

**INCLUSIVE EDUCATION: INCLUSION OF CHILDREN
WITH DISABILITIES IN GOVERNMENT PRIMARY
SCHOOLS (GPS) IN DHAKA**

By

MD HANIF
Student ID: 17357013

A thesis submitted to the BRAC Institute of Educational Development in partial
fulfillment of the requirements for the degree of
Master of Education in Educational Leadership & School Improvement

BRAC Institute of Educational Development
BRAC University
October 2022

© October 2022. MD HANIF
All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

Student's Full Name & Signature:

MD HANIF

Student ID: 17357013

Approval

The thesis/project titled “[Inclusive Education: Inclusion of Children with Disabilities in Government Primary Schools (GPS) in Dhaka]” submitted by

1. [MD HANIF (Student ID:17357013)]

of [Summer], [2022] has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Education in Educational Leadership & School Improvement on [23.10.2022].

Examining Committee:

Supervisor:
(Member)

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

Program Coordinator:
(Member)

Manjuma Akhtar Mousumi, Ph.D.
Assistant Professor, BRAC Institute of Educational Development

External Expert Examiner:
(Member)

Mr. Somnath Saha
Lecturer, BRAC Institute of Educational Development

Head of the Institute:

Dr. Erum Mariam
Executive Director, BRAC Institute of Educational Development

Ethics Statement

I took several measures for the data protection and privacy issue and respect for the participants, their emotions, privacy values, and norms. Permission, I met them and took their permission.

Before the interview, I described my intention for data collection and also took consent from their end. For the consent, I prepared a written consent form and provided them before the interview, I also read that clearly so that they could understand I have engaged children under 18 with disabilities. To engage them in the process, I have taken permission from their legal guardians and the school.

This study did not collect any identifiable information regarding the participants and the school, I kept all data in a protected cloud server with a password so that no one could have access to the data. As I mentioned, I was a non-conventional primary school teacher for two years in this study; I tried to avoid the prior experience. I only focused as a researcher and focused on the participant's perception.

Abstract

There have been numerous modifications to Bangladesh's educational system in the past two decades. Among those, one of the significant initiatives is implementing inclusive education for children with disabilities in the mainstream school setup. Numerous initiatives have been taken under different programs to encourage inclusive education for children with disabilities in primary education. This study was conducted to understand the current scenario of inclusion of children with disability in government primary schools in Dhaka, learn how to implement inclusive education, and find out the challenges. Additionally, understand the stakeholder views on inclusive education for children with disabilities. To analyze qualitative data approach was taken and involved participants purposively. The method was the open-ended interview, FGD, school observation, and informal discussion. The study found that administrative processes, infrastructural facilities, and teaching-learning processes are inappropriate for ensuring inclusive education for children with disabilities. Though few students enrolled in the school due to the facilities gap in the support system, they became virtually excluded and finally dropped out from the system. This study also found that teachers are not capable enough to ensure inclusiveness in the classroom due to the unavailability of teachers' training on the issue. Interestingly, the teachers and stakeholders are highly optimistic about children with disabilities and inclusive education.

Keywords:

Inclusive Education; Government Primary School (GPS); Teachers Training; Virtually excluded and dropout; Infrastructural facilities; Children with Disabilities; Teaching-learning processes.

Dedication

Eva Akter is one of my students who have a physical disability. Who pushes me to think about inclusive education and practice in government primary schools.

Acknowledgment

Firstly, I would like to thank Almighty Allah for allowing me to learn and explore the knowledge and opportunity to study this MEd in Educational Leadership, Planning & Management. Secondly, I would like to show my gratitude to my thesis supervisor Dr. Md Tariqul Islam who inspired and guided me in learning and exploring, who is always there to help me grow as a researcher, and his tremendous support and wise guideline helped me learn. I also like to thank my faculty members of BRAC IED, BRAC University, who prepared me as a learner. Last but not least, I would like to show my gratitude to every stakeholder, including the research participants who helped me complete this thesis.

Contents

Declaration.....	II
Approval.....	III
Ethics Statement.....	IV
Abstract.....	V
Dedication.....	vi
List of Acronyms.....	xi
Chapter 1.....	1
Introduction and Background.....	1
1.1 Introduction.....	1
1.2 Research Topic.....	3
1.3 Statement of the Problem.....	3
1.4 Research Questions.....	5
1.5 Purpose of the Study.....	5
1.6 Significance of the Study.....	6
2.1 Introduction.....	8
2.2 Inclusive Education.....	8
2.3 Children with Disabilities.....	12
2.4 School Support and Facilities for Disabled Students.....	14
2.5 Teacher Role in an Inclusive Classroom.....	17
Chapter 3 Methodology.....	18

3.1 Introduction.....	18
3.2 Research Approach.....	18
3.3 Research Site	18
3.4 Research Participants	19
3.4 Sampling Procedure.....	19
3.5 Data Collection Methods	19
3.6 Researcher Role	21
3.7 Data Analysis.....	21
3.8 Ethical Issues and Concerns	22
3.9 Credibility and Rigor.....	22
3.10 Limitations of the study.....	22
Chapter 4 Results.....	24
4.1 Introduction.....	24
4.2 Facilities	24
4.2.1 Administrative Facilities	25
4.2.2 Disabled Friendly Infrastructural Facilities.....	26
4.3 Teaching-Learning Practice.....	29
Chapter 5 Discussion and Conclusion.....	34
5.1 Discussion.....	34
5.2 Facilities	34

5.3 Teaching-Learning Practice.....	36
5.4 Conclusion	37
5.5 Recommendation.....	38
References	40
Appendices.....	44
Consent letter	44
School Observation Guide.....	45
Appendix B. Interview Guide	46

List of Acronyms

GoB	Government of Bangladesh
Govt.	Government
GPS	Government Primary School
PWD	Person with disabilities
FGD	Focus Group Discussion
IE	Inclusive Education
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
SDG	Sustainable Development Goal
MDG	Millennium Development Goal
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities

Chapter 1

Introduction and Background

1.1 Introduction

The UN Convention on the Rights of the Child upholds that every child has a right to education. Moreover, to ensure fairness in education, the overall education system must consider the learner's needs and characteristics, alongside any reasonable adjustments that need to be applied to take account of them. Inclusive education endows all learners with equitable access and participation in school. The Person with Disabilities Rights and Protection Act 2013 defined the term "Inclusive Education" as equal education given to students with disabilities in every school in Bangladesh. The national law also mandates that no institution can omit the admission of any student with disabilities for any reason.

Primary education is the fundamental right of all children. Admittedly, Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) stated to strengthen the global shift towards inclusion by mandating states parties improve education systems and undertake measures to fulfill the right of persons with disabilities to quality inclusive education. This means all children, despite their ability, are eligible for primary education, and the state is accountable for ensuring their education.

If we explore the global affairs regarding inclusive education, it is evident that in the last few decades, the world has come up with many international declarations for ensuring inclusive education for children with disabilities; e.g., UNESCO Declaration on Education for All (1990), The Dakar Framework (2000), The Salamanca Declaration on Inclusive Education (1994), The Millennium Development Goal (MDG, 2008), Sustainable Development Goal (SDG, 2015), Etc. These instruments strongly represent the need for inclusive education for children with disabilities.

Alongside this, Bangladesh has also come up with many initiatives and policies, namely – Bangladesh education policy 2010, Rights and Protection of Persons with Disabilities Act 2013, Etc. Whereas, Articles 17 and 28 of the Constitution of Bangladesh mention the right to education for all. Hence, Article 17(a) of the Constitution emphasized establishing a uniform, mass-oriented, universal education system and extending free and compulsory education to all children (Bangladesh Constitution. p.11). Moreover, Article 28 (3) of the Constitution put a negative obligation that no citizen shall, on grounds only of religion, race, caste, sex, or place of birth, be subjected to any disability, liability, restriction, or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution (Bangladesh Constitution. p.11).

However, it is unfortunate that, in reality, due to the lack of resources and other systematic gaps, children with disabilities get isolated from mainstream education. School-based facilities and support systems struggle to provide enough opportunities to children with disabilities. Besides, creating an inclusive environment in educational institutions, particularly in government primary schools, is a new concept and challenge. Consequently, it is very challenging to incorporate inclusive education, particularly for children with disabilities, in government primary schools in Bangladesh. This study is about understanding the current Facilities, Teaching-learning process, and challenges of the primary school in Dhaka through understanding the stakeholder concept of inclusion of children with disabilities and the challenges. For the study, an interview with the head teacher, FGD with the assistant teacher, interviews with parents of children with disabilities, and informal discussion with children with disabilities were done. In following chapter one, the sections are organized as Research Topic, Statement of the Problem, Purpose of the Study, Significance of the Study, and Research Question. This can lead to exploring more ways to create an inclusive education system for children with disability.

