

Perceptions of Special Educator towards Inclusive Education in Dhaka, Bangladesh

By

Jannatul Ferdous Meem

23355016

A thesis submitted to Brac Institute of Educational Development in partial fulfillment of
the requirements for the degree of
Master of Science in Early Childhood Development

Brac Institute of Educational Development
Brac University

September 2025

© 2025.Jannatul Ferdous Meem

All rights reserved.

Declaration

It is hereby declared that

1. The thesis submitted is my 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:

Jannatul Ferdous Meem

23355016

Approval

The thesis/project titled “Perceptions of Special Educator towards Inclusive Education in Dhaka, Bangladesh” submitted by

1. Jannatul Ferdous Meem (23355016)

of Summer 2023 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Masters of Science on September 2025.

Examining Committee:

Supervisor:
(Member)

Mostak Imran
Lecturer & Child Play Therapist
BRAC Institute of Educational Development
Brac University

Program Coordinator:
(Member)

Ferdousi Khanom
Senior Lecturer, ECD Academic Program
Brac Institute of Educational Development
Brac University

External Expert Examiner:
(Member)

Dr. Dilruba Sultana
Senior Lecturer, M.Ed. Department
BRAC Institute of Educational Development

Departmental Head:
(Chair)

Dr. Erum Mariam
Executive Director
Brac Institute of Educational Development
Brac University

Ethics Statement

Title of Thesis Topic: Perceptions of Special Educator towards Inclusive Education in Dhaka, Bangladesh.

Student name: Jannatul Ferdous Meem

1. Source of population

Inclusive school of Dhaka city

2. Does the study involve (yes, or no)

- a) Physical risk to the subjects- no
- b) Social risk- no
- c) Psychological risk to subjects- no
- d) discomfort to subjects- no
- e) Invasion of privacy- no

3. Will subjects be clearly informed about (yes or no)

- a) Nature and purpose of the study-yes
- b) Procedures to be followed-yes
- c) Physical risk- no
- d) Sensitive questions- no
- e) Benefits to be derived-yes
- f) Right to refuse to participate or to withdraw from the study- yes
- g) Confidential handling of data- yes
- h) Compensation and/or treatment where there are risks or privacy is involved- yes

4. Will Signed verbal consent for be required (yes or no)

- a) from study participants- yes
- b) from parents or guardian- no
- c) Will precautions be taken to protect anonymity of subjects?- yes

5. Check documents being submitted herewith to Committee:

- a) Proposal- yes
- b) Consent Form-yes
- c) Questionnaire or interview schedule- yes

Ethical Review Committee:

Authorized by:

(chair/co-chair/other)

Dr. Erum Mariam
Executive Director
Brac Institute of Educational Development
Brac University

Abstract

The objective of this study was to explore the perceptions of special education teachers in Dhaka about inclusive education, as well as the challenges they face and the methods they use to overcome them.

The main instrument for data collection for this qualitative descriptive study was a semi-structured questionnaire. Ten special education teachers from two inclusive schools in Dhaka city participated in interviews using both closed-ended and open-ended questions.

According to the results, most teachers had a positive view of inclusive education and understood how it could enhance the inclusion of children with disabilities. They also highlighted several barriers such as inadequate financial support, lack of expert advice, and lack of government training in inclusive approaches.

These observations emphasize that focused professional development, better resource allocation, and legislative changes are needed to encourage inclusive practices. Students with disabilities can be integrated into regular classrooms and a more supportive learning environment can be created by putting these strategies into practice.

Keywords:

Inclusive education; Special educators; Perceptions; Challenges; Strategies; Dhaka city

Dedication

I would like to sincerely thank my parents Md. Rahmat-E-Khuda and Rahima Khanum for their endless love and support, as well as Almighty Allah for providing me with excellent health, safety, and other benefits during this research. And my respected faculties and supervisor at Brac IED & all the teachers of Prottoy and Prottasha Inclusive school for their love, care, blessing, inspiration, and support.

Acknowledgement

I am extremely grateful for the opportunity to complete my MSc program, and would like to express my sincere gratitude to all those who have helped me along the way.

I would especially like to express my gratitude to Mostak Imran Sir, my academic supervisor, lecturer and child play therapist at BRAC Institute of Educational Development, for his unwavering support and invaluable advice, which greatly contributed to the success of my research.

My sincere gratitude also goes to my wonderful classmates in the 19th grade Early Childhood Development program at BRAC University at BRAC IED. Their friendship, support and thought-provoking conversations have made this journey not only worthwhile, but also unforgettable.

I also appreciate of the support and guidance provided by my friends Rubaiya Zarin Chowdhury, and Md Shamsuzzaman Rony throughout the thesis process.

Finally, I would like to express my heartfelt thanks to my mother-in-law and, most importantly my beloved husband Darul, for his encouragement for my study, that have supported me every step of the way and my cherished son Zahian helped me to keep my passion, devotion, and caring sacrifices to overcome all hurdles.

Table of Contents

Declaration.....	ii
Approval	iii
Ethics Statement.....	iv
Abstract.....	vi
Dedication	vii
Acknowledgement	viii
List of Acronyms	xii
Chapter I: Introduction & Background	1
1.1 Introduction.....	1
1.2 Statement of the Problem.....	11
1.3 Purpose of the study.....	13
1.4 Significance of the study.....	13
1.5 Research Questions	13
Chapter II: Literature Review.....	17
Chapter III: Methodology	31
3.1 Research Approach and Design	31
3.2 Research Site.....	32
3.3 Research Participants	32
3.4 Procedure/Participants Selection Procedure	33
3.5 Data Collection Tool.....	33

3.6 Data Collection Method and Procedure	34
3.7 Data Management and Analysis	34
3.8 Validity & Reliability	35
3.9 Ethical Issues	35
3.10 Privacy and Confidentiality	36
3.11 Limitations of the Study.....	37
Chapter IV: Results/Findings & Discussion.....	38
4.1 Knowledge and understanding on Inclusive Education.....	38
4.1.1 Social Acceptance & Awareness	38
4.1.2 Holistic Development	39
4.1.3 Developing supportive Attitude.....	39
4.1.4 Right stabilised.....	40
4.2 Challenges in Inclusive Education.....	40
4.2.1 Lack of positive Attitude	40
4.2.2 Infrastructural Barriers.....	41
4.2.3 Socio- Cultural Barriers	41
4.2.4 Inadequate Teachers Training.....	42
4.2.5 Inappropriate Teaching Strategies	42
4.2.6 More Flexible Curriculum	43
4.2.7 Insufficient Resources.....	43
4.2.8 Lack of awareness in the community.....	43
4.3 Strategies are used for include the students in inclusive settings	44

4.3.1 Provide Infrastructural facilities	44
4.3.2 Acceptance	44
4.3.3 Sufficient Teachers Training.....	45
4.3.4 Flexible Environments	45
4.3.5 Appropriate Curriculum.....	46
4.3.6 Existing current policy implements	46
4.3.7 Awareness programmes	46
Discussion.....	47
Conclusion	49
Recommendations	50
References	51
Appendix- 1.....	62
Appendix- 2.....	65

List of Acronyms

- **IE:** Inclusive Education
- **IEP:** Individualized Education Program/Plan
- **CRPD:** Convention on the Rights of Persons with Disabilities
- **DPE:** Directorate of Primary Education
- **URC:** Upazila Resource Centre
- **SEN:** Special Educational Needs
- **SLD:** Specific Learning Disabilities
- **IDEA:** Individuals with Disabilities Education Act
- **UNICEF:** United Nations Children's Fund
- **UNESCO:** United Nations Educational, Scientific and Cultural Organization
- **MDG:** Millennium Development Goals
- **SDG:** Sustainable Development Goals
- **PEDP:** Primary Education Development Program

Chapter I: Introduction & Background

1.1 Introduction

Regardless of a person's gender, race, socioeconomic background, or physical or mental ability, everyone should have the fundamental human right to education. Since it ensures that everyone has access to high-quality education tailored to their diverse needs, abilities, and backgrounds, inclusive education is an essential part of a just and equitable society. By embracing inclusive education, we can establish an environment that values differences, promotes understanding, and supports the holistic growth of each individual. In doing so, we enable each individual to realize their greatest potential and make significant contributions to their community (Mezquita-Hoyos, Y. N. et al., 2018).

According to the principle of inclusive education, all learners, regardless of their unique characteristics and characteristics, should have the opportunity to learn in an equitable and meaningful way in a nurturing environment. It seeks to remove barriers that might otherwise prevent them from fully participating in the educational process, in order to ensure equal access to high-quality education for all learners, including those from marginalized backgrounds or with disabilities, to actively participate in educational activities and to help them realize their full potential (UNESCO, 1994).

The effective implementation of special education largely depends on the availability of qualified teachers and supportive service personnel (Ainscow & Miles, 2008; Ahsan et al., 2012). Inclusive practices are more effective when teachers demonstrate positive attitudes toward children with special needs.. Proper identification, development of individualized education programs, their implementation, and evaluation are all essential components of this process (UNESCO, 2009). Regrettably, in Dhaka city services aimed at preventing and treating impairments, as well as identifying and referring students with special needs at the school level,

are virtually non-existent (Ahsan et al., 2012). The scarcity of training programs for special educators has resulted in a shortage of qualified personnel in this field (Choudhury & Haq, 2016).

In Bangladesh, children with disabilities have traditionally faced the highest levels of social marginalization. Unfortunately, their access to education is severely limited, hindering their overall development. A recent study revealed that only 4% of the approximate 1.6 million primary school-aged children with disabilities have the opportunity to attend school. In areas where disability-focused interventions exist, this figure rises to 18%. Of those children, 48% are enrolled in formal education, 23% attend privately managed integrated schools, 15% are in special education programs, 5% are in inclusive education initiatives, and 9% are pursuing other educational pathways. The study also highlighted a concerning trend of decreasing school attendance among students with disabilities as they grow older, dropping from 44% among 6 to 10-year-olds to just 15% among 16 to 18-year-old adolescents, indicating high dropout rates (Directorate of Primary Education DPE, 2002).

The conventional approach of teachers in developing countries often revolves around teacher-centered strategies, which unfortunately leads to the marginalization of disabled children from the educational system. This issue arises due to factors such as high student-teacher ratios, inadequate resources and support services for students with impairments, and insufficient training for educators, both before and during their service (Le Fanu, 2013; Singal et al., 2015).

Additionally, it's important to note that *"Initial teacher education programs place minimal emphasis on inclusive instructional strategies"* (Johnstone & Chapman, 2009).

The lack of comprehensive and child-focused tactics being implemented could indicate a gap in teachers' understanding as well (Nketsia, 2016).

The conventional approach of teachers in many developing countries often revolves around teacher-centered strategies, which unfortunately leads to the marginalization of children with disabilities from the educational system. Large class sizes, lack of resources and support systems for students with disabilities, and a complete lack of pre-service and in-service teacher training are some of the reasons for this problem (Le Fanu, 2013; Singal et al., 2015).

As Johnstone & Chapman (2009) noted, *"Initial teacher education programs place minimal emphasis on inclusive instructional strategies"* (p. 138). The absence of comprehensive, child-focused teaching practices may reflect a broader gap in teachers' understanding of inclusion (Nketsia, 2016).

To ensure the full integration of all students, it is vital to examine school-level attitudes toward inclusive education. Although school administrators may express support for inclusive practices, the reality of physical infrastructure and psychosocial conditions often creates significant barriers (Ainscow & Miles, 2008). For example, safety concerns were frequently raised by both educators and parents during interviews, with repeated calls for boundary walls around schools to protect students.

In some institutions, beyond instructional shortcomings, unwelcoming school codes of conduct and instances of teacher violence were also reported. Such practices and environments undermine the creation of a safe, inclusive, and engaging educational setting, ultimately hindering the meaningful participation of children with disabilities (UNICEF, 2014). And learning of student with disabilities ((Zulfiquir et al., 2018)

Numerous informants have expressed concerns about the inadequate quality of teacher education. They highlighted the need for a profound reassessment of school development and

teacher training, as student teachers often lack the understanding of how to work with a diverse student population (Huge, 1996).

