asked about the situation of the toilets some students mentioned that it is good. They also added that there are clean and hygienic, but on the other hand some other students disagreed with this information. They mentioned some problems like, the water supply is insufficient, the flash and hand shower are out of order, and some others mentioned that there was no soap supplied in the toilets.

Most of the FGD students agreed that the teachers arrange group work for them, however there were some other students who disagreed with this opinion.

They also added that everybody get equal opportunities to participate in the group work. However a small number of students disagreed with this opinion.

Most of the FGD students agreed that they have special sitting arrangement for the boys, girls or disabled students. However a small portion of students disagreed with this information.

About their sitting arrangement in classroom the fgd students mentioned that the sitting arrangement for the boys and girls is separate. They also added that it is row and column pattern.

However some others mentioned that it is face to face, but most of the students agreed that disabled are preferred to sit in the front benches.

4.5 Different components of infrastructural situation of the sample schools.

4.5.1 Situation of Connecting roads

Most of the sample schools (73%) were connected with the main roads and it was suitable for using the wheel chairs, but on the other hand in one fourth sample schools the connecting roads were not in a good condition for using the wheel chairs. In the hilly areas the situation is very bad.

4.5.2 Situation of Ramp and Wheel Chairs

In 54% of schools, useable ramp was available and in the other schools though ramps were available but it was not user friendly. Moreover, in many schools there were more than one building but ramp was available only in the main building. It is remarkable that many schools had three storied buildings but no lifts were available to go to the first or second floor with the wheel chair. It is also remarkable that in most of the cases wheel chairs were not provided for the poor students.

4.5.3 Classroom Size and Facilities

In most of the sample schools (84%) classrooms were wide enough for arranging the seats for the male and the female children in the same rows. It is remarkable that in most of the schools the teachers were aware about arranging the seats for the male and the female children in the same rows, but on the other hand only in 27% sample schools some classrooms were built according to the demand of the special needs children.

4.5.4 Classroom Furniture and Facilities for GW

In half (49%) portion of the sample schools there were sufficient furniture (tables and benches) for doing group work for the students all together and the seats were arranged in different groups there, but it is also remarkable that there were no sufficient arrangements for the physically disabled students. In the other schools the students had to sit in the bench and they needed to do their group works on the high benches. In that situation the students of front benches needed to

turn back to be face-to-face with the back benchers. In this situation it is not possible to arrange extra opportunities for the special needs students.

4.5.5 Infrastructure and Materials for Playing

In most of the sample schools (86%) there were no suitable infrastructure available for playing by the physically disabled children. Similarly, in most of the schools (81%) there were not enough materials available for playing by all the children including special needs children. In this regard the comment of a data collector represents the real scenario, “There are only one male and one female disabled student in this school. Both are mentally disabled. They do not interact with the other students like the normal students. There is no special arrangement for these students.”

4.5.6 Toilets and Wash Blocks

However, there were wash blocks in all the sample schools but there were no ramp available to ride to the wash block by using wheel chairs. Thus, those wash blocks were not usable by the physically disabled students.

It is important to note that there is a common door to enter the wash block by all the male and female students together and then they have to enter to the separate part by using the separate door. That is why some female students of the upper class feel shy to enter there.

4.5.7 Teaching and Learning Materials

Finally, in most of the sample schools (81%) there were no teaching and learning materials available for all the students including special needs children. A data collector comments, “However the sitting arrangement for the male and the female students were separate, but there were no suitable teaching and learning materials for them. The teachers do not have any idea about the material needed for these students.”

4.6 Classroom observation

4.6.1 Information about Classroom Environment

4.6.1.1 Seating arrangement

In most of the schools (72%) sitting arrangements were done according to the demand of the special needs children. In 95% schools both the male and the female students got equal opportunities for sitting in the front rows. It is also important to mention that in some schools the size of the students were much bigger. In that case it was not possible to do proper sitting arrangements for the special needs students.

4.6.1.2 Multisensory teaching aids

Only in 23% schools the multisensory teaching aids and the visual, auditory and kinaesthetic teaching aids were available to fulfil the demand of the special needs children (eg. Visually impaired, physically disabled, hearing disabled and autistic children etc.).

4.6.1.3 Location of chalkboard/whiteboard

The chalkboard/whiteboard was set according to the demand of the special needs children (eg. Low vision/ physically disabled children etc.) in 54% schools and in the rest 44% schools that was not done accordingly. It is also interesting that in some schools the chalkboard was placed in such a upper place that even the normal students could not use it smoothly.