1.2 Research Topic

INCLUSIVE EDUCATION: INCLUSION OF CHILDREN WITH DISABILITIES IN GOVERNMENT PRIMARY SCHOOL (GPS) IN DHAKA

Inclusive education is the process of including all types of learners in the same classroom. Including children with disabilities means creating a supportive learning environment where each student with disabilities can participate, perform and unleash their potential. To integrate children with disabilities into the government primary school, the state has taken many initiatives and committed to various international declarations. To implement the inclusion process, schools have taken several initiatives and faced multiple challenges.

Developing the teaching-learning process, sensitization of community people, engagement of the stakeholder, and infrastructural development are the main challenges to ensuring inclusive education. Despite all challenges, there is also the light of hope, many education specialists, and the proposed different pedagogical processes for the inclusion of children with disabilities in the regular classroom setting. This study aimed to investigate how government primary schools ensure inclusive education in Dhaka. The title of the study is – ‘Inclusive Education: Inclusion of Children with Disabilities in Government Primary Schools (GPS) in Dhaka.’

1.3 Statement of the Problem

Including children with disabilities in the mainstream government primary school is very challenging and the facilities are insufficient. Inclusion creates chances for an equal involvement of individuals with disabilities (physical, social, and emotional), when possible, in mainstream education (UNESCO, 2021). However, the biggest challenge to establishing inclusive education is a lack of resources. (Ahsan et al., 2013). Along with that, teachers' abilities and infrastructural settings are also obstacles to ensuring inclusive education. Due to

the systematic gap and teaching-learning practices, children with disabilities face several challenges in participation in primary education; however, while there are many children with disabilities admitted in the primary level, their participation rapidly declines in the upper classes. (Zulfiqar et al., 2008). This leads them to be virtually excluded, eventually dropping out. Research has shown that teachers, in particular, lack the confidence and drive to incorporate students with disabilities into their teaching approaches (Forlin et al., 2009). Schools are also facing thousands of challenges to ensure inclusive education for all. Bangladesh's education system has undergone multiple changes in the last decade. In 2010 Bangladesh developed its Education policy 2010, ensuring inclusive education (IE) in the classroom has been highlighted. Primary Education Development Program (PEDP II) has taken many initiatives to ensure accessibility of children with disabilities in primary school. Through the initiatives, some measurable progress is observed, However, despite general improvements in education around the world, children with disabilities remain to be one of the most neglected populations, compared to students without disabilities, they are less likely to participate in and complete their schooling. (UNICEF, 2021). Inclusive education has gained major focus globally; however, Inclusive education indicates that the teacher will be able to meet the requirements of students with disabilities in a mainstream classroom (Mukhopadhyay, et al., 2009). Teachers and school administrators have a significant role in ensuring inclusive education for all, but due to the various circumstances, it is sometimes challenging for the school authority. Inclusive education is the process of teaching disabled children together with their non-disabled peers in the same classroom settings, instead of separating them in special classrooms (Giffen, 2011, qtd in Westwood, 2013). It means schools need to create a physical environment where every child will enjoy their learning and learn instead of any obstacle. However, the current scenario has rarely shown an example of inclusiveness. Due to the policy, although children with disabilities are admitted to primary

school, there are scarce data that they complete their primary education. Before completing their primary education, most of them get dropping out of school. In addition, most of the school's physical & cognitive environment is not considering the need of children with disabilities. Besides that, Teachers are not prepared to address the problem, Timperley & University of Auckland (2007) defines —Teacher's preparedness indicates a teacher's professional skills, teaching-learning process, teachers initiatives, lesson plan and materials, curriculum, textbook, and other needs initiatives to deliver quality education to the children in the classroom. Where most government primary schools are under resources, it is hard for the teachers to manage enough materials for the diverse student. Thus, this study intends to investigate the systematic gap, facilities, and challenges in government primary schools.

1.4 Research Questions

This research aimed to get a picture of current facilities and supporting system of government primary schools for children with disabilities and also find out the way of overcoming those challenges by investigating the following key question-

Key question-1: What facilities are available in GPS to address children with disabilities?

Key Question-2: How does GPS implement inclusive education for children with disabilities?

Key Question-3: What are the challenges schools face to include them and what can be done to overcome the challenges?

1.5 Purpose of the Study

This study was intended to explore the process of inclusion of children with disabilities in primary schools in Dhaka and how Government Primary schools address the need of children with disabilities. Moreover, to learn what facilities and support are available in the

government primary school system for children with disabilities. Besides that, another purpose of the study was to investigate the challenges of the government primary school.

In the government primary school, teachers try to teach different groups of students in the same classroom setting with the same resources and materials, which is inappropriate for all students. Another purpose of the study is to understand how teachers manage the classroom and how they develop teaching-learning materials to address children with disabilities.

In addition, the study aims to identify the complications schools face with limited resources. Also, how the infrastructural facilities address the challenges of including children with disabilities, another aspect of the study is to learn the probable solutions to overcome the challenges and how the stakeholder can perform together to make GPS inclusive for children with disabilities.

1.6 Significance of the Study

Bangladesh government declared 'Education for all' in the education policy 2010 and in sign up in many international commitment papers such as SDG. Achieving sustainable development goals is essential to ensure education for all children regardless of all barriers. The government has introduced inclusive education and passed the Rights and Protection of Persons with Disabilities Act 2013. Where mentioned inclusive education for all children. However, it fails to address children with disabilities for several reasons. This study intended to find out government primary schools' opportunities, facilities, and challenges. The study results might be used to reshape the supporting government system in primary schools to create an inclusive environment for children with disabilities. It also can show a way to improve the teaching-learning process in the regular classroom setting, moreover, different perspectives of the stakeholder, Therefore, this study will be helpful for future researchers, practitioners, and teachers to get an idea about the implementation of inclusive education in

primary school. Moreover, this research could be helpful for the decision-maker to change the current practices

Chapter 2

Literature Review and Conceptual Framework

2.1 Introduction

In this chapter, I present the relevant literature from different books, articles, journals, documents, and national and international policies that I have gone through to understand my research topic further. I have organized the reviewed literature under the following categories: Inclusive Education, children with disabilities, School Support, Facilities for Disabled Students, and the Teacher's Role in an Inclusive classroom.

2.2 Inclusive Education

"Inclusive education is a child's right, not a privilege" (UNESCO, 2001, p.1). A right implies a legally enforceable claim that should be ensured by the statutory authority and cannot be taken away from the entitled person. Hence, each and every child is entitled to inclusive education regardless of their physical or mental condition. If we look into the definition of inclusive education, Inclusive Education (IE) is basically a schooling system that includes all pupils and supports them to learn, whoever they are and whatever their abilities or requirements. In this way, the system itself makes sure that the teaching-learning process and school physical environment are appropriate for all children at all levels. (UNICEF, 2017, p.1). From the historical point of view, Since the 1990s, inclusive education has emerged as a new paradigm and taken the limelight in educational discourse (Winzer, 2000). It must be noted that such a paradigm shift took place because it has been observed that learning from each other through daily activities and interactions creates much more effective practices rather than being limited to bookish knowledge. For instance, when an ordinary student studies, plays, and take part with children with disabilities on a daily basis and becomes friends, he automatically practices empathy and is gradually accustomed to the special care

and treatments that are required for his friend. Therefore, from the lens of inclusive development, it can also be said that inclusive education indicates that all children shall learn together in the same schools (Lyons & Arthur-Kelly, 2014). However, no child shall be deprived of such inclusiveness due to their socio-economic backgrounds, physical abilities, or other discriminatory grounds. School is one of the core social institutions that shape our society (UNESCO, 2009). Moreover, through this, a society's children are taught basic academic knowledge, learning skills, and cultural norms and values. All the children coming from diverse backgrounds are members of our society. Moreover, a child not only gains knowledge and basic facts from their school but also learns from each other at the root level (Mehtab, 2014). From a human-centric approach, inclusive education (IE) is a system that happens when children with and without disabilities and different backgrounds or abilities learn together, interact with each other within the regular classroom setting, which means helping each children to take part in the regular activity of the school and encouraging every child to attain the highest opportunities from the school (UNESCO, 2000). Due to such an arrangement, all the children can have the platform to explore their own capabilities. For example, the school authority arranges and celebrates numerous cultural festivals, national days, art exhibitions, and debate competitions and involves many other engaging activities. Moreover, by participating in these activities, a child can explore his or her own innate talents and qualities, where one may discover he or has good writing skills, and the other may find herself as a good debater. Overall, an inclusive mechanism creates a scope where each child can have the opportunity to utilize his or her fullest potential. If we look closely, inclusive education is particularly viewed as involving students with disabilities in the general education system (Lewis, 1995; Sari, 2000) since separating them from their peers is considered to conflict with human rights (Kugelmass, 2004; Miles, 2000). Because the fundamental of human rights lies in upholding that all human beings are born free and equal