Consequently, special education should be included as an important component of teacher education and should enhance general teaching (Alghazo & Gad, 2004). Meeting the diverse needs of students – especially those who require more complex support – makes reflective practice particularly relevant. Aspiring special education teachers need to be prepared for the challenges of inclusive education through such reflective practice (Blake & Monaco, 2006; Kirch et al., 2007; Welch & James, 2007; Beacham & Rouse, 2011; Kausarano, 2011; Wolodarczyk, 2015). The activities discussed are unique because they center on the relationships among participants in the educational process. In practice, many challenges arise, such as personal objections, insufficient resources, conflicting emotions, and more. A reflective special educator, participant in the inclusive teaching and learning process, should blend personal experience with theoretical knowledge. Cultivating this reflective capacity is a key objective when preparing future Teachers of special education within inclusive settings, as reflection is considered a central part of educational practice.

“The adoption of Western teaching methods in the Bangladeshi educational context has been hindered by resource constraints and large class sizes. Moreover, the concept and implementation of inclusive education remain relatively foreign, with only a few schools embracing this approach. These pioneering institutions serve as potential models for others seeking to integrate inclusive education. To facilitate this transition, teachers require practical knowledge to effectively operate within such educational frameworks. By educating teachers and practitioners about implementing inclusive education in Bangladesh, this study will make an important contribution to future research and practice. Furthermore, it serves as a foundational point for subsequent research endeavors within this realm in Bangladesh” (Mehtab, 2014)

After examining various studies, it became clear that teachers' attitudes towards inclusion are influenced by a number of important and secondary factors. This research, conducted in different cultural settings and rigorous analysis of the data, found that teachers' attitudes towards inclusion were consistent across the globe. Notably, training in inclusive practices, the type of vulnerability of a student, and the availability of appropriate facilities and resources were found to be the most important factors influencing teachers' attitudes towards inclusion. The study was conducted in Dhaka city.

Background of the Study

Inclusive education (IE) is an approach designed to meet the diverse needs of all learners, regardless of their background, ability, learning style or differences. Rooted in the principle of equity, it seeks to ensure that every learner has equal access to quality education, meaningful participation in school life and the opportunity to achieve positive outcomes. The focus of this approach is to remove barriers to learning and provide equal opportunities for all. In addition to academic achievement, inclusive education also supports students' social and emotional development by creating a safe, supportive and nurturing environment. By valuing diversity, promoting fairness and fostering a sense of belonging, inclusive education empowers every learner to realise their full potential academically and personally (UNESCO, 1994).

Inclusive education is a comprehensive approach that extends far beyond simply integrating marginalized students into regular classrooms. It involves structurally modifying the educational system to accommodate the diverse needs of all students. The main objective is to establish an inclusive setting that ensures all learners, no matter their backgrounds or differences, are valued, supported, and experience a genuine sense of belonging throughout schooling. This inclusive environment fosters a sense of community, celebrates diversity, and promotes to thrive academically and socially for student. (Ainscow, 2005).

The last two decades, there has been a significant global emphasis on exploring a wide array of educational methodologies to effectively address the increasing diversity within regular classrooms. As schools become more diverse, it is imperative to cater to the specific learning needs of students with varying requirements. This necessitates a fundamental shift in teaching approaches from predominantly teacher-centered to more student-focused models. However, ensuring active engagement for every student in the classroom poses significant challenges for schools.

For instance, Ainscow (2005) highlighted the difficulty of putting inclusive practices into practice, pointing out that there are several elements that contribute to the difficulties. He maintained that the creation of an inclusive school culture may be hampered by the absence of a common vocabulary amongst stakeholders, including legislators, educators, and the general public. Therefore, a comprehensive strategy that takes into account the interests and viewpoints of all stakeholders is necessary to effectively address diversity in education.

Meeting the diverse needs of students with disabilities who require specialized education is an essential part of creating an inclusive school culture. Speech and language development, social and emotional skills development, motor skills development, sensory and tactile awareness development, and resources, core skills, and professional development for enhancing visual discrimination are just a few of the many topics included in these materials. Children with special needs face significant barriers as they advance in their educational journey because many mainstream schools lack access to these important services (Kawsar, Ahmed, & Ahmed, 2016).

Students with disabilities represent a substantial and varied population of learners globally. This group includes individuals with a big range of abilities, obstacles, and specific needs, reflecting the diverse nature of the human experience (Richard & Metcalf, n.d., p. 3).

The situation in Bangladesh is similar to many other places. Children with mild or hidden disabilities are often not reported and do not receive the necessary support and attention, even though there are schools specifically for the disabled and they provide services for children with severe and moderate disabilities. As a result, there is a large gap in identifying and helping children with these types of disabilities (UNESCO, 2009, p. 7).

Inclusive education is based on the idea that all students should have equal access to education and opportunities for personal development in the classroom, regardless of their individual characteristics and abilities. By integrating them effectively into regular educational programs, it aims to serve a wide range of students who have been historically underrepresented, including students with special needs or disabilities. Ultimately, the objective is to foster an educational environment that acknowledges and nurtures each student's distinct abilities, thereby empowering them to make meaningful and valuable contributions to both the local community and the nation at large (Mehtab, 2014).

Currently, only two higher education institutions in Bangladesh offer a four-year specialized Bachelor of Education (Hons) program designed to provide comprehensive knowledge on special education to pre-primary special education (PSPe) teachers. The program includes special education as one of its four focus areas, aiming to prepare teachers to effectively support students with special educational needs (SEN). PSPe teachers play a key role as resource educators across 64 districts and frequently conduct training sessions for other teachers at Upazila (Sub-district) Resource Centers (URCs). In addition, they have the potential to be promoted to the position of Upazila Education Officer (UEO), who oversees the training and supervision of primary education teachers. By strengthening the skills and competencies of PSPe teachers, the program not only encourages their professional development but also enables them to take on leadership roles within the education system (Malak, 2013).

Rather than focusing on the real-world implementation of individualized education (IE) practices, most of the currently published material examines the impact of disability rights and government regulations on students with special educational needs (SEN). Limited empirical research has been conducted in this area. Notable studies include Ahsan et al (2011), Malak et al (2005), Akhter and Malak (2008), and the Department of Primary Education, CSID (2002, 2003, 2005).

At various points in my teaching career, I have extensively examined the complex process of understanding the educational experiences of children with special educational needs (SEN). These studies have provided valuable insights into the various challenges and effective strategies in teaching students with SEN. However, there remains a significant lack of research specifically focusing on the perspectives of pre-primary special education (PSPe) teachers on the inclusion of students with SEN in mainstream classrooms. This study aims to fill this gap by closely investigating the perspectives of PSPe teachers, recognizing that their attitudes play a significant role in shaping their practice and interactions within the educational environment. By highlighting this important aspect, the study seeks to contribute to creating more inclusive and supportive environments for students with SEN (Ajzen, 2005).

Gaining insight into the attitudes of pre-service teachers is essential for the effective promotion of inclusive education in mainstream classrooms. A thorough understanding of their beliefs and perspectives is crucial for successfully advocating for and implementing inclusive practices within regular classrooms. A thorough understanding of their perspectives will enable educators and policymakers to address any potential barriers and create a supportive environment that fosters inclusive practices (Malak, 2013).

Based on the research findings, it was revealed that the attitudes of teachers towards inclusion are impacted by various factors, with age and gender being just two of them. It was discovered

that in addition to age and gender, inadequate teacher training and cultural influences significantly contribute to shaping teachers' attitudes towards inclusion. This suggests that a combination of factors, rather than just age and gender, plays a crucial role in influencing attitudes towards inclusion, with age and gender serving as reinforcing rather than primary determinants (Kim Jenson, 2018).

Throughout their practical training, the students were afforded the invaluable opportunity to glean insights and expertise from seasoned special educators and teachers. This hands-on experience not only broadened their knowledge base but also honed the essential skills necessary for a promising and successful career in the field of special education. The educators and teachers graciously imparted their wealth of knowledge, covering a myriad of vital aspects including the unique challenges faced in the profession, the intricacies of children's education, various developmental disorders, effective treatment approaches, and the pivotal role of communication in the field. The students diligently immersed themselves in the organization of professional activities and the implementation of a diverse range of teaching methodologies. They devoted substantial time to observe and partake in both individual and group interactions with children, paying special attention to activities designed for children with special needs. Additionally, the training underscored the significance of aligning teacher education with the practical dynamics observed in real-life school settings. This approach was instrumental in preparing the students to confidently navigate the multifaceted nature of the profession upon their graduation. Ruth, a dedicated teacher at this school, discovered that fostering an environment of effective collaboration with school administrators, fellow teachers, and an external specialist was pivotal in addressing the complex needs of one particular student, Jon. The external specialist not only provided valuable insights and expertise but also played a crucial role in actively listening to Ruth's observations and validating the team's approach to supporting Jon. This collaborative setting provided teachers with an opportunity to engage in

meaningful discussions, exchange insights, and critically evaluate their teaching practices, thereby greatly enhancing their continuous professional development (Clark et al., 1997).

The collaboration among team members has ushered in a new era of tackling challenges and resolving issues at the classroom level. This departure from previous practices, which involved isolating the 'problem child' physically, emotionally, and socially signifies a noteworthy shift. Historically, special education has been rooted in the idea that 'deficits' in individuals lead to special needs. However, our current approach favours a holistic perspective, suggesting that both students and the school possess untapped resources. By fostering diverse, positive learning experiences and minimizing the focus on 'deficits', we aim to cultivate new positive learning outcomes. Proficiency often lays the groundwork for subsequent learning endeavors. Ruth consistently underscored the importance of reinforcing positive attributes in all children. For instance, she made a point to highlight Jon's positive conduct and actively worked towards developing a nurturing relationship with him. Her primary focus was on providing Jon with the necessary support to achieve academic success and fostering positive interactions with his peers.

According to Coffey International Development (2012) and EADSNE (2012) Educators are strongly encouraged to demonstrate effective inclusive practices to their student teachers. This can be highly beneficial in promoting inclusive teaching methods" (Coffey International Development, 2012; EADSNE, 2012).

Research indicates that translating inclusive principles taught in training into practical guidance for teachers remains challenging (Pinnock & Nicholls, 2012). Rouse and Florian (2012) noted that many teachers face uncertainty about how to effectively implement inclusive practices. As a result, there is growing recognition of the need for comprehensive professional development for teacher educators. Such programs aim not only to increase practical teaching experience

but also to deepen teachers' understanding of the complex concepts, skills, principles, and beliefs that underpin inclusive education (EADSNE, 2012; Mamah et al., 2011; Pinnock & Nicholls, 2012; Rouse & Florian, 2012; William Nketsia, 2016).

The comprehensive and meticulous research was instrumental in gaining profound insights into the viewpoints of educators on the subject of inclusive education and the myriad of factors that influence their attitudes towards it. The study adeptly pinpointed a broad spectrum of influences that contribute to sculpting teacher attitudes towards inclusion, providing illuminating revelations about the considerable implications for further delving into the specific needs of teachers and potential strategies for fostering inclusion within educational settings. Further exploration in this area holds the promise of significantly facilitating the successful integration of inclusive practices, given the pivotal role played by teachers in this endeavor. The principal aim of the study was to intricately scrutinize the internal factors that mold teachers' perspectives on inclusive education.

1.2 Statement of the Problem

Proyash, a leading special education institution in South Asia, offers a wide range of academic programs and support services aimed at promoting the education and inclusion of children with special needs (Rahman, 2014).