4.6.2 Information about teaching and learning

4.6.2.1 Preparation of lesson plans and lesson presentation

Only 26% teachers prepared the lesson plans considering the demand of the special needs children but only half of them presented the lesson according to the plan. In 67% schools, child-friendly environment was created in classroom teaching and learning. Only in 31% schools the multisensory teaching aids (visual, auditory and kinaesthetic) were being used. In most of the cases the teachers avoided the group work.

4.6.2.2 Learners' Participation and Motivation

In 72% schools the teachers were motivating all the children including special needs children. Another important thing is that in 85% schools the teachers showed positive attitude towards the special needs children.

4.6.2.3 Equity in Learning and Assessment

In 72% sample schools all the learners including special needs children were given equal opportunities in learning, while in 69% schools the special needs children were given the equal opportunities during assessment.

4.6.2.4 Techniques used for managing special needs children

During teaching and learning the teachers arranged the seats for the low vision students in the front rows. For showing pictures the teacher went beside them. The teachers also arranged the seats of the slower learners beside the advanced learners. Sometimes teachers gave them (special needs learners) the opportunities to sit in the suitable seats. However some others did not taking the matter into consideration. Here one thing is clear that the teachers do not know about enough techniques to deal with the special needs children smoothly. It is also important to mention that in some schools the teachers are not enough sincere to deal with the special needs children.

4.6.3 Information about the learners

4.6.3.1 Participation in Learning

In 74% sample schools all the learners including special needs children were participating in learning independently. It is also important to note that some special needs children were very much attentive in the classroom and they were motivated to answer the teachers' questions. Here is another important thing to mention that in 74% sample schools the special needs children were confident enough in learning. It is also mentionable that in some schools the special needs children showed very good performance in the examination (eg. In the PECE exam of 2015 a special need child scored GPA5 grade point).

4.6.3.2 Students' Interaction and Co-operation

It is very important that in 79% schools all the children including special needs children showed respect to each other and in the same number of schools all the children including special needs children co-operated with each other in all the issued including teaching and learning.

Chapter 5: Major findings

This chapter explores the major findings derived from the analyzed data. Major findings are drawn by triangulation of analyzed data and then discussed where necessary. In this chapter findings and discussions are presented according to the research question, which are as follows:

5.1 Present status of teachers' understanding about inclusive education

5.1.1 Opinion on IE related statements

- It was found that only 5.7% of the assistant teachers got the training on inclusive education and 89.5% head teachers and 38.2% AUEOs got training on inclusive education. It is surprising that most of the head teachers got the IE related training whereas very few assistant teachers got that training.
- According to the HTs, their educational qualification helps them to understand IE whereas, ATs disagreed with them. But both of them need more training on this to get a clear understanding and make a classroom more inclusive friendly.
- It was found from the ATs opinion that their colleagues cooperate them as well as they were eager to work and discuss with their colleagues regarding issues about IE.
- According to the HTs, time is not sufficient for IE classroom and special needs children make problems in the classroom.
- It was found that most of the ATs agreed with all the statements regardless of their gender and location with an exception of urban female teachers. On the other hand, most of the HTs agreed with the statements regardless of their gender and location except rural female head teachers.
- It was found that ATs who had C-in-Ed certificate were responded neutrally regardless of their gender. For the DPED completed teachers, male responses were more varied than female and female teachers were mostly agreed to the statements.

- It was revealed that those ATs and HTs who had C-in-Ed, DPED and BEd degree were agreed that professional degree helped them to work with colleagues to implement inclusive education issues in the teaching learning process in the classroom.
- It was also revealed from the data that both urban and rural ATs were in neutral position for all the statements except working with colleagues. The information is the same for the HTs except professional degree which helped them to work with colleagues.
- It was found that all the age group teachers within the range of 25 to 40 and above expressed their neutral position for all the statements except for working with colleagues, and all the statements are the same for the HTs except professional degree which helped them to work with colleagues.
- SSC/equivalent degree holder ATs were disagreed that their degree helps to develop their concept regarding inclusive education and where other degree holders were neutral in this regard. It was also discovered from the HTs that SSC/equivalent educational degree holder teacher's that their concept regarding IE is a bit lower than other degree holders.
- In respect of colleagues' cooperation, it was found that ATs who received inclusive education training agreed that they were getting cooperation from the colleagues (mean4.14). It is evident that the performance of trained teachers (on inclusive education) is significantly better than non-trained teachers on some issues.