in dignity and rights (United Nations, 1948, Art. 1). And these fundamental human rights are inalienable in nature. From a medical point of view, a human being embraces many qualities, including intelligence, self-awareness, self-control, Etc., during the third trimester of gestation, a fetus develops these above-mentioned qualities; therefore, since then, a fetus to is a person. (Copelon, Zampas, Brusie & deVore, 2005). Hence, it can be said that a human being is entitled to human rights from the moment of his birth and even before he is born since being born and surviving is also a right of human. Therefore, every child with disabilities possesses the same right as every other child with regard to the entitlement to quality education. However, it must be acknowledged that inclusion in education is actually a much broader notion that demands for extensive institutional restructuring in terms of teachers' educational practices and training, educational programs, curriculum material, and a redesign of school buildings' physical settings. (Durak & Erkiliç, 2012). This basically connotes that, in order to establish full-fledged inclusiveness within school authority, alongside acceptance and upholding human rights, it is also necessary to build an infrastructure that is suitable for all the students and accommodates basic arrangements and extra care for the special children within the school community. In this regard, inclusion means ensuring that all students, regardless of their ability, including those who are non-disable and those who are disabled, have full access to and enjoyment from all elements of education. (Loreman, Deppeler, and Harvey, 2010). Furthermore, by ensuring such facilities and mechanisms to deal with all types of children coming from diverse environments and diverse natures under the same roof, the inclusive education system can successfully accomplish its purpose. Nonetheless, Zeta Brown (2016) is of the opinion that inclusive education is complex, challenging, multifaceted, and ever-changing, which is getting difficult to define (p-1). The reason behind the such belief is that, in general, very few students require such tender and extra care compared to the majority of the students in a school. Besides, each

special child possesses unique and diverse difficulties that also require unique treatment and accommodations that are not only hard to understand for the school authority but also hard to deal with. At the primary level, often, fellow classmates of the children with disabilities feel fearful to some extent as they are not always accustomed to raising such children. Therefore, it takes much time, dedication, and effort to bring all the diverse children under the same roof where they will all understand each other profoundly. It cannot be denied that; the school authority often runs out of budget to accommodate such arrangements and even considers the need for all the equipment for special students as their second priority due to the fact that they are minimal in number. However, all children belong and can learn in the mainstream of school and community life, and inclusive schools start with this attitude and vision. The classroom is seen as a community where diversity is valued and embraced and where all children work, discuss, collaborate, and share. (Winzer & Mazurek, 1998). Moreover, the institutions were, to some extent, successful in ensuring their goal as they were driven by the core values and had achieved proper settlements for the special students alongside quality curriculum and teachers training. After all, Inclusive education is the process of teaching disabled children together with their non-disabled peers in the same educational settings, instead of separating them in special classrooms (Giffen, 2011, qt in Westwood,). It is beyond doubt that a teacher plays the most challenging yet significant part in ensuring inclusive education because a teacher helps a classroom by engaging and participating in various activities and is aware of the capabilities and potentials of his/her students. Thus, proper teacher training could be a significant contributing factor in this regard as the teacher deals with the students at the root level and plays a role model for the classroom.

2.3 Children with Disabilities

Suppose we try to identify who are children with disabilities. In that case, the answer could be stated as those who have one or more persistent physical, developmental, behavioral, or emotional disorders and who also need health and related services of a kind or quantity beyond what is typically needed by children (McPherson et al., 1998). By the meaning of this definition, it is clear that these children are, to a certain extent, different from ordinary children and necessitate tender care and proper services. Elsewhere, from the educational aspect, children with disabilities are those students who have a disability. More specifically, hearing, vision, physical and intellectual impairments are acknowledged by students with disabilities (Malak, 2013). Thus, it is clear that even though all children are entitled to quality education and the same treatment, due to some children's physical and mental conditions, children with disabilities should be taken care of in accordance with their needs.

From legal aspects, though the legal rights of each child remain the same, the Education Act 1993 of the UK has laid down several requirements for the education of children with disabilities. The concerned Act has defined special need based on a few criteria — firstly, greater challenge in learning than same-aged children; secondly – disabilities that either prevent or limit him from using educational resources typically available to youngsters his age; and finally, the children under the age of five years and is, or would be, if the special learning delivery were not made for him (DFE, 1993: para-156.2. p-101). Hence, European countries have set an international standard through which inclusive education can be ensured for children with disabilities.

In the context of Bangladesh, Bangladesh is a signatory country to international declarations and agreements. That upholds quality and inclusive education for all the children within the State border. Therefore, Bangladesh is also trying to serve educational opportunities to

children with disabilities along with normal children in the same classroom (Mehtab, 2014). It must also be taken into account that policymakers and civil society have felt the need for inclusive education in Bangladesh and its significance for a long time.

Nevertheless, inclusive teaching is very recent, and some private and NGO-based schools have attempted to introduce IE in their institutions. The government primary schools and other semi-government educational institutions still lack arrangements for students with disabilities. Moreover, the statutory guidelines and obligations are not followed properly. As a result, in Bangladesh, very few organizations and institutions are working for the benefit of the students with disabilities, which is not merely adequate to cope with the special children spread over the country.

It should be noted that inclusive education cannot be achieved unless all students, regardless of any disabilities they may face, are enrolled in mainstream education classes in their local schools where they can obtain the quality education, and supports they need to succeed in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012). Article 17 (a) of the Constitution of Bangladesh has mandated free and compulsory education.

Moreover, it also states that the State shall adopt effective measures to establish a uniform, mass-oriented, and universal system of education and extend free and compulsory education to all children to such stage as may be determined by law (p.9) Besides, the State shall also adopt effective measures regarding relating education to society's needs and producing properly trained and motivated citizens to serve those needs alongside the removal of illiteracy within such time as may be determined by law. In order to implement such constitutional mandates effectively, All Bangladeshi nationals are required to complete ten years of compulsory education, which are divided into five years of primary school and five years of high school. While public schools provide free elementary and secondary education that is funded by the government. Thus, it is observed by the overall discussion that even

though there exist all the guidelines and legal mandates imposed by the government of the People's Republic of Bangladesh and International instruments for safeguarding children with disabilities rights and ensuring their education as human beings, as a member of the society, as a citizen of Bangladesh; the real-life experiences and current practices of the school authorities do not match. Hence, it is clear that the situation needs to be improved, and mass public awareness and voluntary and mandatory training within the school administration must be guaranteed.

2.4 School Support and Facilities for Disabled Students

In the south Asia Bangladesh is a developing country where inclusive education is implemented gradually (Ahsan & Burnip, 2007). With regard to ensuring inclusive and international standard education, in recent times, the government taken initiatives for teaching more children with disabilities in inclusive classrooms with non-disable children (Kibria, 2005, p. 43). by replacing and rearranging the age-old classroom structure with inclusive classrooms, all the children regardless of their physical and mental disabilities can attain the proper academic education alongside realizing their fullest potential as an individual and members of the community.