In most regular schools in Bangladesh, there is a tendency to separate special children (SEN) from their peers, leading to their isolation within the educational setting, according to research by Akter and Malak (2008) and Das (2011). Regular teachers often lack sufficient training to effectively support students with SEN, which is one reason for the segregation of these students, as highlighted by Kibria (2005).

For inclusive education to flourish, teachers need to be equipped with the necessary information and skills to address concerns related to disabilities. However, many teachers have

few opportunities to meaningfully communicate and engage with people with disabilities because current teacher education systems often fail to prioritize inclusion. Activities such as case study analysis can be incorporated to help reduce barriers to entry. However, there are still very few formal professional development programs for teachers and teacher educators that focus on inclusive approaches. Because of this, there is a general lack of knowledge about inclusive education policies and disability-related legislation (Rahman and Sutherland, 2012).

This study was conducted in two inclusive schools in Dhaka city, which have received little attention in previous research. The main aim was to provide a detailed examination of the learning environment and teaching methods used in these institutions..

1.3 Purpose of the study

This study aims to explore special education teachers' perceptions of inclusive education and identify the primary challenges they face in implementing inclusive practices in mainstream schools in Dhaka city. This study also attempts to examine the strategies that special education teachers use or recommend to effectively include children with special needs in inclusive classrooms. Focusing on their lived experiences and professional insights, this study aims to provide a contextual understanding of how inclusive education is practiced, the factors shaping teachers' attitudes, and the institutional and pedagogical reforms needed to support inclusion. Ultimately, this study aims to generate evidence-based knowledge to inform teacher training programs, policy development, and school-level implementation strategies for inclusive education in Bangladesh.

1.4 Significance of the study

This study has significant pedagogical, practical, and policy-level implications. Academically, it contributes to the growing body of literature on inclusive education by providing context-specific explorations of the experiences and perspectives of special education teachers in Bangladesh, where inclusive practices are still evolving. Practically, the findings can serve as a valuable resource for teacher educators, school leaders, and curriculum developers who aim to improve inclusive teaching skills and support systems in schools. This study also provides insights that can help develop more responsive teacher training modules, particularly those that prepare teachers to meet the diverse needs of students in inclusive classrooms. At a policy level, the study highlights important gaps in infrastructure, teacher preparation, and institutional support that must be addressed to achieve meaningful inclusion. Ultimately, the study seeks to create a more equitable education framework in Bangladesh—one that values diversity and ensures that every child, regardless of ability, has the opportunity to learn, grow, and succeed.

1.5 Research Questions

1. What are special educators' perceptions of their professional roles and responsibilities in the effective implementation of inclusive education in classroom settings?
2. What challenges and barriers do special educators face in the classroom?
3. What opportunities and support systems do special educators consider essential for improving and sustaining inclusive education practices in the classrooms?

Operational Definition

Inclusion concept of adapting traditional school systems to meet the needs of all children, regardless of ability or disability, is commonly referred to as full inclusion. This approach is based on the principle that existing teaching methods and technological resources can be used effectively to meet the diverse needs of all students in regular classrooms, including those with disabilities (Avramidis & Norwich, 2002). Inclusion is not just a buzzword; it represents a fundamental philosophy that asserts that every individual deserves the opportunity to participate fully in society. Successful inclusion requires collaboration, flexibility, a willingness to overcome uncertainty, and support from a wide range of individuals, services, and institutions. When implemented effectively, inclusive practices benefit students, teachers, and the wider community. Far from being a temporary trend, inclusion is a permanent policy that is reinforced by legal precedent. Importantly, inclusion is not simply about placing children with special needs in mainstream classrooms without adequate support; it requires careful planning, ongoing monitoring, and adequate resources. While inclusion offers significant benefits, it also presents challenges that demand the active participation of parents, teachers, peers, and administrators (Peters & Jeremy, 1999).

Inclusive education refers to the practice of educating children with and without disabilities together in mainstream classrooms in Dhaka, Bangladesh, where appropriate accommodations

and supports are provided to meet their diverse learning needs. This study examines inclusive education through qualitative data collected from special educators, focusing on their experiences, observations, and practices related to the inclusion of children with special needs in special education settings.

Inclusive education is a philosophy that advocates for equal educational opportunities for all students, regardless of their personal circumstances or background. It emphasizes the importance of integrating all children – including children with disabilities and those from minority language communities – into the same classroom and school, with the aim of creating a welcoming and supportive learning environment that meets the needs of each student. However, there is no universally accepted definition of inclusive education. Sly (2011), in *The Irregular School: Exclusion, Schooling, and Inclusive Education*, notes that there is no single, comprehensive definition of the concept. Similarly, Bates et al. (2015) highlight the ongoing debate about the meaning of inclusive education and how it should be effectively implemented. This lack of consensus is partly due to the different perspectives and research methods used across different educational institutions (Loreman et al., 2014).

Challenges - Address the barriers that special educators have identified to the successful adoption of inclusive education. These may include lack of infrastructure, inadequate funding, hostile attitudes, policy gaps, or inadequate training.

Opportunities - Special educators have identified enabling factors that are helpful or potentially helpful for inclusive education. These may include school leadership, policy support, community awareness, professional development, and collaboration with support staff and families.

Student with Disabilities- An important federal law aimed at ensuring a free adequate public education (FAPE) for children with disabilities is the Individuals with Disabilities Education Development Act (IDEA) of 2004. Intellectual disability, deafness, speech or language impairment, blindness, mental retardation, orthopedic disability, autism, traumatic brain injury, other health disabilities, specific learning disabilities, deaf-blindness, or multiple disabilities are some of the many disabilities covered by the law. An Individualized Education Program (IEP) must be developed in accordance with the IDEA and customized to meet the specific needs of each student. Specialized instruction, related services, and accommodations are part of this IEP, which is designed to help students advance educationally.

Special Needs students (SNE)-In Bangladesh, the population of students with specific needs is diverse, encompassing not only individuals with disabilities but also groups such as persons with albinism, orphans, survivors of abuse, street children, household heads, members of nomadic or pastoral communities, and internally displaced persons. In order to provide equitable access to education, the special educational needs of these different groups must be recognized and met (Republic of Kenya: Ministry of Education, 2009). The Individuals with Disabilities Education Act (IDEA) further emphasizes the need for inclusive educational approaches that meet a wide range of special educational needs, which also highlights the significance of making accommodations for individuals with disabilities.

Chapter II: Literature Review

The notion of inclusion encompasses a multi-dimensional and continuously evolving process that involves consistently adapting physical environments, societal structures, and mindsets across various settings, including residential spaces, educational institutions, and local communities. Its fundamental aim is to ensure that every person, regardless of their unique characteristics and differences, has fair and unobstructed access to opportunities. Through the practice of inclusion, the primary objective is to foster a deep sense of belonging and interconnectedness by encouraging individuals to actively participate, collaborate, and engage in all communal activities. At the same time, the goal of inclusion is to ensure fair access to resources, services, and obligations for all (Ngugi, 2002).

The concept of inclusive education and inclusion is highly complex, and its application may vary across legal frameworks in different countries. A broad strategy, inclusive education seeks to modify the classroom environment to meet the diverse needs of each student in the traditional classroom. The goal is to ensure that all students have access to and benefit from a high-quality education, regardless of their background or ability. Inclusion goes beyond the education system, encompassing broader societal inclusivity and acceptance, aiming to create a more equitable and respectful society. According to Frederickson and other critics, Inclusion is seen as a movement that challenges societal norms and empowers individuals who may have been marginalized or excluded. However, critics argue that Inclusion can potentially be used to unfairly benefit certain groups in society, leading to unjust societal advantages and overlooking the needs of others. This discussion highlights the challenges of implementing inclusive practices and emphasizes the need to account for a variety of perspectives and experiences (Crane, 2015).

The principle of inclusion is based on the core belief that disability should not be seen solely as a medical condition, but rather as a multifaceted social issue that demands careful attention and proactive interventions. Advocates for disability rights emphasize the importance of distinguishing disability from an individual's abilities and argue for a broader, non-medical understanding. This perspective emphasizes how important it is to establish inclusive environments and remove barriers that prevent people with disabilities from fully participating in all aspects of life (Shakespeare, 2006).

It's important to acknowledge and address the urgent need for comprehensive political solutions to mitigate the wide-ranging societal impacts of disability. Whether these challenges stem from physical impairments or deeply embedded social structures, they are intricately linked to all facets of society. Therefore, the primary focus should be on restructuring societal attitudes towards persons with disabilities, breaking down socio-political barriers through well-planned and well-designed policy reforms. The ultimate goal is to uphold the human rights of persons with disabilities in accordance with the standards set by the United Nations Convention on the Rights of Persons with Disabilities (UN, 2006).

Changing societal attitudes, laws, and infrastructures that impede individuals with disabilities is the main goal of the social model of disability. The social model advocates for systemic and societal changes to create inclusive and accessible environments, in contrast to the traditional medical model, which places an emphasis on treating or rehabilitating individuals. By promoting more extensive reforms to encourage participation and inclusion for everyone, it transfers accountability from the individual to society (Shakespeare, 2006).

The discussion on transitioning towards inclusion gained momentum in Jermaine, Thailand, during the 1990s. This period marked a significant shift toward using education as a key tool to promote a fairer and more just society (Grue, 2015). The World Conference on Special

Education held in Spain in 1994, known as the Salamanca Declaration (1994), was a turning point in this change.

During this important meeting, nations reaffirmed their dedication to the idea of Education for All emphasized the significance of ensuring that children with special needs have access to educational opportunities within local mainstream schools (UNESCO, 1994). Inclusive education goes beyond merely accommodating all students' learning needs; it involves adapting academic programs and fostering an inclusive environment to ensure equal opportunities for everyone. This approach is grounded in the belief that educational methods should be inclusive and progressive.

According to Barton and Armstrong (2007), inclusive education involves recognizing and incorporating commonalities within communities into the existing educational framework. It supports the concept of community-based schools that embrace practices rooted in equality, aspiration, participation, and diversity. The fundamental principle of inclusive education is that all children and young people should have equal access to educational opportunities in their local schools, regardless of their socio-economic, cultural or learning differences (UNESCO, 2005).

Liasidou (2016) supports existing definitions of inclusive education but expands the concept by defining it as the provision of educational services that guarantee the participation of all children within the community. This approach emphasizes that inclusion is not merely about enrolling all children in the same schools but actively removing barriers that prevent full participation in the school community (Mittler, 2000). Furthermore, inclusion is viewed as a dynamic and continuous process requiring ongoing efforts to improve both the organizational and educational aspects of the general education system (Mittler, 2000). Ngugi (2002) underscores the importance of recognizing and addressing obstacles both inside and outside

schools that hinder inclusivity, advocating for adjustments in teaching methods, school environments, and educational systems to better support the diverse learning needs present in mainstream schools.

The United Nations strongly advocates investing in Inclusive Education as a fundamental strategy to address the root causes and consequences of exclusionary behaviors, such as discrimination and inequality, in society. Inclusive Education is regarded as a critical approach to ensuring that all students, regardless of their background or abilities, have equal access to quality education. This approach emphasizes accommodating and valuing the diversity of all learners, including those with disabilities, marginalized backgrounds, and different learning styles. By promoting equality, diversity, and inclusion in education and beyond, Inclusive Education aims to foster a more equitable and just society for all (United Nations, 2006).

Inclusive education encompasses a holistic and broad-reaching philosophy that goes beyond merely incorporating students into regular education classrooms. It centers on ensuring that every student, regardless of any barriers they may face, receives individualized and high-quality instruction, specific interventions, and consistent support within the general education setting. This approach includes providing necessary accommodations, modifications, and personalized assistance to guarantee each student's success in mastering the standard curriculum while fully participating alongside their peers (Buri, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

The current body of literature on students with special educational needs (SEN) has predominantly focused on aspects such as disability rights and government policy, often overlooking the practical implementation of inclusive education. Despite extensive research on SEN, there remains a notable lack of practical studies exploring education for children with SEN. Noteworthy contributions in this area include works by the Directorate of Primary

Education, CSID (2002, 2003, 2005), Malak et al. (2005), Akter and Malak (2008), and Ahsan et al. (2011), which illuminate the critical significance of practical application in inclusive education for children with SEN.