5.1.2 Knowledge and Understanding about IE

- Most of the ATs, HTs and AUEOs opined that inclusive education means all children a like the male and female, rich and poor, advanced and slow learners including the special needs children reading in the mainstream schools under the common curriculum.
- According to the ATs, HTs and AUEOs the following types/categories of children are to be included in inclusive education: all children who are able to go to school, girls, tribal children, vulnerable children, street children, special needs children (visually impaired, physically disabled, hearing disables, autistic children, intellectually disabled children etc.),

children from river basin, children from the underprivileged strata, children of the prostitutes, children from the family of low income and the lower profession like the cobbling, the fishing and weaving.

- 87% HTs informed that they have special needs children in their school. Among the AUEOs, 91% informed that they have special needs children in their catchment area.
- Almost all the ATs mentioned that they fulfil the demands of the special needs children by making friendly environment, by taking special care of them, and by giving priority to the opinion of the special needs children. The HTs and the AUEOs also supported their opinion.
- According to most of the AUEOs, ATs and HTs informed them about the problems/challenges regarding special needs children, such as: lack of any training to deal with these students, want of necessary equipments, and want of enough time, chaotic nature of the special needs children, shouting or leaving the seat during teaching, and absence from schools. ATs also added that special needs children were stubborn and usually they do not like to make interaction with the other students.
- ATs and HTs solved the problems of the special needs children by dealing them with smiling face, providing them help in solving the assigned tasks, using different types of teaching aids, through singing songs, reciting the poems, drawing pictures by the learners, playing different games and making the assessment flexible for the special needs children like the blind and hearing impaired children. In this regard, AUEOs provided proper guidance and motivation to the teachers to solve the problems.
- ATs usually rearranges the seats in the front rows for the special needs students with the composition of the advanced and the slow learners, and considering the good relationship between the students.
- About half of the HTs and 69% ATs informed that they got inclusive education related teaching aids from the Upazila Education Office such as: wheel chair, magnifying glass, Eye chart, optics, bell, Puppet, keyboard, speaker, the materials related to the text, toys and

the service from the doctors. 39% HTs also informed that they got instruction for buying teaching aids from the SLIP fund.

- According to the HTs and the ATs the factors which play an important role in the successful inclusion of every child are : to talk with each other, read together, play sports and games together, showing sympathy to them, pair work and group work and proper socialization.
- HTs think that they should give advice to the parents of the special needs children on how to guide these children, they also have to be abstain from harsh and intolerant behaviour, and create positive impression about these special needs children to the other children.
- The AUEOs think that friendly behaviour with the special needs children, sufficient inclusive related materials, sincerity of the teachers, sufficient training for the teachers, the awareness of the guardians, good relationship among the guardians, the facilities of sports and games in schools, the cultural activities, drawing competition, debating are also the important factors for inclusion of the special needs children.
- For successful implementation of IE in classroom ATs suggested the following steps to be taken: providing necessary teaching materials in all the schools, creating awareness among the guardians, infrastructural development of the school, arranging training for the teachers,changing the attitude of the teachers, increasing the contact hour,providing stipend for these special needs students, and creating special arrangements for assessing the performance of thse special needs children.
- Most of the HTs thought in this regard that teachers should be sincere about this issue. Moreover, AUEOs suggested to recruit sufficient number of teachers, creating awareness among the guardians, arranging user friendly toilets for the special needs children, ensuring the health service facilities in the schools, creating funds, ensuring equal opportunities for all the students, and providing sufficient necessary devices for the special needs children.