The entire procedure and goal of inclusive education have been designed to serve as a catalyst to ensure that all students, including those from varied backgrounds, have access to, are present in, participate in, and accomplish (UNESCO, 1994). On the other side, it is also true that in economically poorer countries, a large number of children cannot attend school (UNESCO, 2015). Hence, the question arises of how the socio-economically poorer region of the globe can mitigate these challenges and create a broader scope for children with disabilities. In this regard, the motto should be to create scope for the incorporation of children with disabilities in the usual class setup of regular normal schools wherever possible (MSW, 2001, p. 12). Hence, the classroom facilities must be more focused on how to

emotionally and tactically deal with the student with disabilities in a budget-friendly manner rather than expecting that school administration and infrastructure is well-equipped and capable of handling all sort of student with different categories of disabilities and difficulties. In order to resolve any emergencies and deal with the student with disabilities, Timperley & University of Auckland (2007) talked about teachers' preparedness — indicating teachers' specialized skills, teaching-learning process, teachers' creativities, lesson tactics, and resources, curriculum, and other needs initiatives to deliver quality education to the children in the classroom. Because it is undeniable that teachers have an important role to play in sustaining the all-inclusive education agenda, firstly, the teachers must have applied skills, knowledge, and the ability to handle the complex behavioral tendencies of an all-inclusive classroom. Secondly, traditionally different students with different needs learn differently; for instance-some students feel comfortable with theories, and some are with experimental, activity-based learning; Thirdly, some favor active learning, a few of them learn with introspection; and finally: a few particular choose the visual presentation of information and many of them like verbal explanations (Gathumbi et al., 2015). Among many challenges acting as barriers to inclusion, the preparation of school teachers is one of the significant factors identified by many researchers (Ahsan, Sharma & Deppeler, 2012, 2013). As has been discussed earlier, since teachers deal with the students at the root level and hand in hand, teachers are the major contributing factor in ensuring inclusive education. The teacher's expressions, responses, and reactions – all these little yet significant attitudes matter to the students with disabilities. If a teacher can take care of his or her student in a friendly manner, then the concerned person can easily open up and share his or her challenges and difficulties. Otherwise, a rigid and strict classroom environment can cause more damage to the concerned students.

Nonetheless, it is also a matter of concern how teachers are prepared, and it is intrinsically linked to the quality of education provided in the schools.

Bangladesh, like many other nations, has implemented a variety of legislative changes to support inclusive education in response to international pronouncements. From legal aspects, even though Bangladesh made primary education compulsory for all children by enacting the Compulsory Primary Education Act 1990 (Ministry of Primary and Mass Education [MoPME], 1990); however, Teachers and administrators are still reportedly less comfortable in including disabled children in their programs (Forlin, Loreman, Sharma, & Earle, 2009; Kim, 2011; Shade & Stewart, 2001). Moreover, there involve many challenges attached to it. Despite being well supported by his school and hugely in favor of the inclusive practice, the “inclusion at all costs” ideology of modern education can lead to certain troubles.

For instance, a teacher in New York once shared her experience that managing a young fellow with Down Syndrome was very difficult as her behavior in the classroom was complicated and increasingly dangerous. It ultimately led to kids and teachers leaving the school due to worries for their safety and mental health (Sharman, 2015).

If we look at the positive aspects of inclusive education from the lens of Carl A. Cohn, a clinical professor and the director of the California Collaborative for Educational Excellence, the first and foremost benefit would be tailoring teaching for all learners. This connotes that all students learn differently in an inclusive classroom. Moreover, this is the principle of inclusive education. Moreover, in an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress. These strategies are not only helpful for children with disabilities but also for all students. Secondly, in an inclusive classroom, general education teachers and special education teachers work together to meet the needs of students. Lastly, in an inclusive classroom, special education students the support they need while they stay in a general education classroom. Therefore, as a result,

inclusive education aims to readdress these specific inequities to ensure high-quality education through differentiated teaching-learning approaches.

Thus, this paper will further demonstrate a conceptual framework acknowledging all the positive and negative aspects of inclusive education and create a suitable framework that is suitable for Bangladeshi classrooms and practically possible to implement.

2.5 Teacher Role in an Inclusive Classroom

Teachers are the most important part of an inclusive classroom (Mehtab, 2014). In addition, a teacher is "differently referred to as an architect, artists, a psychologist, a scientist, a manager and a mentor, a counselor, a guide on the side, and more, they have also been "a controller" (Kumaravadivelu, 2003, p. 7) as teacher attitudes are highly influential in the support and inclusion of students with disabilities in regular classrooms (Macfarlane, 2007; Sze, 2009). High levels of student engagement based on effective classroom and time management techniques, the ability to scaffold learning to students' current levels of understanding, cognitively engaging students in higher-order thinking, and encouraging and supporting success are all characteristics of effective teaching. (Jordan et al., 2009). Teachers lead in implementing inclusive education in the classroom (Ainscow, 2005). However, Inclusive education means that Institute and pedagogy respond to individual learners; this inclusiveness benefits the school, the teachers, and students (World Bank, 2003). Therefore, in an inclusive school, the teachers are also responsible for the learners with disabilities, as well as the regular students and their differences. (Mehtab, 2014).

Chapter 3

Methodology

3.1 Introduction

This chapter elaborates the discussion on the research methodology used for this study. The chapter begins with the research approach. Eventually, the chapter will describe the participants, research site, sampling procedure, data collection method, and study limitations.

3.2 Research Approach

Qualitative Research is primarily exploratory Research. It is used to understand underlying reasons, opinions, and motivations. The study aimed to identify the process of inclusion practices and the motivation of teachers and other stakeholders, thus for, I used qualitative Research based on the primary data intended to find out the facilities, teaching-learning process, and challenges of government primary schools to address children with disabilities.

3.3 Research Site

The research site was in Dhaka at Tajgaon education thana. Under this Thana, there are ten government primary schools. All the schools are multi-stored buildings, and a minimum of 1000-1600 students are studying each. For the study, a government primary school was purposively selected for primary data collection because all targeted participants are available in the school. In the selected school, there are around 1000 students. Among them, nine children with disabilities were also included.

3.4 Research Participants

The research participants had been purposively selected based on their involvement with the pedagogical process. The study participants were the head teacher, the school's assistant teachers, parents, and children with disabilities. A total of 5 participants were interviewed, including two Parents, a head teacher, two children with disabilities, and ten assistant teachers' opinions through FGD. A total of 15 participants were involved in the process. Interviewing the head teacher helped me understand government instruction and school initiatives, and finally, students and parents helped me understand the practical scenario. FGD with the assistant teacher helped me know the challenges they are facing in the classroom in the teaching-learning process; along with the interview, I did a school physical environment observation with a 'Guideline.'

3.4 Sampling Procedure

A purposive selection sampling was chosen for the study; the school was selected based on the availability of children with disabilities, and the research participants were also selected based on their involvement and relation to the inclusion process in the school.

3.5 Data Collection Methods

In the qualitative research study, few methods are prevalent in data collection, such as; FGD, interviews, observation, Etc. Whereas; this research study is a qualitative one, the following was the data collection method chosen in this research with their focus areas and procedures:

3.5.1 Interview

The most popular technique for gathering data in qualitative research is interviewing. (King & Horrocks, 2010). I used a semi-structured interview consisting of close-ended and open-ended questions with probing questions aligned with the core areas. This method helped me to understand the head teacher, parents, and respective authorities' perspectives on how schools

are helping to create an accessible environment for children with disabilities. I had taken a semi-structured interview with head teachers, and parents, to understand the school & authority's perspective on the respective issues. The interview was 45-50 min each. The question was mixed with open-ended and close-ended but emphasized open-ended questions. Before that, I had taken the entire necessary step to collect data. The focus area of the guide question was to identify school facilities and support systems to address children with disabilities, an initiative to enhance teacher capacity, teaching-learning practices, administrative challenges, government initiatives, etc. I recorded the conversation of the interviews with the tape recorder, which I transcribed as soon as possible.

3.5.2 Focus Group Discussion

Focus group discussion falls within the qualitative research tradition. I conducted focus group discussions (FGD) along with ten assistant teachers of the school to understand their challenges in the classroom, particularly in the teaching-learning process, and what measures they are taking to address different types of students in the same classroom setting. It was about 45 min. Discussion. During the FGD, I played a facilitator role; before the FGD, I explained my purpose of data collection and got their permission to use the data anonymously.

3.5.3 School Observation

It was a non-participating process of data collection. I visited the school campus with an "Observation guide." I observed the school's physical environment, including a disabilities-friendly infrastructure, and how the school creates accessibility for children with disabilities. I observed school entry to WASH facilities, classroom arrangements, and more. Before the visit, I had taken permission from the authority for ethical purposes. This "Observation guide" helped me to understand the infrastructural environment for ensuring inclusive education in the school.

3.5.4 Informal Discussion

I conducted an informal discussion with two children with disabilities. They were purposively selected. I asked them some questions about their participation and experiences in the school, what they felt in the school, particularly what support they are getting from the school and also from their peers. It helped me to understand the children's views. I ensured a fear-free environment and was conscious of their privacy. Before talking to them I took consent from the school and their guardian.