The current body of published research examining the attitudes of pre-service special education teachers towards the inclusion of students with special educational needs (SEN) in regular classrooms is notably deficient in comprehensive evidence. Existing literature on this topic is quite restricted, leaving a significant knowledge gap in this particular area of study. Therefore, this research aims to bridge this gap by conducting an in-depth exploration of the attitudes held by pre-service special education teachers. Gaining a thorough understanding of these attitudes is crucial, as they have the potential to significantly influence the behaviour and support provided to students with special educational needs in inclusive educational environments. This research endeavour seeks to contribute to the existing knowledge base by shedding light on the complexities and nuances of pre-service special education teachers' attitudes towards inclusive education, thereby informing potential improvements in teacher training and support for inclusive classroom settings (Ajzen, 2005).

The perspective and attitudes of pre-service teachers play a pivotal role in the successful implementation of inclusive education within mainstream classrooms. It is essential to understand the significance of nurturing educators' confidence in effectively catering to the needs of students with disabilities as a fundamental component of their training. In instances where teachers are not adequately prepared or lack the self-assurance to accommodate diverse requirements, Maddern (2009) underscored the paramount importance of not only recognizing but also actively catering to the specific needs of students with visual impairments to facilitate their seamless and efficient integration into mainstream classroom settings. It is imperative to conduct comprehensive inquiries into the viewpoints and convictions of educators regarding inclusive education, given the belief that the success of inclusive education initiatives hinges

on educators maintaining favorable mindsets. Over the past two decades, a multitude of studies have been undertaken to delve into educators' perceptions and attitudes, which have significantly contributed to a more profound comprehension of the prevalent challenges within the realm of education (Norwich, 2008; Scruggs & Mastropieri, 1996).

The enrolment of students with severe disabilities in neighborhood schools posed considerable challenges due to the inadequacy of the existing curricula in meeting their specific needs. The standard curricula were not equipped to address the unique requirements of these students, thereby hindering the achievement of inclusive education. Educators specializing in teaching students with severe disabilities encountered difficulties in adapting their instructional techniques to align with the school's curriculum. Like, general educators faced challenges in incorporating functional skills into their standard curriculum, resulting in struggles to effectively address the diverse learning needs of all students within the inclusive classroom setting (Artiles, Kozleski, Dorn, & Christensen, 2007).

In various cultural and educational settings, the determination of the maximum number of students with special needs who can be effectively accommodated in a single classroom depends on several factors. These include the level of authority schools have in setting class sizes, as well as the legal requirements and regulations that give schools the ability to select the students they enroll (Odongo & Davidson, 2016).

The difficulties faced by students who find it challenging to meet the academic requirements in the classroom can have a significant impact on how teachers perceive them. Adapting to the varied educational needs of each student can be quite demanding for educators, leading to changes in their perspectives and teaching methods (Jenson, 2018).

In order to effectively address the potential impact of increasing student diversity on the social dynamics within schools, it is essential to conduct a comprehensive examination and gain a

deep understanding of a broad spectrum of perspectives and experiences. This involves considering factors such as cultural backgrounds—including traditions, values, and belief systems—language differences and proficiency levels, socioeconomic status (including access to resources and support systems), and varying learning styles among students, such as visual, auditory, and kinaesthetic preferences. Understanding and addressing these factors can help create an inclusive and supportive environment that enables all students to thrive academically & socially (Sanchez-Marti & Ramirez-Iniguez, 2012).

UNESCO has created a groundbreaking framework aimed at revolutionizing our perceptions of social diversity within educational settings. This innovative approach emphasizes the importance of wholeheartedly embracing and integrating differences and diversity in a holistic way. As a result, inclusive education now extends beyond students in need of special education to encompass all students from historically marginalized groups. The primary objective of inclusive education is to ensure that every individual has equitable and just access to high-quality education (UNESCO, 2001).

It is crucial for every member of the school community, including teachers, staff, students, and parents, to actively participate in creating a welcoming and inclusive environment for all. This requires a dedication from all individuals involved in the educational journey to actively implement strategies that discourage and eliminate negative attitudes, behaviors, and beliefs. By doing so, we can effectively pave the way for the seamless integration and advancement of inclusivity within our educational institutions (Booth & Ainscow, 1998). Teachers play a crucial role in education, carrying significant responsibility as they have extensive interactions with students and are tasked with implementing inclusive education practices. They serve as intermediaries between society and the school, shaping the future of their students. As role models, teachers have a profound impact on students' attitudes and behaviours. Furthermore, it is essential for teachers to collaborate, align their efforts, and share

classroom experiences to ensure the success of inclusive education. This collaboration provides a holistic approach to education, fostering an environment where all students can thrive and succeed (Ünal Şimşek & Kılcan, 2019).

Extensive research conducted in multiple countries globally has consistently emphasized the substantial influence of teachers' attitudes on the effectiveness and accomplishment of inclusive education (Agbenyega, 2007; Arbeiter & Hartley, 2002; Forlin, Earle, Loreman, & Sharma, 2011; Kuyini & Mangope, 2011). The professional development initiatives designed for educators have had a profound influence on their perception of inclusive education. These initiatives center on equipping teachers with the necessary knowledge and expertise to seamlessly integrate students with special educational needs into mainstream classrooms. Consequently, teachers have demonstrated increasingly favorable attitudes towards adapting and backing these students in their educational settings (Dart, 2006; Forlin & Chambers, 2011; Forlin et al., 2011). Studies conducted in various developed and developing countries have consistently demonstrated that teacher educators exhibit favorable and supportive attitudes towards inclusive education (Pinnock & Nicholls, 2012; Tungaraza, 2013; Nketsia, 2016). Inclusive education is a pedagogical approach that prioritizes recognizing and nurturing the unique strengths of learners rather than focusing on their perceived limitations. Its goal is to support students with disabilities in seamlessly integrating into both school and community life.

In an inclusive school environment, teachers play a critical role in addressing the wide-ranging needs of their students, encompassing both those who are typically developing and those with disabilities. It is their responsibility to make appropriate modifications and accommodations to the curriculum and instructional approaches in order to ensure the academic achievement of every student, irrespective of their unique characteristics and learning styles (Kibria, 2005, p. 44). As aspiring special educators, we are acutely aware of the tremendous responsibility that

comes with performing our duties effectively. We understand the necessity of engaging with each child in a personalized manner, recognizing the diverse professional skills required to do so. Each child we encounter has unique needs and abilities, and therefore we are committed to providing individualized attention and tailored support. Our approach emphasizes attentiveness, flexibility, and a considerate demeanor when working with children on an individual basis. We also prioritize anticipating the potential actions and behaviors of the children under our care. Central to our practice is empathy, which guides us in comprehending and addressing the needs and desires of the children we work with. This role demands a high level of responsibility, as well as thorough planning and organization of activities. Our approach to special education is centered on creating adaptable and positive learning experiences for our students. We focus on emphasizing their capabilities rather than their limitations and strive to enhance the resources available to both students and the school, ultimately aiming to foster positive learning outcomes and promote mastery for all students.

In different countries, the concept of inclusion can take on various interpretations. Some view inclusion as embracing students from marginalized or underprivileged backgrounds, while others focus on integrating students with disabilities or special educational needs into mainstream schools. It is important to understand that inclusion and integration represent different perspectives, despite often being used interchangeably. This common misunderstanding can limit the exploration of the different forms of exclusion and discrimination within educational systems, as inclusive policies are frequently associated only with special education (SHS Conference, 2018). The role of teachers in shaping the success of inclusive education is incredibly important. It is crucial to understand that the perspectives and worries of educators regarding inclusion have a significant impact on how well inclusive practices are implemented in educational environments (Symeonidou & Phtiaka, 2009).

Some of research project, researcher meticulously conducted an extensive and thorough analysis to explore the viewpoints and concerns of a carefully chosen group of 100 educators actively involved in teaching students in inclusive classrooms in the educational setting of Ghana. The findings from the study brought to light that the primary concerns of the educators revolved around their perceived lack of expertise in effectively catering to the diverse needs of students with disabilities, as well as the insufficiency of resources available to accommodate individual differences. The evidence strongly suggested that the willingness and commitment of educators to implement inclusive educational practices are significantly influenced by their attitudes and concerns (Agbenyega, 2007).

Changpinit, Greaves, and Frydenberg (2007) explored the attitudes and concerns of 702 in-service teachers working in inclusive classrooms in Thailand. Their findings showed a significant negative relationship between teachers' attitudes and their concerns: teachers with more positive attitudes toward inclusive education reported less concern, while teachers with more negative attitudes exhibited higher levels of concern. Building on this work, Forlin and Chambers (2011) investigated how pre-service teachers' confidence in teaching students with disabilities and their knowledge of local policies influenced their attitudes and concerns. The study found a significant positive relationship between confidence and policy knowledge and positive attitudes toward inclusion, and a similar negative relationship with concerns about including students with disabilities.

The research pointed out simply gaining the knowledge of rules and regulations related to inclusion and building faith was insufficient in alleviating the worries or unease felt by teachers when In their classrooms, they engage with children who have disabilities. (Forlin & Loreman, 2017).

Discussions on inclusive education centre on the integration of learners with diverse needs into the mainstream education system. Participants in the study highlighted two key aspects: the inclusion of all learners and the integration of learners with special educational needs (SEN). Most respondents (10 participants) emphasised that inclusive education involves the integration of all learners, with only four specifically mentioning the inclusion of learners with special educational needs. Accordingly, most supported a broader interpretation, supporting that inclusive education should be appropriate for all learners. Historically, the focus of inclusive education has been primarily on learners with special needs, particularly before the Salamanca Declaration. However, global initiatives led by UNESCO and ongoing international developments have broadened the concept of including all learners with diverse needs. This evolution reflects a significant shift in the understanding and practice of inclusive education, highlighting the importance of creating an educational environment that is inclusive of every learner (UNESCO, 1994; UNESCO, 2009).

The inclusion of children with disabilities in regular classes is only one aspect of inclusive education. It reflects a pervasive concept that seeks to establish a welcoming and accessible environment that enables these students to engage in active interactions with their peers. The goal is to provide children with disabilities with opportunities to fully participate in a variety of educational and social activities in the same classroom. This approach uses a variety of teaching strategies that are designed to empower students by developing the independence, knowledge, and critical skills necessary for success in the classroom and society. Creating an environment where every student feels valued, encouraged, and able to realize their full potential (Jenkinson, 1997; Lewis & Durlag, 1999).

The researchers discovered that a number of countries place significant emphasis on making sure that children with disabilities are not only included in inclusive education but are also given the support they need to thrive. Their findings offered valuable perspectives on how to

effectively tackle the various obstacles encountered by children impacted by factors such as gender, poverty, behaviour, culture, and immigration within the educational setting (Shaddock, Smyth King, & Giorcelli, 2007).

Inclusive education, as described by Booth and Ainscow (1998), UNESCO (2001), and Simon, Echeita, Sandoval, and Lopez (2010), refers to an educational approach that aims to facilitate the realization of the learning potential of all students, including those with diverse backgrounds and abilities. This approach emphasizes providing support and resources to ensure that all students can receive education alongside their peers in the regular classroom setting.

Upon conducting a thorough and in-depth analysis, the research findings unequivocally showcased that educators' perspectives on inclusion were intricately molded by a multifaceted interplay of interconnected elements. It became apparent that these viewpoints were not simply dictated by a singular factor, but rather by a nuanced and complex combination of various contributing factors (Ünal Şimşek & Bahadır Kılcan, 2019).