5.2 Application of teachers' knowledge and skills of inclusive education in teaching learning

- Only 26% of ATs prepared the lesson plans considering the demand of the special needs children, but only half of them presented the lesson according to the plan.
- In 72% of the schools, the teachers were motivating all the children including special needs children.
- Another important thing is that in 85% schools the teachers showed positive attitude towards the special needs children.
- In 72% sample schools all the learners including special needs children were given equal opportunities in learning, while in 69% schools the special needs children were given equal opportunities during assessment.
- It was found from the classroom observation that in most of the schools (72%) sitting arrangements were done according to the demand of the special needs children. The teachers arranged the seats for the low vision students in the front rows. In almost all the schools, both the male and the female students got equal opportunities regarding sitting in the front rows.
- The students also informed that they have good friendship with the special needs students. They also added that they play with them, work together, help them and come to school together. They also added that the teachers are helpful and co-operative to them. This information is also supported by the the classroom observation.
- It is found from the observation report that in most of the cases the teachers avoided group work, however the FGD students informed that the teachers arrange group work for them.
- Only in 23% of the schools multisensory teaching aids (visual, auditory and kinaesthetic) were available to fulfil the demand of the special needs children.

- The chalkboard/whiteboard was placed according to the demand of the special needs children (eg. Low vision/ physically disabled children etc.) in 54% schools. It is also interesting that in some schools the chalkboard was placed in such a high place normal students could not use it smoothly.
- In 74% sample schools all the learners including special needs children participated in learning independently.
- It is also mentionable that in some schools the special needs children showed very good performance in the examination (eg. In the PECE exam of 2015 a special need child scored GPA5 grade point).

5.3 What extent the school Infrastructure are inclusive friendly?

- Most of the sample schools (73%) were connected with the main roads and it was suitable for using the wheel chairs, but on the other hand in one fourth sample schools the connecting roads were not in a good condition for using the wheel chairs.
- In 54% of schools' usable ramps were available and the rest were not user friendly. Moreover, in many schools there were more than one building but ramp was available only with the main building. It is remarkable that many schools had three storied buildings but no lifts were available on ride on the first or second floor with the wheel chair.
- In most of the sample schools (84%), the classroom was wide enough for arranging the seats for the male and the female children in the same rows.
- About half (49%) of the schools had sufficient furniture (tables and benches) for doing group work for the students. The seats were arranged in different groups there. But it is also mentionable that there was no sufficient arrangement for the physically disabled students.

- In most of the sample schools (86%) there was no suitable infrastructure available for playing by the physically disabled children. Similarly in most of the schools (81%) there were not enough materials available for playing by all the children including special needs children.
- However, there were wash blocks in all the sample schools but there was no ramp available to ride to the wash block by using wheel chairs. Thus, those wash blocks were not usable for the physically disabled students.

Chapter 6: Recommendations and Conclusion

6.1 Training

- All the teachers should be provided training for making them skilled to deal with the special needs students . Governmrnt needs to take a long term plan to implement this step by step .
- At the same time the supervising officers also should provide training to monitor the school activities properly and providing the teachers necessary support.
- Poor academic degree holder teachers need to motivate and provide the opportunities to increase their academic qualifications through private/in-service studies.

6.2 Awareness Programs

- It is needed to create awareness among all the guardians through yard meeting, mother meetings, home visits and counselling as they send their children to school and co-operate with the school to implement IE.

6.3 Materials

- Government needs to provide necessary IE related materials in all the schools including the multisensory teaching aids and the visual, auditory and kinaesthetic teaching aids must be provided in all the schools to fulfil the demand of the special needs children (eg. visually impaired, physically disabled, hearing disables, autistic children etc.) Teachers also need to use the materials properly.

6.4 Classroom management

- In all the schools, the chalkboard must be placed according to the demand of the special needs children (eg. Low vision/ physically disable students etc.)

- The sitting arrangement needs to be done according to the demand of all the students including special needs students (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.). For example, for the hearing impaired students they need to arrange the seats in the front rows.
- Teachers need to create a very good relationship among all the learners so that they co-operate with each other. As a result they will learn to show sympathy and empathy to them.
- The teachers must maintain the gender equity in all the issues.
- Teachers must be attentive and understanding to the needs of the special needs students. They have to be more helpful and show sympathy to them.
- The teachers need to create proper motivation among all including special needs students.
- Teachers must create ‘child-friendly environment’ (child-centred, effective and creative) in classrooms teaching and learning considering all the students including special needs students.
- Sometimes it may be necessary to shift classes to different floors for giving the opportunities to the physically disabled students.

6.5 Teaching and learning

- The teachers must prepare lesson plans considering the demand of special needs students and practice the lesson in the light of that lesson plan.
- Lesson must be presented in accordance with the needs of the child with special needs.
- Teachers need to introduce pair work and group working in their lesson and ensure the participation of all the learners.

- Special arrangement is needed for assessing the performance of these special needs students.
- The lengths of contact hour should be increased.

6.6 Infrastructure

- Infrastructural development like suitable classrooms, games room, playground etc. should be ensured for all the schools step by step under long term program like PEDP.
- It is also needed to provide enough furniture for doing group work.
- All the schools should ensure user friendly toilets with separate entrance for the male, female and the physically disabled students.
- All the schools should ensure usable ramp.

6.7 Access

- It is needed to create funds in every school for helping the poor special needs children under SLIP.
- It is also needed to ensure the health service facilities in the schools.

6.8 Conclusion

During the last couple of years Bangladesh government took different initiatives for the development of inclusive practices in its primary education, such as formulating education policy, legislative support, development of infrastructure, teachers' training, monitoring and so on, but till now teachers' understanding and in classroom teaching-learning there is very little reflection of that. This study explored the problems of practicing inclusive concepts and some problems were identified. At the same time, it provided some suggestions to overcome the problems. Thus, we developed some information in this area.

Any reader can read this study report for increasing his/her knowledge in this area. On the basis of the information researchers are encouraged to conduct research for developing new knowledge on this area. Government can use this information and suggestions for formulating any policy in the relevant field.

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Annex-A

Mobile Number
of respondent:

Interview for the Assistant Teachers

Dear teachers, this interview schedule has been prepared for collecting data for the research work entitled 'Present Status of Inclusive Education in Primary Classroom Practices in Bangladesh' done by National Academy for Primary Education. Your opinion is very important for this research. It will make the research successful. The information given by you will be used only for the research. Your name and identity will be kept confidential.

a) Name of the teacher:

b) Sex: male female

c) Name of the school:

d) Upazila: e) District:

f) Location: Village Town

g) Age (in year) less the 25 25-30 31-35 36-40 More than 40

h) Last educational qualification: SSC HSC BA/BSC (Pass/Hons)
 MA/MS/MSS Others

i) Professional degree: C-in-Ed DPED BEd MEd Others

j) Service Period (in year):

k) Training on inclusive education: Trained Not trained

Please fill up the following format:

Serial no	Name of the training	Name of the institution	Length of the training (days)
1			
2			
3			

1. Please mention your idea about 'Inclusive Education'.
2. According to your opinion which children might be included in inclusive education?
3. How do you fulfil the demands of the inclusive children as a teacher in the classroom?
4. Do you face any problem/challenge during teaching the special needs children?
 Yes No

If the answer is 'Yes' please mention the problems/challenges.

5. How do you solve the problems/challenges during teaching the special needs children?
6. What type of changes did you bring in your teaching learning activities to fulfill the demands of the special needs children?
7. (a) Do you provide seats to the special needs children in a suitable place?
 Yes No

(b) If the answer is 'Yes' how do you rearrange the seating arrangements?

- 8 (a) Did you get any teaching aids related to inclusive education from your upazila?

Yes No

(b) If the answer is 'Yes', mention the name of the teaching aids?

(c) How do you use the teaching aids?

9. Which factors play an important role in the successful inclusion of the special needs children with the other children?
10. What types of interactions/cooperation exist among the special needs and the other students?
11. What steps should be taken for successful implementation of inclusive education in your school?

Opinioner of the Assistant Teachers

Please, fill up the following opinioner. Do it such way that reflects your personal opinion and thinking. Put a tick mark (✓) on the number that reflects your opinion.

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly

Sl. No.	Comments	Opinion Scale				
	My educational qualification helps me to show the accurate behaviour towards the special needs children.	1	2	3	4	5
	I need more training to teach the special needs children properly.	1	2	3	4	5
	My authority provides me motivation regarding inclusive education.	1	2	3	4	5
	My colleagues provide support to me in solving the problems related to the special needs children.	1	2	3	4	5
	I am interested in working with my colleagues for implementing inclusive education.	1	2	3	4	5
	I think all the children need to attend the same class with the special needs children.	1	2	3	4	5
	I think that the advanced learners/meritorious students are also included in the special needs children.	1	2	3	4	5
	My authority provides me enough help for solving the problems related to inclusive education.	1	2	3	4	5
	C-in-Ed/DPEd training provided me with enough ideas about inclusive education.	1	2	3	4	5
	The training which I received in different times made me skilled enough for conducting the inclusive education classroom.	1	2	3	4	5
	I get enough time to take extra care for the special needs students in the classroom.	1	2	3	4	5
	The presence of special needs students in the classroom creates problems to the others at the time of the lesson.	1	2	3	4	5
	I think that team teaching is needed in those classrooms where physical (Visually impaired, hearing disabled etc) or mentally disabled children are available.	1	2	3	4	5
	If I feel any problem in teaching the mentally disabled students I discuss the matter freely with my colleagues.	1	2	3	4	5
	Inclusive education related training is playing proper role for solving the challenges of inclusive classrooms.	1	2	3	4	5

Name of the data collector, signature and date

Name of the respondent, signature and date

Annex-B

Mobile Number of
the respondent:

Interview for the Head Teachers

Dear headteachers, this interview schedule has been prepared for collecting data for the research work entitled 'Present Status of Inclusive Education in Primary Classroom Practices in Bangladesh' done by National Academy for Primary Education. Your opinion is very important for this research. It will make the research successful. The information given by you will be used only for the research. Your name and identity will be kept confidential.

a) **Name of the teacher:**

b) male / female

c) **Name of the school:**

d) **Upazila:** e) **District:**

f) **Location:** Village Town

g) **Age (in year)** less than 25 25-30 31-35 36-40 More than 40

h) **Last educational qualification:** SSC HSC BA/BSC (Pass/Hons)
 MA/MS/MSS Others

i) **Professional degree:** C-in-Ed DPED BEd MEd Others

j) **Service Period (in year):**

k) **Training on inclusive education:** Trained Not trained

Please fill up the following format:

Serial no	Name of the training	Name of the institution	Length of the training (days)

1. Please mention your idea about ‘Inclusive Education’.

2. According to your opinion which children might be included in inclusive education?

3 (a) Is there any special needs children in your school? - Yes/No

(b) If the answer is ‘Yes’ please mention their quantity and explain the nature

of their demand.

Serial number	Class	Quantity of the special needs children	Nature/type of their demand
	Pre-Primary		
	One		
	Two		
	Three		
	Four		
	Five		
Total			

4. How many teachers are there in your school? How many of them received the training on inclusive education?

5. How could the demand of the special needs children be fulfilled in the classroom? Give your opinion as a teacher.

6. (a) Do you face any problem/challenge with the special needs children?-'Yes'/'No'.

(b) If the answer is 'Yes', please mention the problems/challenges.

7. How do you solve the problems/challenges created by the special needs children?

8. What changes did your teachers bring in teaching learning to fulfill the demand of all the children?

9. (a) Do your teachers rearrange the seats of the special needs children in suitable places ?

(b) If the answer is 'No', what instructions did you give to them?

10 (a) Do you inform the inclusive education related problems to your higher authority?

Yes No

(b) If the answer is 'Yes' what type of support do as your authority provide to you?

11. (a) Did you get any teaching aids related to inclusive education from your upazila?

Yes No

(b) If the answer is 'Yes' mention the name of the teaching aids?

(c) Do you use the teaching aids properly? Yes No

12. (a) Did you get any instruction for buying teaching aids from the SLIP found?

Yes No

(b) If the answer is 'Yes' what type of teaching aids did you buy?

(c) If you did not buy any teaching aids till now, do you have any plan to buy it in future?

13. Which are factors play an important role in the successful inclusion of the special needs children with the other children?
14. What type of interaction/cooperation is exist among the special needs children and other students?
15. What role do you think is needed to play as a headteacher for the welfare of the special needs children?
16. What steps should be taken for successful implementation of inclusive education in your school?

Opinioner for the Head Teachers

Please, fill up the opinioner . Here there will be the self reflections of your belief and thinking.

Please put a tick mark (✓) according to the given scale on the topic that matches with your idea.

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Sl no.	Comment	Opinion Scale				
		1	2	3	4	5
	My educational qualification helps me to do the right behaviour towards the special needs children.					
	I need more training to teach the special needs children properly.					
	My authority provides me motivation regarding inclusive education.					
	My colleagues provide support to me in presenting the lessons for the special needs children.					
	I am interested in working with my colleagues for implementing inclusive education.					
	I think all the children need to attend in the same class with the special needs children.					
	I think the advanced learners/meritorious students are also included in the special needs children.					
	My authority provides me enough help for solving the problems related to inclusive education.					
	C-in-Ed/DPEd training provided me enough ideas about inclusive education.					
	The training which I received at different times made me skilled enough for conducting the inclusive education class.					
	I get enough time to take extra care for the special needs students					
	The presence of special needs students in the classroom creates problems at the time of presenting lessons to the other students.					
	I think that team teaching is needed in those classrooms where physical (visually impaired, hearing disabled etc) or mentally disabled children are available.					
	If I feel any problems in teaching the mentally disabled students I discuss the matter freely with my colleagues.					
	Training on Inclusive education is playing a proper role for solving the challenges of inclusive classrooms.					

Name of the data collector, signature and date

Name of the respondent, signature and date

Annex-C

Interview for the Assistant Upazila Education Officers

This interview schedule has been prepared for collecting data for the research work entitled 'Present Status of Inclusive Education in Primary Classroom Practices in Bangladesh' done by National Academy for Primary Education. Your opinion is very important for this research. It will make the research successful. The information given by you will be used only for the research. Your name and identity will be kept confidential.

(a) Name:

b) male / female

c) Organization:

d) Cluster: e) District:

f) Age (in year) less the 25 25-30 31-35 36-40 More than 40

g) Age (in year) less the 25 25-30 31-35 36-40 More than 40

h) Last educational qualification: SSC HSC BA/BSC (Pass/Hons)

MA/MS/MSS Others

i) Professional degree: C-in-Ed DPED BEd MEd Others

j) Service Period (in year):

k) Training on inclusive education: Trained Not trained

Please fillup the following format:

Serial no	Name of the training	Name of the Training Institution	Length of the training (in days)

3. Please mention your idea about ‘Inclusive Education’.

4. According to your opinion which children might be included in inclusive education?

3 (a) Do you have any special needs children in your catchment area?-Yes/No

(b) If the answer is ‘Yes’ please fill up the table below:

Total number of children who were under survey	Total number of special needs children	
	Number of children got admission	Number of children did not get admission

4. How could the demand of the special needs children be fulfilled in the classroom?

5. Do the teachers inform you about the problems/challenges regarding special needs children?-Yes/No

(a) If the answer is ‘Yes’, please mention the problems/challenges.

6. How do you provide support to your teachers to solve the problems created regarding special needs children?
7. How do the teachers solve the problems created regarding special needs children?
8. Which teaching aids related to inclusive education were supplied in the schools from your Upazila Office?
9. According to your opinion which are the factors that play an important role in the successful inclusion of the special needs children with the other children?
10. What types of interaction/cooperation exist among the special needs and the other students?
11. What steps should be taken in the schools for successful implementation of inclusive education?

Opinioner for the Assistant Upazila Education Officers

Please, fill up the opinioner . Here there will be the self-reflections of your belief and thinking.
Please put a tick mark according to the given scale (√) on the topic that matches with your idea.

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

Serial no.	Comment	Opinion Scale				
1	My educational qualification support me to do the accurate behaviour towards the special needs children.	1	2	3	4	5
2	As an authority I provide motivation to the teachers regarding inclusive education.	1	2	3	4	5
3	My colleagues and the teachers are interested in working together for implementing inclusive education.	1	2	3	4	5
4	I think that all the children need to attend the same class with the special needs children.	1	2	3	4	5
5	I think that the advanced learners/meritorious students are also included in the special needs children.	1	2	3	4	5
6	The teachers work sincerely for solving the problems related to inclusive education.	1	2	3	4	5
7	C-in-Ed/DPEd training provided the teachers enough ideas about inclusive education.	1	2	3	4	5
8	The teachers get enough time to take extra care for the special needs children.	1	2	3	4	5
9	The presence of special needs students in the classroom creates problems for presenting lessons to the other students.	1	2	3	4	5
10	I think that team teaching is needed in those classrooms where physical (visually impaired, hearing disables etc) or mentally disabled children are available.	1	2	3	4	5
11	If the teachers face any problem in teaching the mentally disabled students they discuss the matter easily with their colleagues.	1	2	3	4	5
12	Training on Inclusive education is playing a proper role for solving the challenges of inclusive classrooms.	1	2	3	4	5

Name of the data collector, signature and date

Name of the respondent, signature and date

Annex-D

Focus Group Guideline for the Students

(a) Name of the School:.....

(b) Upazila:

(c) District:

(d) Location: Village/Town

(e) Name of the participants:

Serial No	Name	Boy/Girl	Class

1. Is there any physically or mentally disabled/special needs children in your school?-Yes/No
(b) If the answer is 'Yes', what type of disability do they have?
2. Do you help your special needs classmates/disabled classmates in their studies?
If the answer is 'Yes', how do you help them?
3. Do the the teachers give special support to your special needs classmates during teaching learning?

If the answer is 'Yes', how do they help them?

4. Is there any student in your class whose hearing is down? If yes, how is their behavior?

4.1 Where do/es he/they usually sit?

4.2 How is your friendship with them?

4.2 How is their behaviour with the teachers?

5. Do you have any visually impaired classmate? If 'yes, how is their behaviour in the classroom?

5.1 Where do they usually sit?

5.2 How is your friendship with them?

5.3 How do the teachers behave with them?

6.(a) Do you have separate toilets for the male and the female students?- Yes/No.

(b) Does everybody (male, female, disable) use the same toilet?/Yes/No.

(c) How usable is the toilet?

7.(a) Do the teachers arrange group work for you? Yes/No

(b) If the answer is 'Yes' does everybody get equal opportunities to participate in the group work?

8.(a) Do you have any special sitting arrangement for the boys, girls or disabled students?

(b) How is the sitting arrangement in your classroom?

Name of the data collector, signature and date

Annex-E

School Infrastructure Observation Format for Inclusive Education Related Research (A)

Serial No.	Subject	Yes	No	Remarks
	Is the connecting road of the school with the main road appropriate for using the wheel chair?			
	Are there usable ramps available for entering the main building of the school?			
	Is the classroom built according to the demand of the special needs children (eg. visually impaired and physically disabled children.)?			
	Is the classroom broad enough broader for arranging the sit for the male and the female children?			
	Are there enough furniture for doing the group work all together including the special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.)?			
	Is there suitable infrastructure available for playing by the physically disabled children?			
	Are there enough equipments for playing by the special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.)?			
	Are there toilets/wash blocks with separate entrance for the male and the female children?			
	Are there toilets for the physically disabled male and the female children?			
	Are there teaching and learning materials available for all including special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.).			
If anything extra is observed please write here:				

Seal and sign of the data collector

Annex-F

Lesson Observation Format for Inclusive Education Related Research (B)

(a) Information About Classroom Environment:

Sl. No.	Subject	Yes	No	Remarks
	Is the sitting arrangement done according to the demand of the special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.)?			
	Is the sitting arrangement done on the basis of equal opportunities of the male and female students?			
	Whether the multisensory teaching aids (visual, auditory and kinaesthetic teaching aids) are available to fulfil the demand of the special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.)			
	Whether the chalkboard/whiteboard is placed according to the demand of the special needs children (eg. Visually impaired, / physically disabled children etc.)			

Write here if anything more is observed:

(b) Information Related to Teaching and learning:

Sl No.	Subject	Yes	No	Remarks
1.	Is the 'Lesson Plan' prepared considering the demand of special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.)?			
2.	Is the lesson presented considering the demand of special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.)?			
3.	Are all the learners involved in learning including special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.)?			
4.	Are the Multisensory teaching aids (visual, auditory and kinaesthetic) being used properly?			
5.	Are all the learners involved in learning including special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.)?			
6.	Is the teacher motivating (encouraging, feedback, support, praising etc) all the children including special needs children (eg. visually impaired, physically disabled, hearing disabled, autistic children etc.) in learning?			

7.	Is there a child-friendly environment (child centred, effective and creative) been created in classroom teaching and learning considering all the children including special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.) in learning?			
8.	Are all the learners including special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.) been given equal opportunities in group work?			
9.	Are all the learners including special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.) been assessed during teaching and learning?			
10.	Does the teacher show positive attitude towards the special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.)?			
12. Which techniques were used by the teacher for managing special needs children?				
If anything extra is observed, please write here:				

<i>Information about the learners:</i>				
S1 no.	Subject	Yes	No	Remarks
	Are all the learners including special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.) motivated and attentive.			
	Are all the learners including special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.) participating in learning independently.			
	Are the special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.) confident enough in learning.			
	Do all the children including special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.) feel and show respect to each other.			
	Do all the children including special needs children (eg. Visually impaired, physically disabled, hearing disabled, autistic children etc.) co-operate to each other.			
If anything extra is observed please write here:				

Seal and sign of the data collector