3.6 Researcher Role

I was a teacher for two years in a government primary school and have worked as a development practitioner for the last four years. However, in this study, I was mindful of it and tried to absorb the findings from a researcher's point of view. I went to the school several times for data collection. The findings from the interview and FGD were mainly participants' reflection-based; during the interview and observation, I tried to be mindful that I am a researcher in this particular context. I should not be playing a development practitioner role, I had just listened to the participant's perception, did not imply my knowledge as a development practitioner, and there was not any scope to manipulate these findings.

3.7 Data Analysis

In this study, all the data was qualitative, and the data collection tools kit was qualitative. I designed the data collection tools in such a way that I can easily categorize the findings after the interview and FGD,

For analyzing the data, firstly, I transcribed data and put it under each thematic area based on the questions, then categorized it according to the participants. After the categorization, I coded data and wrote the summary. I segregated different sections so that easily can describe my findings. I did not create the chart or analyze data in descriptive ways.

3.8 Ethical Issues and Concerns

I took several measures for the data protection and privacy issue and respect for the participants, their emotions and privacy values, and norm. For permission, I met them and took the permission. Before the interview, I described my intention for data collection and also took consent from their end. I engaged children under 18 with disabilities. To engage them in the process, I had permission from their legal guardian and the school.

This study did not collect identifiable data regarding the participants and the school. I kept all data in a protected cloud server with a password so no one could access the data. As I mentioned, I was a non-conventional primary school teacher for two years; I tried to avoid the prior experience in this study. I only focused as a researcher and focused on the participant's perception.

For the ethics approval and process, I developed a consent form and ethics approval which my supervisor approved; before the data collection, I took consent from each participant.

3.9 Credibility and Rigor

It's more than 5 years I have been working as a development practitioner, during the time I was a non-conventional primary school teacher for two years, also working as a Monitoring and evaluation officer in a development organization, Now I am working with BRAC Youth Program as training and development where I have to conduct research and design curriculum, I have to analyze the qualitative impact of training along with participant's progress. My professional experience and learning from the MEd course build my theoretical knowledge as a researcher. Which helped me to conduct this qualitative study.

3.10 Limitations of the study

In this study, as a researcher, I have pointed out some limitations, such as;

- Could not connect students with psychological disabilities, missed out on their perspective.

One student had psychological disabilities but did not come to school. Therefore, I could not connect with her, and her family did not give permission to talk to her; besides that, she rarely talked to external people.

- Could not observe the classroom teaching-learning practice

Teachers mentioned they did not have particular materials for addressing the children with disability, and also, there was not a class during my interview. However, overcome this limitation by talking to teachers and students. The data helped me to understand the teaching-learning process.

- Due to the time constraint could not observe the assessment process.

There was not any assessment/examination during my data collection period. So I could not observe the assessment system. However, I have talked to teachers and students to understand the actual assessment practice.

- Could not get data from the SMC committee.

SMC committee members' views on the study were important from the community engagement part. However, I could not connect with the SMC members; to overcome this limitation, I talked to parents and the head teacher so I did not miss the community engagement part.

Chapter 4

Results

4.1 Introduction

This study focused on implementing inclusive education for children with disabilities in government primary schools in Dhaka. This study utilized the interviews of two students with disabilities and their parents, FGD with ten assistant teachers, and an in-depth interview with the head teacher. I used a school observation "Guide." I selected the participants purposely. The study's objective was to learn about current facilities and the process of inclusion along with the challenges of the school. This result part displayed the actual scenario from the stakeholder viewpoint. Collected data had been analyzed under the following themes-school based facilities for children with disabilities, inclusive teaching-learning process, challenges to implementing inclusive education, and suggestions for improvement.

4.2 Facilities

To ensure inclusive education, some tangible and intangible facilities need to be available in the school-both inside and outside of the classroom. The ramp for wheelchair users, level of the entrances to the classroom, neatness of the pathways and playground, WASH facilities, playground and sports equipment, the seating arrangement of the classroom, equipment such as braille, scholarship facilities, counseling for students, teachers, and parents are significant facilities need to be ensured in the school. The school of the study projected various infrastructural and administrative gaps.

4.2.1 Administrative Facilities

Under the administrative facilities- enrollment, scholarship facilities, counseling for students and parents, and teacher capacity building had investigated. Based on the data from the stakeholder found, the following result.

The enrollment of children with disabilities is open to all. The head teacher and assistant teachers explained that admission is open to all. However, due to the resources gap, they prioritize mild physical disabilities and sometimes mild psychological disabilities, such as autistic children. Assistant teachers said that parents of children with disabilities feel shy to admit their children into the school. “We encourage the community to admit the children with disabilities in the school”. Scholarship sometimes encouraged the community to participate in the education process. A question asked the head teacher and assistant teacher whether there are any scholarship opportunities for children with disabilities. Assistant teachers and head teacher replied negatively; they also replied that if they found any children with disabilities in the school, they help the student get a “Disabilities allowance” from the Social Welfare Department of the GoB. During the FGD assistant teacher mentioned school helps to get the disabilities allowance from the Social Welfare Ministry. However, the school does not have the funds to support children with disabilities. A student with disabilities and their families often face mental health issues. A question was asked to the assistant teachers and head teacher regarding the counseling services, and the head teacher replied, ‘the school has no facility for counseling for students, teachers, and parents.’ This creates challenges in classroom experiences and teaching-learning methods. However, the school arranges a parent meeting called ‘Ma Samabesh’ where parents are instructed and advised on how the children should be cared for. Parents pointed out it as a suitable measure from the school administration, but according to assistant teachers, it is not enough for children. This meeting creates space for interaction between parents and teachers, but that was not as effective as a

structured counseling system. The head teacher mentioned, ‘We advise parents to take special care of children, but we do not have proper knowledge on counseling.’

4.2.2 Disabled Friendly Infrastructural Facilities

Under the infrastructural facilities, free mobility, accessibility of materials, play-zone, classroom setting arrangement, and WASH facilities had been observed and questioned during interviews and FGD. Throughout the interview and data collection process, different layers of stakeholders engaged and shared their viewpoints. Based on the participant's opinion and observation, I found the school has ramps in entrances-one at the school gate and another at the entrance to the school building. However, the gate was not clean and user-friendly, so it was difficult for a wheelchair user to use the pathway risk-free. Parents explicitly addressed this problem. One parent stated-

My child has a disability in walking (Physical disabilities). The pathways for entrance to the school are not clean and safe enough. It was always risky for him. He does not need a wheelchair. However, he always complained about the stumbling caused by the unsmooth and unclean pathways. Moreover, the other children were not always cooperative. For example, someone struck him without any cause. He cannot walk as fast as a normal child. So, the pathway should be clean so that he can enter the school without any accidents. Once, he got hurt slightly on a brick near the entrance. I had to struggle to make up my mind to send him to the class for the next few days after that accident. (Suraiya Begum)

Though the level of the external and internal doors was suitable for students with disabilities, As the head teacher and the assistant teachers had mentioned the appreciation for the admission of the students with mild levels of disability, the lack of teacher training was identified as the primary reason. Nevertheless, the infrastructural gap is another crucial reason discouraging students with disabilities. One student with dwarfism said about the problems he

usually faces at school, "The height of the staircase could be lower, classmates and other children sometimes playfully push me while using the stairs. I feel afraid of falling and being mocked for my disability" he also mentioned, "if there is any electric lift that would be very helpful for me." One working mother whose son is a dropout school student explicitly mentioned this gap.

Using the stairs frequently was challenging for him (her son). He merely wanted to move after settling into the classroom. Students usually move from one floor to another when necessary. Especially during the tiffin break, students are allowed to play at the playground. However, Rafiq (Pseudonym) usually avoided this facility.

Firstly, the stairs are unsuitable for his movement, and secondly, the playground is not inclusive (Rashida Begum).

The height of the staircase and the absence of an electronic lift was a crucial challenge for students with disabilities. This infrastructural gap has not only created difficulties in the inclusion of students with a higher level of disabilities but also in the mobility and socialization process of continuing students with disabilities.

The school observation and data from the stakeholder showed a separate toilet for girls and boys on every floor of the building but no active toilet for children with disabilities. The participants from every category pointed out these as significant gaps in infrastructural facilities along with the lack of WASH facilities. One of the assistant teachers stated during FGD, "The school had WASH facilities after the government's declaration about inclusive education. However, that facility has long been deserted." The toilet is on the first floor and was found closed. One of the students said he had never seen the toilet open. One of the responders said he felt terrible while needing the used toilet. The general toilets are not user-friendly for students with disabilities. However, specialist says an inclusive playground can positively impact socialization between disabled and non-disabled student.