Teacher Attitudes and Training

The success of inclusive education hinges significantly on the attitudes of teachers and the effectiveness of their professional training. A teacher's willingness and confidence to implement inclusive practices are strong predictors of success (Agbenyega, 2007; Forlin & Chambers, 2011). Research consistently shows that a lack of expertise and resources are primary concerns for educators (Agbenyega, 2007). This highlights the need for practical, not just theoretical, training that equips teachers with the necessary skills to accommodate diverse learners. Nurturing positive attitudes in pre-service teachers is also critical, as their foundational beliefs will influence their future practice (Ajzen, 2005).

Conceptual and Systemic Barriers

The literature emphasizes a shift from the medical model of disability, which focuses on "fixing" individuals, to the social model, which addresses societal barriers (Shakespeare, 2006). This conceptual change is vital for tackling systemic challenges. Barriers identified in the research include the inadequacy of standard curricula to meet the needs of all students, a lack of sufficient resources, and the need for comprehensive policy reforms (Artiles et al., 2007; Odongo & Davidson, 2016). The understanding of inclusion varies across different countries and cultures, further complicating its implementation (SHS Conference, 2018).

Local Context and Research Gaps BD

The review reveals a significant gap in local research concerning the practical implementation of inclusive education in Bangladesh. While some work by organizations like the Directorate of Primary Education and authors such as Ahsan et al. (2011) exists, there is a notable lack of in-depth, practical studies on the experiences of special educators and the real-world challenges they face. This gap underscores the importance of the current study, which aims to provide valuable, context-specific insights into the perceptions of special educators in Dhaka. The extensive body of literature reviewed provides a comprehensive and detailed analysis of teacher attitudes towards inclusion across diverse cultural contexts. It effectively underscores the intricate and varied perspectives that emerge within specific countries, shedding light on the complexity of attitudes towards inclusion shaped by cultural differences (Avramidis & Norwich, 2002; Florian & Black-Hawkins, 2011). Recognizing and appreciating significant variations in attitudes towards inclusion across nations is fundamental for developing inclusive education policies and practices that are both impactful and contextually relevant (Forlin, 2010). The sources examined encompass a wide spectrum of cultural viewpoints, highlighting the profound influence of cultural diversity on perceptions of inclusive education within educational settings (Kalyanpur & Harry, 1999). This underscores the imperative need for

culturally responsive approaches to inclusive education that honour and integrate the diverse cultural backgrounds of both students and educators (Artiles, Kozleski, & Waitoller, 2011).

Chapter III: Methodology

This segment delineates the methodology employed to achieve the study's objectives. It begins by explicating the research strategy and design, followed by a description of the sample selection process then details the data collection and analysis procedures. The section concludes with a discussion of the ontological and ethical considerations that guided the research endeavor.

The study adopted a rigorous qualitative methodology, utilizing in-depth techniques such as extensive discussions and interviews to collect rich and comprehensive data. The meticulous application of qualitative methods facilitated the generation of detailed and nuanced findings, thereby providing profound insights into the research topic (Patton, 2015).

By employing this methodology, the objective was to thoroughly comprehend the fundamental components of the study phenomenon. Furthermore, it enabled the succinct summarization of the gathered data, ensuring that key principles were precisely highlighted while maintaining their utmost significance (Flick, 2009).

3.1 Research Approach and Design

This study adopts a qualitative research approach to deeply explore the perceptions and experiences of special educators regarding inclusive education practices. The qualitative approach is suitable because it emphasizes understanding participants' perspectives, beliefs, and attitudes within their natural contexts, providing rich and detailed insights (Creswell, 2014; Patton, 2015).

The research design is exploratory and descriptive, aiming to capture the complex realities faced by educators in mainstream classrooms that include students with special educational needs. Data collection involved semi-structured interviews (IDI), allowing participants to

express their views openly and enabling the researcher to probe for detailed information (Flick, 2009).

This design ensures that the study captures the depth and complexity of inclusive education from the educators' standpoint, facilitating a comprehensive understanding of both the challenges and effective strategies in classroom practice.

3.2 Research Site

This research will be conducted in Dhaka, the capital city of Bangladesh, which serves as a central hub for educational development in the country. Dhaka is home to numerous institutions dedicated to both special education and inclusive education, providing a diverse and dynamic setting for this study. The city offers a unique environment where inclusive education policies and practices are being piloted and implemented across both government and private sectors. The availability of mainstream schools, special education centres, and inclusive pilot programs within Dhaka makes it an ideal location to examine the practical realities, challenges, and successes of inclusive education in Bangladesh.

3.3 Research Participants

The study specifically focused on two primary inclusive schools located in Dhaka city. A purposive sampling technique was employed to select ten full-time special educators from these institutions. All selected educators possessed a Bachelor of Special Education (B.S.Ed) degree, with a considerable number also holding a Master of Special Education (M.S.Ed) degree. The sample comprised eight female and two male special educators, reflecting the gender distribution commonly observed in the special education workforce (Malak, 2013).

3.4 Procedure/Participants Selection Procedure

The researchers employed purposive and convenience sampling techniques to select special educators for the study. Purposive sampling involves deliberately choosing participants based on specific characteristics relevant to the research objectives, rather than random selection. Also known as judgmental sampling, this method relies on the researcher's expertise and discretion to identify individuals, cases, or events that are most information-rich and pertinent to the study (Patton, 2015). Purposive sampling is widely used in qualitative and mixed-methods research, particularly when aiming to gain in-depth insights when resources are limited (Creswell & Poth, 2017). Convenience sampling, on the other hand, selects participants based on their accessibility and availability, often used to complement purposive sampling in exploratory studies.

3.5 Data Collection Tool

The study employed a questionnaire guide to collect demographic and perceptual data from the participants. The questionnaire gathered information on participants' age, gender, highest educational qualification, years of teaching experience, and relevant training in inclusive education. Additionally, it explored participants' perspectives on inclusive education, their attitudes towards it, challenges encountered when working with students with exceptionalities, strategies utilized to address these challenges for improving inclusive education practices in classroom. The use of structured questionnaires in qualitative research helps to systematically capture both demographic variables and subjective viewpoints, facilitating a comprehensive understanding of the research context (Creswell & Creswell, 2018).

3.6 Data Collection Method and Procedure

The researcher diligently sought approval for the research project from her affiliated institution. Prior to data collection, obtained all necessary permissions from relevant research ethics committees and institutional authorities. Upon securing the required approvals, copies of the permits were submitted to the school principals, who granted consent for conducting interviews using a questionnaire with special educators. Subsequently, the researcher carefully selected participants from a registry based on predetermined inclusion criteria. The heads of the educational institutions were informed about the study and requested to facilitate contact with the selected special educators. Once participants were identified, the researcher met with each individually to explain the study's objectives and provided ample opportunity for them to voluntarily consent to participate. To uphold ethical standards, participants were thoroughly briefed on confidentiality, informed consent, and their rights, ensuring they fully understood the ethical guidelines before agreeing to take part (Creswell & Poth, 2018; Israel & Hay, 2006).

3.7 Data Management and Analysis

After conducting interviews with the participants, the qualitative data analysis process commenced. This involved carefully organizing and segmenting the data into manageable units, synthesizing information, and identifying emerging patterns while filtering out irrelevant details. A critical aspect of this process was deciding which information was significant to communicate. As the primary researcher, I independently coded the teachers' responses item by item. Subsequently, a rigorous comparison of codes was undertaken to resolve through discussion, codes reflecting the most common responses were consolidated into reportable themes. The qualitative data was then systematically processed, analyzed, and presented in a narrative form, incorporating direct quotations from participants to add depth and context (Creswell & Poth, 2018).

In analyzing thematic analysis was employed—a qualitative method that involves identifying, analysing, and reporting patterns within the data. This approach enabled the researchers to systematically code the documents, uncover recurrent themes, and derive meaningful insights (Denzin & Lincoln, 2000; Braun & Clarke, 2006).

The following major themes emerged from the questionnaire data: (1) Knowledge and Perception of Inclusive Education; (2) Challenges of Inclusive Education; and (3) Strategies Used to Include Students in Inclusive Settings. These overarching categories were further enriched by a number of sub-themes, which provided nuanced understanding and were given careful consideration during the analysis.

3.8 Validity & Reliability

Validity and reliability in this study primarily refer to the accuracy and trustworthiness of the findings as reflected in the data. Creswell and Miller (2000) argue that in qualitative research, validity depends largely on the researcher's careful selection and application of study methods, as well as the credibility of the findings. Reliability, on the other hand is defined by Joppe (2000) as the degree to which research results are consistent and dependable over time. However, it is important to note that establishing traditional validity and reliability is often challenging in qualitative research due to its subjective and interpretive nature. To address this, the study adopts alternative conceptualizations more suited to qualitative paradigms, focusing on aspects such as consistency, truth value and neutrality to ensure the rigor and trustworthiness of the research outcomes (Creswell, 2013; Lincoln & Guba, 1985).

3.9 Ethical Issues

Throughout the study, the researcher adhered strictly to established ethical guidelines to ensure the protection and respect of all participants. Prior to data collection, the necessary permissions

were obtained from relevant authorities to conduct the research. Participants were provided with clear and comprehensive information about the study's purpose, procedures, and their rights, ensuring informed consent was properly obtained (American Psychological Association [APA], 2017).

The consent process emphasized voluntary participation, where participants had the full freedom to decide whether to engage in the study without any coercion or undue influence. Participants were informed of their right to withdraw from the study at any time without facing any penalties or repercussions. Furthermore, participants could choose to skip any questions they felt uncomfortable answering while still remaining part of the research (Orb, Eisenhauer, & Wynaden, 2001). To maintain confidentiality and protect participants' identities, all data were anonymized, and privacy was safeguarded throughout the research process.

3.10 Privacy and Confidentiality

Throughout the research process, privacy and confidentiality were rigorously maintained. Prior to conducting interviews through written questionnaires, participants were clearly reminded of their right to provide informed consent and were given the option to decline answering any questions they found uncomfortable. They were also informed of their right to discontinue participation at any time without any consequences. All data collected from individual participants were handled with strict confidentiality, and findings were reported using aggregated data to ensure that no participant could be personally identified (Orb, Eisenhauer, & Wynaden, 2001). The study was conducted in full compliance with the ethical guidelines and ensuring that all ethical considerations for research were thoroughly upheld. Participant information was kept confidential and used exclusively for the purposes of this research.

3.11 Limitations of the Study

This study was geographically limited to Dhaka city and specifically involved only two inclusive schools. While this focused scope allowed for detailed investigation, a broader inclusion of all schools within Dhaka would have provided a more comprehensive representation of the inclusive education landscape in the city. Constraints related to time and financial resources restricted the study to the selected schools. Additionally, the research could not ensure equal representation of male and female participants, which may have influenced the diversity of perspectives captured in the findings.

Chapter IV: Results/Findings & Discussion

The aim of this study was to explore the perspectives of special education teachers on inclusive education, the challenges they face, and the measures they implement to integrate students with special needs into inclusive education. This study identified three main themes: knowledge, perceptions, and attitudes regarding inclusive education, as well as the strategies used to include students in inclusive environments.

4.1 Knowledge and understanding on Inclusive Education

The success of inclusive education largely depends on teachers' deep understanding of its true meaning and significance. Such understanding equips them to make informed decisions when dealing with student diversity and managing classroom activities effectively. Furthermore, an individual's understanding of inclusion significantly influences how inclusive practices are implemented (Cresswell and Miller, 2000).

In this study, special education teachers demonstrated positive attitudes towards inclusive education. All participants expressed agreement with the principle of including children with special needs in the inclusive education system. The findings indicate that special education teachers had adequate knowledge about inclusive education and had favorable attitudes towards integrating students with special needs.

4.1.1 Social Acceptance & Awareness

Most participants agreed that children with special needs will be able to fully participate in educational programs when there is greater social acceptance and awareness. Participant 3 emphasized- *"If the community welcomes these students, schools can successfully include these students. Inclusion is not just a classroom issue; it is about changing the perspective of families and society so that children with special needs can thrive while maintaining their dignity."*

So, the numerous benefits of inclusive education, noting that such programs not only provide essential support to children with special needs but also promote greater appreciation for diversity, empathy, and collaborative relationships among all members of the school community.

4.1.2 Holistic Development

Participant 7 noted- *“Children benefit from inclusive inclusion in all aspects of their development, including social, emotional and educational. In addition to learning to read and write, they also learn how to contribute to society. For this reason, I believe inclusion is the best path for their holistic development”*.

The majority of participants expressed a strong conviction that the successful integration of inclusive education for students with special needs would foster their holistic development and facilitate their acceptance as valued members of society. They underscored the importance of creating a nurturing and supportive environment within the inclusive education framework, ensuring that all students—including those with special needs—have equitable access to opportunities for growth across all developmental domains.

4.1.3 Developing supportive Attitude

The most of participants conveyed the belief that the inclusion of students with special needs in mainstream educational settings would reduce social disparities and foster a spirit of collaboration among all individual needs. They proposed that by sharing the same learning environment as their typically developing peers, students with special needs would benefit from improved learning outcomes, enhanced understanding, and the development of supportive behaviors.

Participant 4 highlighted- *“Learning with others lowers barriers for children with disabilities. They blend into the group. And other children gain patience and kindness. It's not just about academics, it's about building a positive attitude throughout the class.”*

4.1.4 Right stabilised

The educators involved in this study strongly advocate for safeguarding the civil and fundamental rights of children with special needs by promoting their active participation in inclusive education. Interviewer 1 stressed *“As citizens of this nation, children with special needs should have the same rights as everyone else. Inclusion is justice, not charity. If we exclude them, we are denying them their rights”*. Educators emphasize that inclusive education is instrumental in affirming these children as valued and integral members of society and the family. The participants firmly believe that children with special needs are entitled to the same rights as their peers, and that inclusion within the educational system is a critical step toward the realization and protection of these rights.

4.2 Challenges in Inclusive Education

The study revealed several challenges faced by students with exceptionalities in inclusive classrooms. These challenges primarily arise from insufficient teacher training, infrastructural limitations, diverse student learning needs, curriculum inadequacies, and the scarcity of necessary resources.

4.2.1 Lack of positive Attitude

The special educators who participated in the study emphasized the importance of fostering a positive societal attitude towards children with special needs. Participant 2 described- *“Many parents and even neighbors see these children as a burden. As a result, they are deprived of opportunities to participate in social and academic activities. Schools cannot make children*

feel included if society does not accept them." However, they observed that families and the broader society often hold negative perceptions, frequently viewing these children as burdens. The participants highlighted that social participation opportunities for children with special needs are frequently limited or restricted. Due to the prevailing lack of positive attitudes within their social environments, these children continue to face significant challenges related to accessibility, acceptance, and meaningful engagement in social activities.

4.2.2 Infrastructural Barriers

According to special educators, inadequate infrastructure within inclusive education settings poses significant challenges. Students with special needs possess diverse abilities, limitations, and requirements, necessitating a variety of support services. For example, inclusive school environments often lack essential facilities such as ramp and lift access, and the presence of unsuitable classroom materials can create physical and sensory barriers, thereby hindering the full participation of students with special needs. Participant 5 shared- *"There is no elevator, and my classroom is on the third floor. It is impossible for a child in a wheelchair to get there. We lack sensory materials, adequate restrooms, and ramps. Without infrastructure, inclusion is not possible."*

4.2.3 Socio- Cultural Barriers

Many participants acknowledged that the prevailing socio-economic conditions in the country present considerable barriers for children with special needs to access inclusive education. In numerous schools, these children face exclusion due to negative attitudes held by teachers, peers, and even their own parents, who fear that their presence might disrupt the learning environment. Consequently, students with special needs are frequently discouraged from attending mainstream schools, thereby limiting their opportunities for social inclusion and accessibility within the broader society.

9 explained- *"According to some parents, a child with special needs in the classroom can create a disruption for other students. This deeply rooted cultural attitude makes it quite difficult to provide equal opportunities."*

4.2.4 Inadequate Teachers Training

The consensus among participants was that teachers generally lack the necessary knowledge and training in inclusive education, which significantly impedes their ability to effectively instruct students with diverse learning needs within inclusive settings. Participant 9 admitted- *"My training only covered light learning topics. When I see a young person who has various difficulties, I feel powerless. I'm not always familiar with the techniques. I want to help, but I lack the necessary skills, so it stresses me out."* The majority of participants identified insufficient teacher training as a critical barrier. Although teachers may possess a basic understanding of inclusive education principles, they often lack the practical skills and specialized knowledge required to facilitate effective learning for all students in inclusive classrooms.

4.2.5 Inappropriate Teaching Strategies

The current teaching strategies employed in schools are often considered inadequate for meeting the needs of students with special needs. When these students are integrated into regular classrooms, it is crucial that teaching methods become more flexible, engaging, and tailored to accommodate diverse learning styles. Several participants expressed the view that the existing instructional approaches may impede the learning process and contribute to student disengagement or apathy. There was a shared consensus among some participants that the prevailing teaching methods fall short in effectively supporting the educational needs of students with special needs. Interviewer 6 reflected- *"Most schools continue to use the*

same teaching methods. However, children with unique needs require a multi-sensory and adaptive approach. Without this, they quickly become disengaged.”

4.2.6 More Flexible Curriculum

The participants believe that the current curriculum lacks flexibility, posing challenges for the implementation of inclusive education. Special educators perceive the inclusive education curriculum as flexible, sensitive, and accommodating of students' diverse abilities, while they view the existing curriculum as inflexible. Interviewer 1 commented- *“In a class of 30, with a fixed syllabus to finish, giving extra time to one child feels impossible. The curriculum is too rigid—it doesn’t allow space to adapt for inclusion.”*

4.2.7 Insufficient Resources

Special education educators believe that inclusive schools lack sufficient physical infrastructure and essential services such as speech therapy, counseling, and occupational therapy. Interviewer 6 described- *“We don’t have enough materials—no speech therapy, no occupational therapy, no assistive devices. Many times, I make my own teaching aids from cardboard because the school budget is zero for inclusive education.”* The study participant also highlighted the insufficient availability of resources required for inclusive education, including teaching materials, assistive devices, and technological support.

4.2.8 Lack of awareness in the community

For many individuals, the concept of inclusive education is unclear and undefined. A large part of the population lacks familiarity with the principles of inclusive education, resulting in a shortage of positive attitudes towards inclusion. **Interviewer 2 pointed out:**

“People still don’t really understand what inclusive education means. There’s very little awareness, so the wider community doesn’t support it strongly.”

4.3 Strategies are used for include the students in inclusive settings

Educators emphasize that effectively preparing students with special needs to thrive in inclusive settings involves cultivating positive attitudes, fostering acceptance, establishing supportive infrastructure, and creating flexible environments.

4.3.1 Provide Infrastructural facilities

Many special educators emphasize the vital importance of infrastructural accessibility for the inclusion of students with special needs. Interviewer 5 emphasized- *“If schools have ramps, wide doors, and disabled-friendly washrooms, students with special needs can attend without barriers. Accessibility is the first step of inclusion.”* This entails ensuring that students can seamlessly enter school premises and classrooms without encountering any obstacles. Enhancements such as widened school gates, the provision of ramps and lifts, wider classroom doors, and disabled-friendly washrooms are necessary to facilitate the integration of special needs students into regular school environments.

4.3.2 Acceptance

In order to successfully integrate children with special needs into mainstream education, it is essential for everyone involved, including school staff, teachers, therapists, students, peers, and parents, to demonstrate unwavering acceptance. Interviewer 3 stated- *“True inclusion will only work when families, peers, teachers, and the community all accept these children—not just place them in the classroom.”* Special educators emphasize that the seamless inclusion of students with special needs in mainstream educational settings is only possible if they receive

positive acceptance from their families, neighbours, community members, and all school affiliates.

4.3.3 Sufficient Teachers Training

A considerable number of respondents emphasized the importance of providing specialized training for all teachers directly involved in inclusive education. They highlighted the need for comprehensive training in special education, understanding the needs of special children, and inclusive education practices. It was suggested that equipping teachers with effective training in inclusive education would enhance their understanding of special needs students. Specifically, teachers involved in inclusive education would benefit from additional training to effectively manage classrooms, employ engaging teaching methods, implement suitable teaching strategies, and effectively address behavioural challenges. Participant 8 insisted- *“Training cannot be just a one-time seminar. It has to be ongoing, hands-on, and practical. And not only for us—general teachers also need training. Without their awareness, inclusion will not work.”*

4.3.4 Flexible Environments

The consensus among the participants was that the learning environment should be adaptable to accommodate students in inclusive education. To ensure that students with special needs feel comfortable, the environment should be quiet, well-lit, and well-ventilated, with a vibrant classroom setting. Participant 4 suggested- *“The classroom must be welcoming—quiet, bright, well-ventilated, with resources that support every child. The environment should make children feel safe and included.”* Additionally, the classroom should be equipped with the necessary tools and resources to support the needs of all students.

4.3.5 Appropriate Curriculum

The majority of participants was that the curriculum should offer flexibility, allowing students to select subjects based on their personal interests. Interviewer 7 explained- *“The curriculum should be flexible and allow students to learn according to their strengths and interests. Every child has unique abilities that need space to grow.”* The curriculum should be thoughtfully crafted to accommodate individual differences, ensuring that every student has abundant opportunities to nurture and explore their unique abilities and creativity.

4.3.6 Existing current policy implements

According to most participants, the current education policy is seen as being effectively implemented. Interviewer 10 noted-*“When policies are really followed, inclusion works. The problem is not the policy—it’s the lack of proper implementation in schools.”* When the policy is properly executed, students with special needs can be integrated into inclusive education without facing any obstacles.

4.3.7 Awareness programmes

Several individuals expressed a consensus that non-governmental organizations and higher education institutions should conduct awareness programs to help parents recognize the significance of inclusive education. Participant 2 concluded- *“NGOs and universities should run awareness campaigns for parents and communities. Without awareness, people don’t see the value of inclusion.”*

Discussion

This research aimed to explore the perceptions and experiences of special educators in Dhaka city regarding inclusive education, as well as to identify the challenges faced in implementing inclusive practices. The findings reveal a predominantly positive attitude among special educators toward inclusive education, recognizing its significant benefits for children with special needs. This aligns with global perspectives that emphasize inclusion as a means to promote social integration, equal opportunities, and overall well-being of learners with diverse abilities (UNESCO, 2001; Booth & Ainscow, 1998).

Special educators highlighted the importance of providing inclusive environments where children with special needs can learn and interact alongside their typically developing peers. Such opportunities are essential for fostering social skills, empathy, and a sense of belonging, which are critical components of holistic development (Barton & Armstrong, 2007). The educators' optimistic perceptions affirm the growing acceptance and support for inclusive education within the professional community in Dhaka.

However, despite the positive attitudes, the study uncovered significant challenges that impede the effective participation of children with special needs in inclusive settings. Issues related to societal acceptance and attitudes reflect deeply entrenched cultural and social barriers that persist in many contexts, including Bangladesh (Agbenyega, 2007). Negative behaviours and misconceptions from teachers, students, and families can limit the active engagement and inclusion of children with disabilities, corroborating findings from previous research on social stigma and exclusion (Norwich, 2008; Symeonidou & Phtiaka, 2009).

Communication and social interaction difficulties further compound these challenges, emphasizing the need for specialized training and resources to support diverse learners. The

lack of tailored educational materials and appropriate assessment methods reflects systemic gaps within the current educational framework, which often fails to accommodate the unique needs of special children (Artiles et al., 2007). This inadequacy not only affects academic progress but also undermines the potential for inclusive education to be truly effective and meaningful.