The school has a small field for the playground, which merely has any facility for sports, especially for children with disabilities. Assistant teachers identified it as another infrastructural gap. Students said, 'our school should have slippers and other sports facilities. we told our teachers about it, but they merely counted it.' The head teacher stated that the teachers with extra care handle the students with disabilities- "They may not be in the mood to attend lessons. We recommend listening to their wishes then. They are allowed to play if they wish to play". However, the students pointed out that there were no playing instruments in the school; this creates a gap in communication with normal children as children interact most in the playground. This further affects the interactions in the classroom. As the head teacher stated-

For illustration, the teacher went to the classroom to deliver a lecture, but he/she was not in the mood for learning. We suggest not pressuring him/her but letting him/her choose. If he/she wants to play, let him/her play and teach them later. (Head Teacher)

But there was no game room in the school building which could be utilized for this purpose. Students wanted to go to the playground, but the playground is not suitable for all children, particularly those who have physical disabilities. However, besides the playground, the classroom seating arrangement is very usual, which is appropriate for the normal student, but it's not friendly for students with disabilities. As the assistant teacher mentioned during the FGD, all the tables and benches are the same height; one of the students with dwarfism shared his experience. He said, "I cannot sit properly on the bench. It's a bit higher, so most of the time, I have to stand up" the head teacher also agreed with the assistant teachers. The headteacher explained that they do not have enough resources that we can effort seating arrangements for students with disabilities. The regular seating arrangement is a remarkable challenge for both teachers and students. They need to adopt their own coping mechanism to

ensure the classroom teaching environment, which may become destructive for other students.

The assistant teachers pointed at this explicitly-

The classrooms do not contain materials and seating arrangements suitable for children with disabilities. We can customize the seating arrangement to facilitate them (students with disabilities). However, it is not a permanent solution. Moreover, our school does not have enough administrative support. The government does not provide any training to ensure an inclusive education system. No supportive measure is also received from the community level. (Belayet Hossain)

4.3 Teaching-Learning Practice

The declaration about inclusiveness in the education system demands an appropriately structured curriculum and assessment method and trained teachers who can manage the classroom environment and deliver lectures utilizing inclusive teaching methods. The classroom should be inclusive for every student so everyone can participate and learn together. In this section, I tried to investigate the actual scenario of the teaching-learning process in the classroom. Based on the interview data from the assistant teacher, head teacher, and student with disabilities.

Data showed that the school does not have a suitable classroom environment for an inclusive education system and a practical teaching and assessment method. It is also essential for determining the severity of the disabilities of children willing to admit to the school. As the head teacher stated-

We cannot teach the children who merely can move their legs and hands or merely can talk or see, as we need to but cannot follow proper methods. There are special schools for these children with high levels of severity of disabilities. As we have ramps for wheel-chair, children with mild physical disabilities can attend school (Head-Teacher)

Teachers invent their methods for coping with the existing teaching-learning practice, which is not inclusive. The gap between teacher and learner forces students with disabilities, especially those with severe disabilities, to fall behind and become virtually excluded. One student who has recently dropped out of school said-

I could understand the lesson after trying several times. However, it was not always easy to cope with my other classmates. I faced difficulties in writing. I am not that fast. The teachers gave me some extra minutes during the exam. But my score on the examination was not that good. My mother is a working woman. It is difficult for her to give so much time at home. Gradually, I lost the motivation to continue my schooling (Fahim)

The assistant teacher also acknowledged the issue. They explained that there should be a different technique to teach children with disabilities and that their assessment system should be different from the other normal students. However, due to the lack of knowledge and time constraints, it is challenging for teachers to provide enough teaching and classroom management. The head teacher stated- that students with disabilities have their learning styles. They need more time and care, but we do not have much time. Assistant teachers shared their experiences. According to them, there are many types of disabilities. Some of them learn very slowly, some are not good at writing, and some have speaking difficulties. So, everyone has their learning technique, but we cannot make the class inclusive in a short time and with limited knowledge and resources.

One question asked the assistant teachers how they develop their materials considering the students with disabilities; teachers replied that most of the time, they do not have the time to develop materials for considering the children with disabilities and the class time constraint. However, they tried to take extra care of them in the classroom. However, assessment is the

process of understanding whether the learning objective is being achieved or not, as the learning procedure of children with disabilities is different, assessment should be contextualized, but the practice of the assessment system is uniform for every student. However, a student with disabilities goes through the same assessment system as other students; sometimes, they get extra time, which is insufficient. The process does not measure the actual learning of children with disabilities. In the study, participants mentioned that due to the assessment system, some students could not perform well, leading them to drop out. Assistance teachers mention they do not have the proper knowledge and skills to assess students with disabilities. Moreover, no teacher is trained for an inclusive education system. This is a hindrance to ensuring an inclusive environment in the school.

As the government does not provide specific training to the school to create an inclusive environment for students with disabilities, teachers have to cope with the regular curriculum and assessment method. Teachers do not receive any training program in inclusive education, which is a significant challenge for teachers. Assistant teachers stated at the FGD-

We should receive training if we want to include students with disabilities in the classroom. They usually possess some potential, and these should be emphasized more to ensure their cognitive development. We have experience teaching regular students. We know how to manage and discipline them. But students with disabilities are sensitive. Regular methods of teaching-learning, in maximum cases, are not efficient
(Moriom Begum)

Classroom management is very important to ensure inclusive education for children with disabilities. The study also focused on classroom management practice, assisting teachers reflects their opinion on this regards the investigative result shown;

Teachers face challenges during communication with children with disabilities, particularly those with hearing disabilities. One of the teachers shared her experiences.

Mina (Pseudonym) had severe communication disorder. I taught her Bangla. It was not easy to communicate with her in the beginning. But gradually, we started to understand each other's sign language. She was a very sensible girl. So, I need to handle her with affection and care. Once she trusted me, my task became easier, and she became my favorite as I was her. she came to me with problems that may not be related to lessons. I realized in my teaching profession that children with disabilities are tough to manage without love and trust. We need proper training and an inclusive curriculum if we want to include students with disabilities in the regular education system. Sometimes we make the seating arrangement for the students with disabilities in the first row so they can understand our lessons. Sometimes we make informal meetings with parents so that they have guidelines for taking care of these students. But it is not sufficient enough to ensure inclusiveness. Schools should have counseling services for parents, teachers, and students, as these students need to be handled sensibly (Fahmida Akter)

Interviews with students with disabilities also projected the same result. The student with dwarfism stated that his favorite teacher was Rahman Miss (pseudonym). As the reason for this liking, he said, "Rahman Mam cares about me. She analyzes the lessons narratively. This makes the lesson easy to catch." Moreover, teachers set their initiatives for coping with the curriculum and assessment method, which is not structured for inclusive education. Assistant teachers agreed on the issue,

"We try to understand the mental state of the students. Without it, giving lessons to them is quite hard. Moreover, we try to be careful about the seating arrangement in the

classroom so that students feel comfortable". Parents also agreed on this matter. "After managing the household and workplace, I merely get time for taking extra care of my son. He may not be able to continue his schooling if the teachers were not cooperative" (Rashida Begum).

"In 40 min class time, it is difficult to address all children, and special needs children need special care in terms of the lesson plan and other engagement, but we do not have the proper guideline and training to include them in this short time". _Stated by assistance teachers.

Chapter 5

Discussion and Conclusion

5.1 Discussion

This study intends to learn the process of inclusion of children with disabilities in government primary schools in Dhaka through a qualitative data collection process investigating the current scenario of the sample school. However, during the data collection, it was observed that some good initiatives were taken, and participants pointed out some improvement areas and limitations. All the participants are optimistic about inclusive education and feel the necessity of taking many initiatives to ensure inclusive education.

5.2 Facilities

To ensure inclusive education in the school, there should be different facilities in the classroom and outside of the classroom, such as administrative, disability-friendly Infrastructure, pedagogy, and stakeholders' behavior are very important.

Administrative facilities are significant in ensuring accessibility for children with disabilities in the school. They create an enrollment opportunity, encourage the community to be involved with the process, and build the capacity of teachers and other stakeholders to be more empathetic toward children with disabilities. Due to the gap, a large number of children with disabilities are still out of education data show that only 52% of children with disabilities enrolled in school, and the rest of the 48% of students are still behind (Zulfiqar et al., 2018). Moreover, the shortage of government allocation and development agencies funds its challenging to strengthen the school's administrative space. However, participants pointed out that with the support of the community and the government, it is possible to ensure education for all. The head teacher mentioned that if the community and other stakeholders come forward and help the school, it is possible to ensure inclusive education. The assistant teacher

also pointed out this. As a researcher, I have also found that if schools and the community worked together, these challenges could be mitigated, and community involvement could create a positive impact.

Besides that, several studies found that, in implementing inclusive education, particularly for children with disabilities, user-friendly infrastructural facilities should be a major concern.

Unavailability disables friendly Infrastructure hampering an inclusive environment (Zulfiqar et al., 2018). Our study also pointed out the issue; almost everyone raises concerns about it.

There are not enough infrastructural facilities in the selected school except the ramp.

However, the study pointed out that the pathway and stairs are inappropriate for children with disabilities.

For this reason, children are facing different challenges, and some of them are dropped out.

Many researchers suggested there should be well-maintained entry and exit pathways, accessible classroom equipment, WASH facilities, wide and short step riser stairs, access doors, and an integrated playground to ensure an inclusive environment (UNICEF, 2016). A study in Kenya on inclusive education in public primary schools also showed a similar suggestion. Peter & Nderitu (2014) said infrastructural facilities in the primary school should be the prime concern regarding of inclusion of children with disabilities.

This infrastructural gap has not only created difficulties in the inclusion of students with a higher level of disabilities but also in the mobility and socialization process of continuing students without disabilities. Moreover, students mentioned the lack of sports facilities and an inclusive playground environment. The specialist also argues that 'Play' has an important role in brain and physical development. It also helps to connect students in socialization. However, due to a lack of this opportunity, children with disabilities are isolated from children without disabilities. Moreover, they hamper their brain and physical development (Shaw, 1987).

However, the head teacher and assistant teachers also mentioned that if both children with and

without disabilities play together, which helps them to build a good relationship and become empathetic to each other.

Seating arrangement for all types of students is necessary for inclusive classrooms; expert also suggested that there should be need-based seating arrangement for all in the classroom (UNICEF, 2016). also, the study result shows a lack of opportunity for appropriate seating arrangements for all children, and the research participants acknowledged the gaps. The head teacher mentioned that the school fund is insufficient to address all kinds of students. However, the Infrastructural development of the school is fundamental to ensuring inclusive education in primary school. Moreover, Inclusive Infrastructure creates opportunities for accessibility. Inclusive with their limited resources, but it is impossible without the support of the government and international development agencies.

5.3 Teaching-Learning Practice

Teaching-learning process in the inclusive classroom is the heart of inclusive education. Researchers mentioned that, in implementing inclusive education in the classroom, teachers play the main role (Ainscow, 2005). In the study, it was found that teachers are not prepared for the inclusive classroom. The head teacher and assistant teacher also acknowledged the issue; the head teacher said that the teacher is incapable of taking the class for all children and has some limitations. The student also pointed out the issue; they said teachers do not give them proper time. However, assistant teachers argued about time limitations, the class time is only 45 minutes each, and they have to manage the lesson within the time. They also pointed out the teacher-student ratio in the classroom; they said a minimum of 60 students are in the class, so it is tough to manage the class within this short time.

Parents were talking about teaching skills. They were asked how to ensure quality education for their children. They replied that teachers' attitudes and skills could ensure quality

education for their children; many researchers also pointed out this_ As teacher attitudes are highly influential in supporting and including students with disabilities in regular classrooms (Macfarlane, 2007; Sze, 2009). Moreover, researchers explained; high levels of student engagement based on effective classroom and time management techniques, the ability to scaffold learning to students' current levels of understanding, cognitively engaging students in higher-order thinking, and encouraging and supporting success are all characteristics of effective teaching (Jordan et al., 2009). However, effective teaching skills need effective teacher training. The head teacher mentioned that the assistant teacher does not have any training in inclusive education and classroom management, so it is very tough for them to teach students with disabilities in the classroom. School also does not have enough resources so they can manage training. Besides, assistant teachers also felt the need for capacity development, and they pointed if they got training, they could make inclusive education. A study by Symeonidou & Phtiaka (2009) also suggested: "Teachers Training" they explain that preparing teachers for inclusive classroom training is mandatory.

5.4 Conclusion

Ensuring Inclusive Education is a challenge for developing countries like Bangladesh, its needs more resources and concentration. However, this is mandatory to overcome the challenges to ensure rights and constitutional rights. As a signatory country with many international declaration papers, Bangladesh has taken many initiatives in primary education development programmese (PEDP) and many others initiatives, but this is not enough.

Inclusive education values diversity, and the exceptional contributions of each student add a definition to the classroom environment. In a truly inclusive situation, each child feels harmless and has a sense of belonging. Students and their guardians participate in setting learning objectives and take part in decisions that affect them. Therefore, the core purpose of education can be achieved via an inclusive mechanism to enable the child to develop to his or

her fullest potential by gaining academic knowledge and learning respect for human rights and fundamental freedoms.

In this study, it has been explored that the concept of inclusive education for children with disabilities and its implementation involves several challenges and obstacles. However, if the practice can be installed systematically, the fruitfulness of this mechanism can guarantee numerous special children's education and open up scopes for them to feel empowered. The study has investigated the practice of primary government schools at Dhaka at the root level and found out the existing problems while recommending a structural framework to mitigate the concerned issues and establish an effective inclusive environment to give all children a fair chance to go to school, learn and develop the skills they need to thrive.

5.5 Recommendation

After all the data analysis and the literature review, besides theoretical knowledge and experience from the field recommendation, I would like to share

1. Firstly, the school administrative system should be strengthened, and the community should be aware of the right of persons with disabilities. Schools should take more initiative in the enrollment of children with disabilities. All the stakeholders pointed out that the stakeholders together create an effective monitoring system and accountability mechanism. The SMC committee, the school, and other NGOs create a mass awareness campaign to connect the community. However, GoB, Community, and other development agencies can create a scholarship fund facility for children with disabilities. So that parents will be encouraged to admit their children to school.
2. It is essential to ensure an inclusive physical environment for all students. Therefore, authorities should be concerned about the infrastructure development of the primary

school. While government develops and physical structure for the school, it should be under consideration the needs of children with disabilities.

3. It is essential to train teachers and parents on inclusive education. It is obvious that all of them are very kind to the children, but without the knowledge and training, it is pretty impossible to achieve the goal. The government and other development agencies can initiate the teacher's capacity through regular training and encourage them through different incentives.
4. Regular teacher meetings and counseling sessions can also be done. Parents often feel helpless, and teachers also feel the same. However, with the support of both groups, students' progress can be observed.
5. Government and development agencies should have an inclusive plan and enough funds to ensure inclusive education.
6. More research should be encouraged on this ground and the need to take initiatives for school improvement.

References

- Ahsan, M. T., Deppeler, J. M., & Sharma, U. (2013). Predicting pre-service teachers' preparedness for inclusive education: Bangladeshi pre-service teachers' attitudes and perceived teaching-efficacy for inclusive education. *Cambridge Journal of Education*, 43(4), 517-535.
- Ahsan, M. T., & Burnip, L. (2007). Inclusive education in Bangladesh. *Australasian Journal of Special Education*, 31(1), 61-71.
- Bui, X. Quirk, C., Almazan, S., & Valenti, M. (2010). Inclusive education research and practice: Education in Bangladesh. *Journal of Research in Special Educational Needs*, 12 (3), 132–140.
- Forlin, C., Loreman, T., Sharma, U., & Earle, C. (2009). Demographic differences in changing pre-service teachers' attitudes, sentiments and concerns about inclusive education. *International Journal of Inclusive Education*, 13(2), 195–209.
<https://doi.org/10.1080/13603110701365356>
- Gathumbi, A., Ayot, H., Kimemia, J., & Ondigi, S. (2015). Teachers' and School Administrators' Preparedness in Handling Students with Special Needs in Inclusive Education in Kenya. *Journal of Education and Practice*, 6(24), 129-138.
- Grimes, P., et al., *Disability-Inclusive Education Practices in Bangladesh*, United Nations Children's Fund Regional Office for South Asia, Kathmandu, 2021.
- Hennink, M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods*. Sage.
- King, N. and Horrocks, C. (2010). *Interviews in Qualitative Research*. 1st ed. UK: SAGE.

- Kugelmass, J. W. (2004). *The inclusive school: Sustaining equity and standards*. Teachers College Press.
- Loreman, T. J., Deppeler, J. M., & Harvey, D. H. (2010). *Inclusive education. Supporting diversity in the classroom*. Routledge.
- Lyons, G., & Arthur-Kelly, M. (2014). *UNESCO Inclusion Policy and the Education of School Students with Profound Intellectual and Multiple Disabilities: Where to Now? Creative Education, 05(07), 445–456*. <https://doi.org/10.4236/ce.2014.57054>
- Hennink, M. M. (2013). *Focus group discussions*. Oxford University Press.
- Malak, M. S. (2013). Inclusive education in Bangladesh: Are pre-service teachers ready to accept students with special educational needs in regular classes? *Disability, CBR & Inclusive Development, 24(1), 56-81*.
- McPherson, M., & Arango, P. (1998). A new definition of children with special health care needs. *Pediatrics, 102(1), 137-140*.
- Mehtab, S. (2014). *Inclusive Education for Children with Disabilities in Bangladesh: Implementation and challenges* (Master's Thesis, BRAC University, Dhaka, Bangladesh)
- Miles, S. (2000, October). Overcoming resource barriers: the challenge of implementing inclusive education in rural areas. In *Children with Disabilities and the Convention on the Rights of the Child*.
- Mukhopadhyay, Sourav & Molosiwa, Serefete & Moswela, Emmanuel. (2009). Teacher Trainees' Level of Preparedness for Inclusive Education in Botswana Schools: Need for Change. *International Journal of Scientific Research in Education, 2, 51-58*.
- Peter, M. N., & Nderitu, M. N. (2014). Perceptions of Teachers and Head Teachers on the Effectiveness of Inclusive Education in Public Primary Schools in Yatta Division

Machakos County. *Journal of Educational and Social Research*.

<https://doi.org/10.5901/jesr.2014.v4n1p91>

Sari, H. (2000, July). Development of special education provision in Turkey: From the inclusive perspective. In *ISEC Congress*.

Save the Children Bangladesh. (2018). Inclusive Education in Bangladesh: Digging Deeper into Educational Prospects of Children with Disabilities in Bangladesh. *European Journal of Education*. Retrieved from https://revistia.org/files/articles/ejed_v1_i1_18/Bushra.pdf

Durak, S., & Erkiliç, M. (2012). Inclusive education environments from the teachers' perspective: An inquiry in a Turkish primary school. *Children Youth and Environments*, 22(1), 304-313.

Shaw, L. G. (1987). *Designing playgrounds for able and disabled children*. In *Spaces for children* (pp. 187-213).

Springer, Boston, MA. Symeonidou, S., & Phtiaka, H. (2009). Using teachers' prior knowledge, attitudes and beliefs to develop in-service teacher education courses for inclusion. *Teaching and Teacher Education*, 25(4), 543-550.
<https://doi.org/10.1016/j.tate.2009.02.001>

Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher Professional Learning and Development. Best Evidence Synthesis iteration (BES)*.

UNESCO (2000). *Inclusion in education: The participation of disabled learners*. *World Education forum: Education For All 2000 Assessment*. Paris: UNESCO.

UNESCO. (1994). *The salamanca statement and framework for action on special needs education*. Retrieved (January 10, 2013) from http://www.unesco.org/education/pdf/SALAMA_E.PDF

UNESCO. (2009). *Towards Inclusive Education for Children with Disabilities: A Guideline Education for All* (D. Calderbank, Ed.).

UNESCO. (2021). *Sub-Education Policy Review Report: Inclusive education*.

UNICEF. (2016). *Making Schools Accessible to Children with Disabilities*.

Westwood, P. (2013). *Inclusive and adaptive teaching: Meeting the challenge of diversity in the classroom*. Routledge.

Winzer, M. A., & Mazurek, K. (1998). *Special education in multicultural contexts*. Prentice-Hall, Inc.

Winzer, M. A. (2000). The inclusion movement: Review and reflections on reform in special education. *Special education in the 21st century: Issues of inclusion and reform*, 5-26.

Zulfiqar, B., Kamal, M., Shahinujjaman, H. M., & Hossain, M. N. (2008). Inclusive Education in Bangladesh: Digging Deeper into Educational Prospects of Children with Disabilities in Bangladesh. *European Journal of Education*,

Appendix A

Consent letter

Date:

.....2022

Dear Sir/Madam,

I am doing my Master of Education (M.Ed.) in Educational Leadership and School Improvement, under the BRAC Institute of Educational Development (BIED), BRAC University. Currently, I am in the process of conducting a Master's Thesis which is a part of my course. The name of the thesis topic is **“INCLUSIVE EDUCATION: INCLUSION OF CHILDREN WITH DISABILITIES IN GOVERNMENT PRIMARY SCHOOL (GPS) IN DHAKA”** I would like to have your opinions and views regarding this issue. The interview will take approximately 1 hour and will be recorded in tape. This is to ensure you that, if you wish, your identity will be kept confidential and the information provided will only be used for academic purpose. Please feel free to ask questions regarding the purpose of the study. Please sign the consent form below to confirm your permission regarding the interview.

Thank you for your kind assistance and support in this academic endeavor.

Sincerely,

Md Hanif

M.Ed student, IED, BRAC University

Cell Phone: +8801976342829

E-mail: mohammad.hanif@teachforBangladesh.org

I have read the above and discussed with the researcher, I understand the study and I agree to participate.

Signature of Participant & Date

& Date

Signature of Researcher

School Observation Guide

School Observation Guide

Name: _____ Area _____

Date: _____ Observer: _____

SL	Facilities	In place		Observation comments
		Yes	No	
01	Entrance facilities (Ramp in school Entrance gate)			
02	Ramp in School building (Entrance)			
03	Are pathways are into around the school level suitable for a wheelchair user?			
04	Are external and internal doors level or with ramped access?			
06	Are WASH Facilities suitable for a student with disabilities?			
07	Is the classroom seating arrangement suitable for students with disabilities?			

08	Are classrooms organized to give disabled pupils easy access to classroom resources?			
----	--	--	--	--

Appendix B. Interview Guide

Interview Guide for Head Teacher

Time duration: 45-50 min

Interview Guide

1. How many children are in your school? Can you please give an idea about the number and nature of children with disabilities in your school?
2. What are the policies and strategies you follow for admitting CWD in your school? Do you face any challenges to admit CWD in your school? What are they? How do you address the challenges?
3. What are the facilities (Infrastructure, WASH, Health, Counseling etc.) available in your school for children with disabilities? How do these facilities address the needs of the CWD?
4. How do the teachers implement education for the children with disabilities addressing the issues of learning environment, lesson design, teaching learning materials and assessment? What can be done for further improvement of the issues related to inclusive education?

5. Do you face any administrative challenges to implement inclusive education in your school? If so, what are they? What can be done for addressing the challenges?

Interview with Parents

Time Duration: 45-50 min

Interview guide

1. How were you motivated to get your child admitted to this school? Can you please share your experience in this regard?
2. How would you evaluate the teaching process in the classroom? Do you think the teachers are co-operative/caring and motivational with your children? If yes/ no, why do you think so? If former question's answer is no-what should be done for improvising?
3. How would you like to view the progress of your child? Do you think this progress is influenced/accelerated by the TL method of the school? If yes, would you elaborate how the TL method is helping the progress? If not, would you please mention the gaps you think should be taken care of?
4. Do your child face problems in integration with his/her classmates? If not, how are the classmates of your child helping him/her to integrate/socialize in school? If yes, what types of problems are faced? Would you please share some suggestions for improving this condition?
5. How would you evaluate the available facilities from the school? If you are not satisfied, can you please address the gaps on which school should emphasize?
6. Do you think that the educational assistance provided to your child is effective? If yes/no, can you please elaborate why you think so? If you could, what would you change about the educational assistance that is being provided?

FGD with Assistant Teacher: Guide Question

1. How do you help student with disability in enrollment?
2. How to create a safe and learning environment?
3. How many of you got training on inclusive class management?
4. How do you manage class room?
5. How do you design curriculum and TL materials?
6. How does the government and other Authorities help you?
7. What special education strategies and techniques have you used to help your students?
8. What methods do you use to encourage students to explore learning opportunities?
9. How have you encouraged parental involvement in student learning?
10. How have you ensured that each student receives the right type of support?
11. How do you regularly assess the progress of your students?
12. What are the challenges you face in the class room ?
13. How it can be solved?

Informal Discussion with children

objective

The objective of the informal discussion is to understand student point of view regarding their education and school facilities they got. and also, is to understand the school environment physical and cognitive.

Question guide

1. How do you feel in school?
2. Who is your favorite teacher and why?

3. How do teachers help you to learn?
4. How are your classmates?
5. What kind of facilities do you get from school?
6. do you face any problem?
7. What is your dream school will look like?