The findings underscore the critical role of teacher preparedness and ongoing professional development in fostering inclusive classrooms. Educators must be equipped not only with positive attitudes but also with practical strategies and resources to address varied learning needs and to facilitate meaningful participation (Forlin et al., 2011). Moreover, the necessity of supportive peer and administrative environments emerged as a pivotal factor in the success of inclusion, highlighting the interconnected nature of stakeholders in the educational process (Ünal Şimşek & Kılcan, 2019).

The implications of this study are far-reaching. By illuminating both the strengths and obstacles experienced by special educators in Dhaka, the research provides valuable insights for policymakers, school administrators, and curriculum developers aiming to enhance inclusive education practices. Addressing the identified challenges requires a multifaceted approach, including community awareness programs to combat stigma, infrastructural improvements, development of flexible curricula, and investment in teacher training and resources.

Furthermore, this study lays a foundation for future research that could expand on these findings, exploring the perspectives of other stakeholders such as regular educators, students, and parents, as well as evaluating the effectiveness of specific interventions designed to improve inclusion. Longitudinal studies may also offer deeper understanding of how inclusive education evolves over time within the Bangladesh context.

Conclusion

The research conducted focused on understanding how special educators in Dhaka city perceive and experience inclusive education, as well as the challenges they face. The study revealed that the special educators hold a positive perception of inclusive education, believing it to be beneficial for children with special needs. They emphasized the importance of providing opportunities for these children to interact and learn alongside regular students, with the belief that it would enhance their overall well-being and integration into society. However, the study also highlighted various challenges that hinder the participation of children with special needs in inclusive education. These challenges include issues related to acceptance, attitudes and behaviour, communication, social interaction, support from teachers and fellow students, tailored educational resources, and assessment methods.

The findings of this research have the potential to significantly impact educational practices and policies in Dhaka city, Bangladesh, and beyond. They offer valuable insights that can aid authorities in improving educational services for children with special needs. Moreover, researchers in this field can use the findings as a foundation for further exploration and development of inclusive education practices.

Recommendations

The study highlights several key recommendations to advance inclusive education. It emphasizes the importance of collaboration between government bodies and non-governmental organizations (NGOs) to develop a comprehensive dissemination plan aimed at raising public awareness and understanding of inclusive education (United Nations, 2006; UNESCO, 2009). Furthermore, the research underscores the need for community-level interventions to positively influence attitudes and enhance awareness regarding the value of inclusive education (Avramidis & Norwich, 2002). Additionally, the study calls for the establishment of extensive teacher training programs to equip educators with the skills necessary to effectively implement inclusive education practices (Forlin, 2010; Florian & Linklater, 2010)

References

- Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of Educational Change*, 6(2), 109–124. <https://doi.org/10.1007/s10833-005-1298-4>
- Ainscow, M., & Miles, S. (2008). Making education for all inclusive: Where next? *Prospects*, 38(1), 15–34. <https://doi.org/10.1007/s11125-008-9055-0>
- Alghazo, E. M., & Gaad, E. (2004). Special education in the United Arab Emirates: A review of progress and challenges. *Journal of Special Education*, 38(3), 177–184. <https://doi.org/10.1177/00224669040380030501>
- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct*. <https://www.apa.org/ethics/code>
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129–147. <https://doi.org/10.1080/08856250210129056>
- Beacham, N., & Rouse, M. (2011). Promoting reflective practice in inclusive education. *Reflective Practice*, 12(1), 35–47. <https://doi.org/10.1080/14623943.2010.527638>

- Blake, J., & Monaco, M. (2006). Reflective practice in special education teacher preparation. *Teacher Education Quarterly*, 33(4), 61–78.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Buri, M., Quirk, C., Almazan, S., & Valenti, M. (2010). Inclusive education: Perspectives on implementation. [Publisher details needed]
- Causarano, A. (2011). Reflective practice in special education. *Journal of Education and Practice*, 2(3), 56–63.
- Changpinit, S., Greaves, D., & Frydenberg, E. (2007). Thai in-service teachers' attitudes and concerns towards inclusive education. *The International Journal of Learning: Annual Review*, 14(8), 105–112.
- Choudhury, N., & Haq, M. F. (2016). Inclusive education in Bangladesh: Digging deeper into problems, prospects, and solutions. *Journal of Education and Practice*, 7(3), 55–62.
- Clark, C. M., Triggs, V., & Nielsen, B. (1997). Collaborative approaches to special education: Teacher training and professional development. *Journal of Special Education Practice*, 22(3), 15–26.

Coffey International Development. (2012). Inclusive education practices and teacher training. Coffey International Development.
<https://www.coffey.com/resources/inclusive-education>

Das, A. (2011). Educational challenges for children with disabilities in Bangladesh. *International Journal of Inclusive Education*, 15(6), 645–658. (DOI needed)

Dart, G. (2006). ‘My eyes went wide open’—An evaluation of the special needs education awareness course at Molepolole College of Education, Botswana. *British Journal of Special Education*, 33(3), 130–138. <https://doi.org/10.1111/j.1467-8578.2006.00427.x>

Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). SAGE Publications.

Directorate of Primary Education (DPE). (2002). *Basic education for children with special needs: A situation analysis*. Ministry of Primary and Mass Education, Government of the People’s Republic of Bangladesh.

Directorate of Primary Education & Centre for Services and Information on Disability (CSID). (2002). *Disability in primary education in Bangladesh: Report*. Dhaka, Bangladesh: Directorate of Primary Education & CSID.

Directorate of Primary Education & Centre for Services and Information on Disability (CSID). (2003). *Challenges in inclusive education: A study report*. Dhaka, Bangladesh: Directorate of Primary Education & CSID.

- Directorate of Primary Education & Centre for Services and Information on Disability (CSID). (2005). *Developing inclusive education practices: Guidelines and policies*. Dhaka, Bangladesh: Directorate of Primary Education & CSID.
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828. <https://doi.org/10.1080/01411926.2010.501096>
- Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: Using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369–386. <https://doi.org/10.1080/0305764X.2010.526588>
- Forlin, C. (2010). Developing and implementing quality inclusive education in Hong Kong: Implications for teacher education. *International Journal of Whole Schooling*, 6(1), 31–45.
- Forlin, C., & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia-Pacific Journal of Teacher Education*, 39(1), 17–32. <https://doi.org/10.1080/1359866X.2010.540850>
- Forlin, C., & Loreman, T. (2017). Training teachers to cater for diversity: The role of attitudes and knowledge. In C. Forlin (Ed.), *Teacher education for inclusion: Changing paradigms and innovative approaches* (pp. 19–33). Routledge.

- Forlin, C., Earle, C., Loreman, T., & Sharma, U. (2011). The sentiment, attitudes, and concerns about inclusive education revised (SACIE-R) scale for measuring pre-service teachers' perceptions about inclusion. *Exceptionality Education International*, 21(3), 50–65.
- Huge, S. (1996). Teacher education and inclusion: A critical study of pre-service teacher preparation for diverse classrooms. *Journal of Teacher Education*, 47(3), 192–200.
- Israel, M., & Hay, I. (2006). *Research ethics for social scientists: Between ethical conduct and regulatory compliance*. SAGE Publications.
- Jenson, K. (2018). Teachers' perceptions of inclusive education for students with disabilities. *International Journal of Inclusive Education*, 22(3), 235–251.
<https://doi.org/10.1080/13603116.2017.1370745>
- Jenkinson, J. (1997). *An introduction to inclusive education*. Routledge.
- Johnstone, C. J., & Chapman, D. W. (2009). Contributions and constraints to the implementation of inclusive education in Lesotho. *International Journal of Disability, Development and Education*, 56(2), 131–148.
<https://doi.org/10.1080/10349120902868582>
- Joppe, M. (2000). The research process. *Journal of Research in Education*, 1(1), 1–10.
- Kalyanpur, M., & Harry, B. (1999). *Culture in special education: Building reciprocal family-professional relationships*. Paul H. Brookes Publishing.

- Kawser, U., Ahmed, M., & Ahmed, M. (2016). Challenges and prospects of inclusive education in Bangladesh: The status of mainstream schools. *Journal of Special Education and Rehabilitation*, 17(2), 23–37.
- Kirch, S. A., Schuck, S., & McDonald, K. (2007). Preparing teachers for inclusive classrooms: Reflection and collaboration. *Teacher Education and Special Education*, 30(1), 13–24. <https://doi.org/10.1177/088840640703000102>
- Kim Jenson, A. (2018). Factors influencing teachers' attitudes towards inclusive education: A meta-analytic review. *Journal of Inclusive Education*, 22(4), 456–472. (Please confirm DOI)
- Kibria, G. (2005). Teacher preparedness for inclusive education in Bangladesh. *Dhaka University Journal of Education*, 27(2), 45–60.
- Kuyini, A. B., & Mangope, B. (2011). Gaining access to mainstream schools for learners with special education needs in Botswana. *International Journal of Special Education*, 26(2), 80–91.
- Le Fanu, G. (2013). The inclusion of children with disabilities in learning: A study of educational access and participation in Cambodia and Tanzania. *International Journal of Disability, Development and Education*, 60(3), 219–233. <https://doi.org/10.1080/1034912X.2013.812187>

- Lewis, R. B., & Doorlag, D. H. (1999). *Teaching special students in general education classrooms* (5th ed.). Merrill.
- Liasidou, A. (2016). *Inclusive education and critical pedagogy: Interrogating the European policy discourse*. Springer.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. SAGE Publications.
- Malak, M. S. (2013). *Special education in Bangladesh: Current status and challenges*. BRAC University Press.
- Malak, M. S. (2013). Special education teacher preparation in Bangladesh: Status and challenges (Unpublished master's thesis). BRAC University, Dhaka, Bangladesh.
- Mamah, D., et al. (2011)
- Maddern, K. (2009). Visually impaired pupils need specific support. *Times Educational Supplement*.
- Mehtab, S. (2014). *Inclusive education in Bangladesh: Challenges and opportunities* (Unpublished master's thesis). University of Dhaka, Bangladesh.
- Mezquita-Hoyos, Y. N., Tovar-Gálvez, M. I., & Moreno-Murcia, J. A. (2018). Inclusive education as a human right. *International Journal of Inclusive Education*, 22(10), 1122–1135. <https://doi.org/10.1080/13603116.2018.1427151>

- Mittler, P. (2000). *Working towards inclusive education: Social contexts*. David Fulton Publishers.
- Nketsia, W. (2016). Initial teacher preparation for inclusive education in Ghana: Status and challenges. *International Journal of Whole Schooling*, 12(1), 1–18. <https://files.eric.ed.gov/fulltext/EJ1128395.pdf>
- Norwich, B. (2008). Dilemmas of difference, inclusion and disability: International perspectives and future directions. *British Educational Research Journal*, 34(3), 287–303. <https://doi.org/10.1080/01411920802041858>
- Odongo, G., & Davidson, R. (2016). Examining the attitudes and concerns of the Kenyan teachers toward inclusive education for students with disabilities. *Journal of International Special Needs Education*, 19(2), 59–71. <https://doi.org/10.9782/2159-4341-19.2.59>
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93–96. <https://doi.org/10.1111/j.1547-5069.2001.00093.x>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage Publications.
- Peters, S., & Jeremy, G. (1999). *Inclusive education: Achieving education for all by including those with disabilities and special education needs*. UNESCO.
- Pinnock, H., & Nicholls, H. (2012). *Making inclusive education a reality*. Save the Children.

- Rahman, M. (2014). Special education in Bangladesh: The role of Proyash. *Journal of Special Education Development*, 5(1), 12–25.
- Rahman, M., & Sutherland, K. (2012). Teacher education and inclusive education in Bangladesh: Challenges and opportunities. *International Journal of Inclusive Education*, 16(12), 1217–1234. <https://doi.org/10.1080/13603116.2011.582093>
- Richard, D., & Metcalf, O. (n.d.). Understanding disability and education:
- Rouse, M., & Florian, L. (2012). Inclusive practice in education: Developing and sustaining a community of practice.
- Salamanca Statement and Framework for Action on Special Needs Education. (1994). United Nations Educational, Scientific and Cultural Organization (UNESCO). <https://unesdoc.unesco.org/ark:/48223/pf0000098427>
- Sanchez-Marti, A., & Ramirez-Iniguez, R. (2012). Inclusive education: A framework for reforming education systems. *International Journal of Inclusive Education*, 16(10), 1065–1080. <https://doi.org/10.1080/13603116.2010.548105>
- Scruggs, T. E., & Mastropieri, M. A. (1996). Teacher perceptions of mainstreaming/inclusion, 1958–1995: A research synthesis. *Exceptional Children*, 63(1), 59–74. <https://doi.org/10.1177/001440299606300106>
- Shaddock, A., Smyth King, C., & Carey, A. (2014). Building capacity for inclusive education: Teacher education reform in Australia. *Australasian Journal of Special Education*, 38(1), 57–73. <https://doi.org/10.1017/jse.2014.6>

- Sharma, U., & Sokal, L. (2016). Pre-service teachers' attitudes, concerns, and efficacy towards inclusive education in India. *International Journal of Disability, Development and Education*, 63(3), 237–252. <https://doi.org/10.1080/1034912X.2015.1120280>
- Singal, N. (2006). Inclusive education in India: International concept, national interpretation. *International Journal of Disability, Development and Education*, 53(3), 351–369. <https://doi.org/10.1080/10349120600837561>
- Smith, D. D., & Smith, B. L. (2000). Special education: A practical approach for teachers. (Publisher details needed)
- Swart, E., Engelbrecht, P., Eloff, I., & Pettipher, R. (2002). Implementing inclusive education in South Africa. *International Journal of Disability, Development and Education*, 49(3), 271–287. <https://doi.org/10.1080/1034912022000018531>
- Tamar, J. (2010). The role of teacher attitudes in inclusive education: A case study from South Africa. *International Journal of Special Education*, 25(2), 12–21.
- UNESCO. (2009). *Policy guidelines on inclusion in education*. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000177849>

- UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. United Nations Educational, Scientific and Cultural Organization.
<https://unesdoc.unesco.org/ark:/48223/pf0000248254>
- United Nations. (2006). *Convention on the rights of persons with disabilities*.
<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- Van Kraayenoord, C. E., & Elkins, J. (2001). Inclusive education in developing countries: Issues and challenges. *Australasian Journal of Special Education*, 25(1), 42–52.
<https://doi.org/10.1017/S1030011200002540>
- Warnock, M. (1978). *Special educational needs: Report of the committee of enquiry into the education of handicapped children and young people*. Her Majesty's Stationery Office.
- World Health Organization. (2001). *International classification of functioning, disability and health (ICF)*. WHO Press.
- Yell, M., Rozalski, M., & Rozalski, V. (2003). The development of special education law in the United States: From rights to remedies. *Journal of Disability Policy Studies*, 14(4), 203–211. <https://doi.org/10.1177/10442073030140040401>
- Zaman, S., & Mondal, M. (2011). Inclusive education in Bangladesh: Issues and perspectives. *Journal of Education and Practice*, 2(12), 25–30.

Appendix- 1

Consent Paper

ব্রাক ইউনিভার্সিটি, আই ই ডি

ঢাকা বাংলাদেশ

গবেষণায় অংশগ্রহণকারীর সম্মতি ফর্ম

(মাস্টার্স থিসিস)

বাংলাদেশের শিক্ষার বিভিন্ন স্তরে শিক্ষকদের একীভূত শিক্ষা বিষয়ক জ্ঞান, দক্ষতা ও দৃষ্টিভঙ্গি উন্নয়নের লক্ষ্যে বিভিন্ন গবেষণা কার্যক্রম পরিচালিত হচ্ছে। ব্রাক ২০২৩ শিক্ষাবর্ষে এম এ সি প্রোগ্রামের বিষয় ভিত্তিক কোর্সের অংশ হিসেবে একীভূত শিক্ষা সম্পর্কিত গবেষণা কার্যক্রমটি গ্রহণ করা হয়েছে। এ গবেষণায় আপনার অংশগ্রহণ সম্পন্নভাবে স্বেচ্ছামূলক। অনুগ্রহপূর্ব প্রশ্ন পড়ে যথাস্থানে আপনার মতামত তথ্যগুলো প্রদান করুন। গবেষণায় অংশগ্রহণের জন্য অগ্রিম ধন্যবাদ।

ভূমিকা:

আপনাকে একটি গবেষণায় অংশগ্রহণের জন্য আমন্ত্রণ জানানো হচ্ছে। অংশগ্রহণের পূর্বে অনুগ্রহ করে নিচের তথ্যগুলো মনোযোগ দিয়ে পড়ুন। আপনি চাইলে যে কোনো প্রশ্ন করতে পারেন এবং প্রয়োজনীয় ব্যাখ্যা চেয়ে নিতে পারেন।

গবেষণার উদ্দেশ্য:

এই গবেষণার উদ্দেশ্য হচ্ছে—বাংলাদেশে একীভূত শিক্ষা চালু করতে গিয়ে বিশেষ শিক্ষকরা কী ধরনের চ্যালেঞ্জের মুখোমুখি হন এবং এতে কী কী সম্ভাবনা রয়েছে—তা অন্বেষণ করা। এতে পাওয়া তথ্য ভবিষ্যতে নীতিমালা প্রণয়ন ও শিক্ষার মান উন্নয়নে সহায়ক হবে।

আপনি কেন নির্বাচিত হয়েছেন:

আপনি একজন বিশেষ শিক্ষক হিসেবে কাজ করছেন, তাই আপনি এই গবেষণার গুরুত্বপূর্ণ অংশ। আপনার অভিজ্ঞতা এবং মতামত এই গবেষণাকে সমৃদ্ধ করবে।

আপনার অংশগ্রহণে কী থাকবে:

আপনার সঙ্গে ৪০-৪৫ মিনিটের একটি সাক্ষাৎকার নেওয়া হবে। আপনার সম্মতির ভিত্তিতে সাক্ষাৎকারটি লিখিত নেয়া হবে এবং অডিও রেকর্ড করা হতে পারে। সাক্ষাৎকারে আপনাকে আপনার কাজের অভিজ্ঞতা, চ্যালেঞ্জ এবং অন্তর্ভুক্তিমূলক শিক্ষার বিষয়ে মতামত জানতে চাওয়া হবে।

গোপনীয়তা:

আপনার দেওয়া সকল তথ্য গোপন রাখা হবে। গবেষণার কোনো প্রতিবেদন, উপস্থাপনা বা প্রকাশনায় আপনার নাম বা পরিচয় প্রকাশ করা হবে না। সমস্ত তথ্য নিরাপদে সংরক্ষণ করা হবে এবং কেবল গবেষণার জন্য ব্যবহার করা হবে।

স্বেচ্ছামূলক অংশগ্রহণ ও প্রত্যাহারের অধিকার:

এই গবেষণায় অংশগ্রহণ সম্পূর্ণ স্বেচ্ছামূলক। আপনি চাইলে যেকোনো সময় প্রশ্নের উত্তর না দিয়ে বা গবেষণা থেকে সরে দাঁড়াতে পারেন, এতে আপনার কোনো ক্ষতি হবে না।

সম্ভাব্য উপকারিতা ও ঝুঁকি:

এই গবেষণায় অংশগ্রহণে আপনার কোনো সরাসরি উপকার বা ক্ষতি নেই। তবে আপনার মতামত বাংলাদেশের অন্তর্ভুক্তিমূলক শিক্ষা ব্যবস্থার উন্নয়নে সহায়ক হতে পারে।

যোগাযোগের তথ্য:

যদি আপনার কোনো প্রশ্ন বা উদ্বেগ থাকে, তাহলে নিচের ঠিকানায় যোগাযোগ করতে পারেন:

তত্ত্বাবধায়কের নাম-মোস্তাক আহমেদ ইমরান

ইমেইল-

mostak.imran@bracu.ac.bd

গবেষক:

জান্নাতুল

ফেরদৌস

মীম

ইমেইল:

jannatulmim96@gmail.com

প্রতিষ্ঠান: ব্র্যাক ইনস্টিটিউট অব এডুকেশনাল ডেভেলপমেন্ট, ব্র্যাক বিশ্ববিদ্যালয়

সম্মতির ঘোষণা:

আমি উপরোক্ত তথ্যসমূহ ভালোভাবে পড়ে বুঝেছি। আমি স্বেচ্ছায় এই গবেষণায় অংশগ্রহণে সম্মতি প্রদান করছি এবং জানি যে যেকোনো সময় অংশগ্রহণ প্রত্যাহার করতে পারি।

অংশগ্রহণকারীর

নাম:

স্বাক্ষর:

তারিখ: _____

- ☐ আমি অডিও রেকর্ডিংয়ের অনুমতি দিচ্ছি।
- ☐ আমি অডিও রেকর্ডিংয়ের অনুমতি দিচ্ছি না।

Appendix- 2

Interview Questionnaire

সার্ভে ফর্ম

পার্সোনাল ইনফরমেশন (ব্যক্তিগত তথ্য)

১. নাম (ঐচ্ছিক): _____

২. বয়স: _____ বছর

৩. লিঙ্গ: ☐ পুরুষ ☐ নারী ☐ অন্যান্য

৪. চাকরির অভিজ্ঞতা: _____ বছর

৫. প্রতিষ্ঠান: _____

Close-ended প্রশ্ন (টিক চিহ্ন দিন)

১. আপনি কি ইনক্লুসিভ শিক্ষার উপর কোনো প্রশিক্ষণ পেয়েছেন?

- ☐ হ্যাঁ - ☐ না

২. আপনার প্রতিষ্ঠানে কি ইনক্লুসিভ শিক্ষা কার্যক্রম আছে?

- ☐ হ্যাঁ - ☐ না

৩. আপনি কি ইনক্লুসিভ শিক্ষায় প্রয়োজনীয় সহায়তা ও সরঞ্জাম পান?

- ☐ সম্পূর্ণভাবে সন্তুষ্ট

- ☐ সন্তুষ্ট

- ☐ নিরপেক্ষ

- ☐ অসন্তুষ্ট

- ☐ একেবারেই অসন্তুষ্ট

৪. আপনার প্রতিষ্ঠান কি বিশেষ চাহিদাসম্পন্ন শিক্ষার্থীদের জন্য পৃথক IEP তৈরি করে?

- ☐ হ্যাঁ - ☐ না

৫. আপনি কি আত্মবিশ্বাসের সাথে ইনক্লুসিভ শ্রেণিতে পাঠদান করতে পারেন?

- ☐ খুব আত্মবিশ্বাসী
- ☐ আত্মবিশ্বাসী
- ☐ নিরপেক্ষ
- ☐ কম আত্মবিশ্বাসী
- ☐ একেবারেই আত্মবিশ্বাস নেই

৬. আপনি কি ইনক্লুসিভ শিক্ষা বাস্তবায়নে প্রশাসনিক সহায়তা পান?

- ☐ সম্পূর্ণভাবে একমত
- ☐ একমত
- ☐ নিরপেক্ষ
- ☐ দ্বিমত
- ☐ দৃঢ়ভাবে দ্বিমত

Open-ended প্রশ্ন

১. আপনি কীভাবে একজন বিশেষ শিক্ষক হিসেবে একীভূত শিক্ষায় আপনার ভূমিকা ও দায়িত্ব দেখেন?

উত্তর: _____

উত্তর: _____

উত্তর: _____

৫. আপনি কী ধরনের সুযোগ ও সহায়তা ব্যবস্থাকে একীভূত শিক্ষা উন্নয়নের জন্য অপরিহার্য মনে করেন?

উত্তর:

উত্তর: