

**Inclusive Education for Children with Disabilities in  
Bangladesh: Implementation and Challenges**

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**December 2014**



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**Inclusive Education for Children with Disabilities in  
Bangladesh: Implementation and Challenges**

**Thesis submitted to the**

**Department of English and Humanities of**

**BRAC University**

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**Submitted in partial fulfillment of the requirements for the degree**

**of**

**Masters of Arts in ELT**

**December, 2014**

## **Acknowledgement**

Firstly, I would like to thank Almighty Allah for giving me the opportunity to study this M.A. program. Secondly, I would like to thank my thesis supervisor Shenin Ziauddin who inspired and guided me in doing this thesis. Special thanks to Dr. Firdous Azim and all the faculty members for their unconditional support and guidance throughout the preparation of this paper. Last but not the least I would like to express my gratitude to my parents who gave me love, support and encouragement throughout my life.

## **Abstract**

The educational system of Bangladesh has gone through many changes in two decades. Inclusive Education (IE) is one of those initiatives taken by the educational system and government of Bangladesh. Many laws were enacted to promote Inclusive Education in Bangladesh. The aim of this current study is to find out the ways of implementation of inclusive education in our country. Besides, the challenges that the teachers face to implement inclusive education will also be investigated. To perform this survey successfully 30 respondents were surveyed with a written questionnaire and few normal learners and teachers were interviewed. The findings from the survey show that inclusive Education is being successfully implemented by the educators of our country. New teachers are also devoting themselves towards this system. In course of implementation challenges evolve because of resource support, attitude of the parents and special learners and proper trainings for the teachers.

# Table of Contents

Acknowledgment	i
Abstract	ii
<b>Chapter One: Introduction</b>	
1.1 Research Topic.....	1
1.2 Research Questions.....	2
1.3 Rationale Behind the Research.....	2
1.4 Significance of the Study.....	3
1.5 Methodology.....	4
1.6 Limitations.....	4
<b>Chapter Two: Literature Review</b>	
2.1 Inclusive Education.....	5
2.2 History of Inclusive Education for Children with Disabilities.....	5
2.3 Inclusive Education in Bangladesh.....	6
2.4 Importance of Inclusion for Learners with Disability.....	9
2.5 Teacher’s Role in an Inclusive Class.....	11

### **Chapter 3: Research Methodology**

3.1 Introduction.....	12
3.2 Research Design.....	12
3.3 Sampling of the Study.....	12
3.4 Instruments.....	14
3.5 Data Collection Procedure.....	18

### **Chapter 4: Findings and Analysis**

4.1 Introduction .....	19
4.2 Development of Inclusive Education.....	19-20
4.3Implementation of Inclusive Education.....	20-34
4.4 Challenges and Difficulties in an Inclusive School.....	34-40

### **Chapter 5: Conclusion and Recommendation**

5.1 Introduction.....	41
5.2 Conclusion.....	41
5.3 Recommendation.....	44

## **Chapter 1: Introduction**

### **1.1 Research Topic:**

The educational system of Bangladesh has gone through many changes in two decades. All the changes were applied as an initiative to ensure better educational scenario in Bangladesh. Inclusive Education (IE) is one of those initiatives taken by the educational system and government of Bangladesh. “Inclusive education is the practice of teaching disabled students alongside their non-disabled peers in regular classroom settings, instead of segregating them in special classrooms” (Giffen, 2011, qtd in Westwood, p.1). Many international declarations were made to ensure inclusive education in the educational context of the world. “Among those declarations the UNESCO Declaration on Education for All (1990), the Dakar Framework (2000) and the Salamanca Declaration on Inclusive Education (1994) strongly and clearly represent education of children with special needs” (Ahsan & Burnip, 2007). As a signatory country in those international declarations and agreements, Bangladesh is also trying to serve the educational facility to the special children along with the normal children in one teaching-learning context. Nevertheless, the implementation of inclusive teaching is a very recent scenario in Bangladesh. Recently some private schools and NGO based schools have taken attempt to introduce IE in their institutions. Similar to the most of teaching methods, inclusive practice is also divergent depending on the various contexts. Not only that but it “is closely linked to the possibilities and challenges within the education system and the community, and to the various barriers associated with the teaching and learning processes” (Ahuja & Ibrahim, 2006, p.6) also. In that case the teachers who are teaching in the inclusive schools may have some challenges to ensure education in the same level for both the normal and special need child. But there are very

few researches made in the context of Bangladesh focusing the teaching-learning situation of inclusive education in our country to provide information about IE and guide the new teachers to step forward in the inclusion system. Thus, this study intends to investigate the real scenario of the implementation and effectiveness of inclusive education in the context of Bangladesh.

## **1.2 Research Questions:**

This research aims to get a picture of inclusive education in Bangladesh by investigating the following questions-

- What is the present situation of inclusive education in Bangladesh?
- How do the teachers implement inclusive education?
- What is the impact of inclusive education on both special and normal learners?
- What are the difficulties and challenges faced by the teachers of inclusive schools?

## **1.3 Rationale behind the Research:**

Today's world is more conscious to ensure right to everyone. To give access to the basic right of education to every child with the agenda of 'education for all' inclusive education is a remarkable initiative. "Over the last few decades, the world has produced a number of declarations and agreements to provide and inclusive society for all as an output of inclusive education" (Ahsan & Burnip, 2007, p.1). Those declarations have changed the education system of different countries and led them towards inclusive education system. Bangladesh is one of those countries that are trying to develop inclusive education in their teaching-learning context. The other countries have gone through many changes in their inclusive education system



whereas only a few schools have adopted inclusive education in Bangladesh. Most of the schools are not stepping forward maybe because of the lack of resources or teacher training or perception of teachers, learners and parents. In spite of these sorts of highlighted never ending problems in our educational system, some schools are trying to move forward. The teachers of those schools are going through a new educational system. They are trying to educate two different groups of students in the same class. We can be sure about it that same resources and materials are not usable with the two groups. Another thing is, most of the teachers are trained for teaching a 'homogenous' class that means the teachers are obviously facing problems to relate their existing beliefs and practices in an inclusive school. Despite of these problems are those teachers being able to succeed in educating both the groups effectively if yes then in what extent. Shedding light to these facts my research will try to investigate the techniques that those schools are implementing, their success level and possible challenges of teachers and learners of those schools.

#### **1.4 Significance of the Study:**

From the very beginning Bangladeshi teachers tend to follow western methods and their ways of application of a method in our context. Most of the time lack of resources and large classes are the common obstacles in the way to applying western methods. Likewise inclusive education and its implementation methods are foreign for us. Many schools have not adopted this system yet. Only a few schools seem to apply this system in their school. Their method of implication and management could be examples for other institutions that are lagging behind to adopt inclusive education. Besides teachers should get some practical information to make themselves ready to

embrace the change and enter in such institutions. Therefore, this study will be useful for future researchers, practitioners and teachers to get an idea about the implementation of inclusive education in Bangladeshi context. Moreover, this research could be a starting point for further research in this area in Bangladesh.

### **1.5 Methodology:**

This is a primary research as all the data are collected directly from the sources. Secondary sources are used for background information about the topic and for gathering all sorts of knowledge regarding the study.

The study is based on the survey conducted in few schools which have adopted the inclusive education , where both the teacher and the normal learners were surveyed. Mixed methodology is used for collecting data and also for analyzing the collected data.

### **1.6 Limitations of the Study:**

Having time constrains the research was confined to a few schools of Dhaka city and near the areas of Dhaka city. Researcher could have included more samples if different schools from other district of Bangladesh could be focused. Thus, this research could have represented the context of inclusive education in Bangladesh more precisely. However, the information collected from the small samples was analyzed in details to show the real situation of the inclusive classrooms of Bangladesh.

## **Chapter 2: Literature Review**

### **2.1 Inclusive Education**

Inclusive education (IE) is based on the agenda of 'education for all'. "It is about building more just society and ensuring right to education of all learners regardless of their individual characteristics or difficulties" (Ahuja A. and Ibrahim M., p.6). The term individual characteristics cover a broader area- race, gender, religion, culture, sexual preferences, learning style, language and disability. That means, in an inclusive school a teacher has to take responsibility of a diverse group of learners and provide them educational facility concerning their level of understanding and potential ability. Ahuja & Ibrahim(year needed?) says that, "inclusion is not only about philosophy but more importantly about the practical changes that must brought about in order to help the children with special needs and all other children in our school system to excel and unfold their potential" (p.6). According to UNESCO, 2009, "An 'inclusive' education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities" (p.8). So, inclusive education is not a concern of a specialized school rather it is a shift in the policy and programs of all ordinary schools to ensure the basic human right of education to all learners thus, IE can ensure a 'foundation for a more just and equal society. (UNESCO, 2009, p.8)

### **2.2 History of Inclusive Education for Children with Disabilities**

If we explore the history of educational system we would find that the movement for inclusive education for children with disabilities has started from 1960s (Foreman, 2008). Despite the fact that, the term 'inclusion' or 'inclusive education' was not in context from then, there were many

conferences and declarations made by the United Nations that support the start for inclusion. Among all the declarations and conferences the World Declaration on Education for All held in Jomiten, Thailand (1990), with a vision of universalizing access to education for all children, youth and adults, and promoting equity in the society, was an influential move towards inclusive education (IE). Inclusive education for special needs children was importantly highlighted at the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain, June 1994. This was an adding initiative to promote the approach of inclusive education by considering some policy shifts to enable schools to serve all children, particularly those with special educational needs. The World Education Forum meeting in Dakar, April 2000, which was held to review the progress towards IE, also emphasizes that education, should be served to everyone as a basic right regardless their individual differences (UNESCO, 2009).

Salamanca conference has claimed that, if regular schools come forward to fight against the existing ‘discriminatory attitudes’ and create an inclusive society then they could “provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system” (UNESCO 2009, p.8). Inclusive schools do not isolate special children in special classes rather they transform their “pedagogical proposal into ways of integrating the diversity of students, thus fostering social cohesion, which is one of the main goals of education” (UNESCO, 2009, p.11).

### **2.3 Inclusive Education in Bangladesh**

The idea of inclusive education is to be found not only in the developed countries of North America, Europe and Australia, but in the developing world as well. Bangladesh is one of those developing countries. Bangladesh is a small country in Asia where inclusive education is

developing gradually. (Ahsan & Burnip, 2007) In recent times “the Government of Bangladesh has drawn up plans (vide: PEDP-II) for educating more children with disabilities in the inclusion classrooms with their normal peers (Kibria 2005, p. 43)”. “Some sporadic efforts have also been made by individuals and Non Government Organizations (NGOs) to initiate inclusion education classes (Kibria 2005, p. 43)”.

“Although the concept of inclusive education has been promoted internationally for more than a decade, multiple barriers remain to the full participation of children with disabilities in education ( UNESCO, 2009, p. 5).” According to Save the Children, Negative Attitudes of People, invisibility in the community, cost, physical access, class size, lack of trained teachers, gender discrimination, identification of Children with Disabilities are the barriers that hinders the implementation of inclusive education in any context.( Kibria, 2005) These barriers play same role in Bangladeshi context also. Our government has to take a step by step decision to overcome these barriers to develop inclusive education in our country. Kibria, 2005, has suggested some steps that could help in the implementation of inclusive education in Bangladesh that are-

Phase I- Conscientization of Key People, Phase II- Physical Accessibility, Phase III- School Curriculum Modifications, Phase IV- Revision of Teacher Education Curriculum, Phase V- Crash Program for Teachers, Phase VI- Launching Pilot Projects and Phase VII- Establishment of Resource Centers.

Phase I- Conscientization of Key People- in this phase policy makers, principals of Teacher Training Colleges (TTC), Superintendents of Primary Training Institutes (PTI), and headmasters of primary and secondary schools are needed to be informed about the process and also about the positive aspects of inclusive education through workshop and seminars.

Nowadays some schools are built in storied buildings. If a special learner who uses wheelchair or have problem with climbing stairs would not be able to get admitted to those school. So, Phase II of Kibria's steps discuss the matter of physical accessibility that will make sure that special learners have easy access to the school compound and classes.

In phase III- School Curriculum Modifications step it is pointed out that the general curriculum system of our country is too rigid for the special needs learners. To accommodate their needs our school curriculum should be modified to a flexible one.

Phase IV- Revision of Teacher Curriculum discusses about revising teacher education curriculum to include some basic components of inclusive education to prepare the regular teachers to teach in the inclusive schools to meet the shortage of special educators.

Phase V- Crash Program for Teachers is the step to arrange seminars/ workshops in the local areas to train the teachers for entering inclusive settings. To bring this step into happening "The Special Education Department at the IER, the Bangladesh Institute for Special Education, and Bangladesh Rural Advancement Committee (BRAC) may take the lead to organize a short course training program for the principals and superintendents, who will on return organize similar workshops at their respective local areas" (Kibria, 2005, p.46).

The teachers who would be trained through crash programs can participate in pilot projects in different schools in Bangladesh for piloting inclusion that is discussed by Kibria in phase VI- Launching Pilot Projects.

Phase VII- Establishment of Resource Centers, proposes for building resource centers in every Thana for conducting assessments of schools and for consulting the teachers and parents to raise

awareness on inclusive education. Not only that but some professional development courses could be organized by those resource centers also.

(Kibria, 2005)

It is true that “the inclusive process is not without its innate challenges and problems” (McGuire, 2001, P.13). As a developing country it might take a lot of time for Bangladesh to overcome those challenges and problems but if we embrace the systematic plan dictated by Kibria we could witness a successful accomplishment in few years.

#### **2.4 Importance of Inclusion for Learners with Disability:**

According to World Bank 115 million children are not being facilitated by schooling system over the world. (World Bank, 2003) There are several social, physical or /and emotional reasons behind the exclusion of this huge number of children from schooling. UNESCO has listed groups of children who are being excluded from schooling, are- Children from ethnic minorities, language minorities, refugees or displaced children, child workers, domestic workers, children who have HIV/AIDS or are HIV/AIDS orphans, children who are abused, migrant children, children from religious minorities, poverty-stricken children, street children, children in conflict zones and child soldiers, nomadic children and children with disabilities. (UNESCO, 2009) Above all these factors disability is the most important factor that is excluding children from school. Over the world it is almost 40 million children with disabilities who are out of school. Children with disabilities include those children who have learning difficulties, speech difficulties, physical, cognitive, sensory and emotional difficulties. (World Bank, 2003)

Richard and Metcalf communicate another example of children with disabilities that, according to the Individuals with Disabilities Education Improvement Act of 2004(PL 108-446), commonly called IDEA 2004, pupils with disabilities include individuals who exhibit

Mental retardation, hearing impairments,(including deafness),speech or language impairments, visual impairments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments ,or specific learning disabilities. (&602 (3) (A) (i))

(Richard & Metcalf, 2013)

“Lack of information, combined with discriminatory attitudes towards persons with disabilities at all levels of society, contributes to the continued neglect of their right to education (UNESCO, 2009, p. 5).” Not only the society and the other people but also some families of children with disabilities tend to have some superstitious negative attitudes towards those children. This is why the policy makers, teachers, parents, normal learners should be aware of the classifications of disabilities to retain themselves from several prejudice about the children with disabilities that results in the exclusion of those children from the society and basic rights. (UNESCO 2009)

Throughout the world “probably the largest group of diverse learners is students with disabilities” (Richard & Metcalf, p.3). The scenario of Bangladesh is not different. In most of the special schools for disabilities “children with severe and moderate disabilities may be acknowledged, but children with mild or hidden disabilities are ignored (UNESCO, 2009, p. 7).”

As the focus of IE is on the vast group of excluded learners the ignored learners with special



needs could be included in the effective process of IE and could be turned into better asset for the country.

## **2.5 Teachers Role in an Inclusive Class**

Teachers are the most important part of any educational system. They have been “variously referred to as an artist and an architect; a scientist and a psychologist; a manager and a mentor; a controller and a counselor; a sage on the stage; a guide on the side; and more” (Kumaravadivelu, 2003, P.7). In an inclusive society the “Teachers today are charged with providing effective instruction to a diverse population of learners who bring to the classroom a wide variety of cultures, languages, learning styles, and abilities as well as disabilities”(Gargiulo & Metcalf, 2012, p.2 ).

Inclusive Education does not focus on learners perceived deficits rather it focuses on the individual strengths of the learners. It also tries to help the learners with disabilities to blend with the normal life of the school and the community. (World Bank, 2003) So the teachers of an inclusive school have to take the responsibility of both normal learners and their differences along with the learners with disabilities and their differences. To accomplish success in this endeavor “necessary accommodations have to be made in the curriculum, as well as in the teaching strategies: (Kibria, 2005, p.44).

## **Chapter 3: Research Methodology**

### **3.1 Introduction**

This chapter consists of the discussion on the research methodology that was used to conduct the study. The discussion begins with the explanation of research design. Subsequently the chapter will describe the participants, the research instruments employed for data collection, the data collection procedure and the method of data analysis.

### **3.2 Research Design**

This research was accomplished by exploring both qualitative and quantitative information. Therefore, the researcher has applied mixed method research approach, the third major research approach along with qualitative research and quantitative research (Johnson et al. p.112), for data collection and analysis. It “combines methods of different types (qualitative and quantitative) to provide a more elaborated understanding of the phenomenon of interest (including its context) and, as well, to gain greater confidence in the conclusions generated by the evaluation study” (Valerie Caracelli cited in Johnson et al. p.119). That means, mixed method is an approach to inquiry that helps the researcher to get more precise observation of the research problem (Creswell & Garrett, 2008, p.322) by considering “multiple viewpoints, perspectives, positions, and standpoints” (Johnson et al. p.113) with a single instrument (questionnaire).

### **3.3 Sampling of the Study**

As the purpose of the study is to identify the implementation and challenges of inclusive education in Bangladesh, three types of participants- normal teachers of inclusive schools,

special teachers (shadow teachers) and normal learners of inclusive schools, were chosen to conduct the survey. All the teachers and some learners are from different inclusive schools in Dhaka city. The normal teachers teach and focus the normal learners more and have supportive teachers for handling the special learner. The special teachers are those who teach the special learner as a supportive teacher in a class. Surprisingly all the participants are female as there were very few male teachers in the selected institutions who were not reachable at the time of the survey. Most of the participants are quite experienced in their teaching career. Although, other participants have started their journey with inclusive education very recently, they have quite effective understanding of the system. The different age groups of the participants are shown below.

<b>Age Group</b>	<b>Participants (%)</b>
20-30	15%
30-40	10%
40-50	75%
50-60	NIL
Above 60	NIL
<b>Total (%)</b>	<b>100%</b>

Table 1: Age distribution of survey participants

Most of the participants have started their journey as an inclusive teacher without any training. They have explored the system and learnt from their own experience. But they have attended trainings in the later stages of their teaching career in an inclusive school.

Although, inclusive teaching in Bangladesh has come to light in recent years but the experience level of the surveyed teachers' state that inclusive teaching in Bangladeshi context is not a recent trend. The following table shows their experience level of the participants of the study.

<b>Experience Level</b>	<b>Participants</b>
<b>1-5 years</b>	35%
<b>5-10 years</b>	50%
<b>Above 10 years</b>	15%

Table 2: Teaching experience of survey participants

### **3.4 Instruments**

To administer the survey the research conductor has used a questionnaire survey and an interview session with few participants. The questionnaire was arranged with regard to investigate the present situation of inclusive education in our context. Thus the questions were designed with an effort to study the strategies and challenges of inclusive practice in Bangladesh from the teachers' view and also to discover the effectiveness of this system. Besides, the interview session was done to get some detailed idea on the research area that was not mentioned in the questionnaire.

### **3.4.1 Written Questionnaire**

According to Brown "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (cited in Dornyei Z., Taguchi T., 2010, p: 4 ).

As mixed method is used for analyzing the data of the study, the questionnaire consists of both types of questions where respondents have to answer both open-ended and close-ended questions. "Research questions in mixed methods studies are vitally important because they, in large part, dictate the type of research design used, the sample size and sampling scheme employed, and the type of instruments administered as well as the data analysis techniques (i.e., statistical or qualitative) used"(Onwuegbuzie & Leech, 2006, P. 475).

The questionnaire has three parts. The first part of the questionnaire attempt to collect personal information about the participants. The questions asked in this section are-

- Name
- E-mail ID
- Age
- Gender
- Academic degrees they achieved
- Universities and departments they graduated from
- Time span of teaching English

- Whether they have special training to teach special children
- What they have learnt from their experience of handling special children.

The second part of the questionnaire deals with the information about the institution (school) the participants work in. The questions were-

- What grades are you presently teaching?
- How many classes are you teaching this year?
- How many hours do you teach a week?
- What is the average number of students in your class?
- How many special children are there in your class? Among them how many are girls?
- Approximately how many special students are there in your school?
- Do you have any funding system in your school or resource support for the special children?
- Did your school arrange or sent you to any seminar/conference/training on special learners after joining here? If yes then, please mention few names.

The questions about the implementation and understanding of inclusive education among the participants (teachers) are presented in the third section. The first question (open-ended) of the first part of this section was “What do you understand by inclusive education?” that intended to

learn each participants view about inclusive education. The other questions ( close-ended) were about their experience on teaching the special children, attitude of normal learners in their classes, attitude of the parents they encounter, administrative facilities and resources available and the things that they do to improve social behavior and communication skills of their special learners.

The second part of the third section tried to investigate (through both close-ended and open-ended questions) the challenges that the participants face while implementing inclusive education in our context. Some of the questions covered the difficulties related to special children in class, classroom management resources and system, time management for tasks that the participants face. Following these there were questions about their availability to both type of learners, evaluation system, their view about the introduction of inclusive education in upper levels of education and other specific difficulties they face that are not mentioned in the questionnaire.

### **3.4.2 Interview**

The interview session of this survey is done to gather detailed information on some areas that were not obtained from the questionnaire. The participants for the interview were some of the participants who were surveyed through questionnaire. Moreover, few learners of the inclusive schools were also interviewed to be acquainted with their view and experience of inclusive education in our country.

### **3.5 Data Collection Procedure**

As mentioned above all the information were collected from public (including NGO's based schools) inclusive school teachers. The researcher has visited few schools for the survey but most of the surveys were done via e-mail as it was not possible for the participants to sit for a meeting together.

The participants who have e-mailed their response were contacted over phone and e-mail. The procedure and instructions about filling up the survey questionnaire were discussed in detail with them. Most of them agreed to share information about their inclusive teaching career and the process of education in their institutions. All of them were given as much time as they needed. After filling up the questionnaire they replied with an e-mail.

Few other participants were contacted in person by the researcher. They were also instructed about the questionnaire in detail. The researcher was present there while the participants were filling up the questionnaire. After the survey the researcher took interview of some other participants to gather more information. As mentioned above some learners (randomly chosen) were also surveyed in those schools through an informal interview session.



## **Chapter 4: Findings and Analysis**

### **4.1 Introduction**

In the findings part the questionnaire will be discussed in details with the obtained responses. The themes that evolve from the questions will also be explained in this chapter. Additionally, the interview responses (same theme) will be discussed while discussing the questions of the questionnaire. As the first part of the questionnaire was intended for gathering the personal information about the participants, the main discussion will start from the second part of the questionnaire.

### **4.2 Development of Inclusive Education**

The questions of part two leads the discussion with two important themes that are-Acceptance of inclusive education and Consciousness among schools and educators which are indicating the growth of inclusive education in our country.

#### **4.2.1 Acceptance of Inclusive Education**

In the second part of the questionnaire the participants were asked to mention the total number of students and the number of special learners in their class. The quantities (more than twenty learners including special learner) that were mentioned by the participants are quite heartwarming. This confirms that inclusive education is now not a concern of few specialized group of people and the government only. People of Bangladesh who are sending their normal or special child to an inclusive school are also supporting the issue with their action. This also

proves that the normal people of our country agree to the concept of inclusive education and are ready to assist a development of this concept.

#### **4.2.2 Consciousness among Schools and Educators**

The participants of this survey were asked whether they received any pre-service or in-service training for their career as inclusive teachers. All the responses revealed more than the researcher has expected. Most of the participants attended at least two trainings/seminars/conference arranged by their institutions or other social organizations. That means there is no lack in the effort by the trainers and educators to build awareness about inclusive education in our country. Not only this, few of the participants have attended seminars/conferences/trainings even outside Bangladesh. This depicts that the institutions that are involved with inclusive education are greatly conscious to promote the expansion of the concept of inclusive education among others and the educators who are associated with this movement are devoted to ensure the development of this system.

#### **4.3 Implementation of Inclusive Education**

Our context, people and thoughts are different from other countries so it is not possible for the teachers of inclusive schools to follow other countries to ensure efficiency in the implementation of inclusive education. Our teachers have to make changes in the methods and apply the knowledge from their experience while implementing inclusive education. It is them who made it possible to bring inclusive education into practice with their strategy. The third part of the questionnaire tried to investigate the knowledge of the participants about inclusive education;

their ways of implementation; and about the resources and other supports they have. The following discussion will present these together.

#### **4.3.1. View about Inclusive Education**

The researcher intended a question to inquire the view of teachers (participant) about inclusive education. Their responses say that inclusive education-

- Ensures education for all children irrespective to their age, race, culture, disability, social status, linguistic barriers
- Gives importance to individual needs
- Brings changes in the community of special children
- Promote communicative skills of the special learners
- Helps to remove the inequity and discrimination of the society

These were the key thoughts that came up from the responses of the participants. This shows that the teachers who have started inclusive teaching have proper idea and positive view about inclusive education.

#### **4.3.2 Inclusive Classroom Management**

In the range of questions related to the implementation of inclusive education some of the questions (shown in the table with responses) were set to obtain information about the process of classroom management in an inclusive school.

Questions	Responses (%)
Instructions are modified in several ways for a special child	85%
All learners are divided in groups according to their learning style	75%
Involve special learners in pair work with normal student	35 %
More attention is paid to the Special children in the class	60%

Table 3: Classroom Management Process

According to the table 85 % of the participants try to modify the normal instructions in several ways to help the special learners understand those. Interviewees mentioned that sometimes the use of effective body language helps them to instruct the special learners with the same instruction intended for normal learners. They also said that some of the special learners, who are in their school for several years, understand the normal instruction like other learners. So this indicates that if the special learners are into the system of inclusive education then they could gradually get a grip on the normal instructions like other learners.

One of the participants (interview) states that understanding different learning styles of all the learners is very important in inclusive teaching. This guides them to plan different types of activities to ensure better learning of most of the learners. The responses of the other participants (75%) of the survey (questionnaire) also approve this statement.

More than half of the participants (60%) respond that special children are monitored more than the normal learners. However, 40% of the teachers have said no to the response of this question.

Most of them in this 40% have supporting teachers for special learners (inquired through interview).

Interviewees point out that activities in their classes are designed for more group work and pair work rather than individual work. In group work special learners are included among the normal learners. Some teachers mentioned in their interview that, when they assign group work they could see that the normal learners are very cooperative towards the special learners and try to help them learning with comfort. While pair work one normal student is paired with one special learner. Some teachers said that normal learners do not like to be paired up with special learners which create a problem in the class that is why they prefer group work most. Despite the problems, group work or pair work with the normal learners help the special learner to interact with other learners and participate actively in the activities.

Special learners could not keep pace with the normal learners while conducting individual tasks, speaking and interacting. This is why the teachers allocate more time for the special learners. Special learners are given short tasks to be done in the class time but some teachers said that their special learners could complete tasks like their normal learners but the level of production has to be considered. Another thing is, as special learners need to be monitored more than the normal learners, some of the teachers assign group monitors for normal learners and devote more time for the special learners. This is how they manage time in the classroom.

### **4.3.3 Material Designing**

In response to the question about designing different material according to the level of the special learners following responses came up.

Questions	Responses (%)
Special learners are provided teaching aid according to their learning style	75 %
Different project materials for individual special children are provided	45 %
Different lesson plan is made for each special child	60%

Table 4: Mateiral Designing

The responses of the participants exhibit their extra care towards the special needs. Most of the participants mentioned that they provide teaching aid (materials) to the special needs focusing their ability and need. Even different lesson plans are made to increase the special learners' efficiency. The survey response and the interview response together demonstrate that while project works normal and special learners are participating together in the same task. Most of the special needs children do not face problems to participate in such tasks with the normal learners.

#### 4.3.4 Impact of Inclusive Education on Learners

There are many challenges and obstacles in the implementation of inclusive education but the motive of this system for the special needs are being successfully fulfilled. The impact of inclusive education on both special and normal learners is presented here.

**4.3.4.1 Impact on Special Learners-** Inclusive education is there to ensure better learning for the special children. The participants have also ensured that the effort of this system is not in vain.

<b>Statement</b>	<b>Few of them</b>	<b>Most of them</b>	<b>All</b>
Special learners repeat what teacher says	85%	15%	0%
Special learners can respond with limited words/phrases	15%	75%	10%
Special learners produce comprehensive sentences on their own	80%	20%	0%
Improvement takes place in the speaking skill of a special learner	5%	95%	0%
Special learners are able to write creative piece according to his/her level	60%	15%	25%
Special learners can draw pictures by themselves on given issues	5%	75%	20%
Special children practise the learnt things of previous class in the new class	15%	65%	20%
Special children learn new things in new classes	85%	15%	0%
Special learners are able to operate computer	75%	25%	0%
Special learners participate in the outdoor games	45%	35%	20%
Special learners participate in the indoor games	85%	5%	10%

<b>Statement</b>	<b>Few of them</b>	<b>Most of them</b>	<b>All</b>
Special learners participate in the singing classes	0%	5%	95%
Special learners participate in the dancing classes	45%	15%	30%
Special learners perform in the cultural programmers	25%	10%	65%

#### **4.3.4.1.1 Speaking Skill**

- 85% of the participants have few special need learners who repeat what they say. This means that the organs that are engaged in speaking are being exercised in the process of repeating with the teacher. Interviewee shared that sometimes learners overcome this situation and start responding with answers to the questions asked to them.
- 65 % of the participants mentioned that most of their special learners initially start speaking by repeating teacher's question asked to them but gradually they improve their speaking by responding with an answer (consisting few words/ word phrases) to the question asked to them. All the participants mentioned that very few (one or two) of their special learners who can produce full sentences in their early stage.
- Although special need learners have difficulties with their speech but they progress gradually and bring improvement in their speaking skill after a certain time which is assured by 95% percent of the participants.



#### **4.3.4.1.2 Creative Skill**

- In most of the cases few special learners are able to produce or write creative pieces (story, dialogue, poem etc) according to their level of understanding. Very few responses say that almost all the special learners can express their imagination through writing. That means, every participant have only few numbers of special learners who could express their thought through writing.
- Most of the special learners of the participants are able to draw pictures on given issues. It was found from the interview that sometimes their drawings are very excellent that other people cannot believe it as their work. Some participants (20%) mentioned that all the special learners in their classes can draw picture on given topics. Interviewees added that not only on given topic but also the special learners' drawing on own thought and imitation of a picture also amaze everyone.

#### **4.3.4.1.3 Learning Lessons**

- Most of the special learners have to repeat their lesson in two or three (sometimes even more) grades as they cannot obtain much information in themselves. When any sign of learning is obtained the teacher add new lessons simultaneously with the previous ones. It depends fully on the Special learner whether they will intake the new lessons or not.
- To mention about new lessons the participants (85%) respond that few of their learners are taught new things in new classes and only 20% of the participants could teach new

lessons to most of their learners. That means they have very few learners who have to repeat previous lessons.

#### **4.3.4.1.4 Co-curricular Activities**

- While talking about technological skills (operating mobile phone, computer etc.) interviewees affirm that surprisingly most of their special learners can operate computer like as the normal learners and sometimes better than the normal learners of their classes. Questionnaire result says that few of the learners of 75% of the participants could operate computer and other 25% mentioned that most of their special learners could operate computer.
- Outdoor games mean a lot of physical activity which is not possible for every special learner. Very few learners could join their friends in outdoor games (45% participants). Only few participants (20%) mention that they could all their learners to participate in outdoor games.
- As outdoor games are not possible for few learners, the response for the participation in indoor games said that the survey participants try to keep those learners entertained through indoor games. It is not that other special learners are not participating in indoor games, 20% of the participants mentioned that all special learners of them join the indoor games.

- “Singing is a therapy for everyone and works best for the special learners” says one interviewee. The questionnaire survey has also supported this with responses that almost all the learners participate in the singing classes. Some teachers said that initially some learners are very reluctant to sing and there are some who could not bear to listen to the music. But gradually the inclusive system has made them to overcome this problem.
- Like outdoor games dancing is not possible for all the learners. So, there are very few learners who could participate in dancing classes. Some of the participants mentioned that they have classes were all have to be present for movement so, however they could join (no one is forced and physical condition are also considered) in the dancing practice they would do that in their level. Because dancing is a rhythmic exercise that can help the special learners to activate their body parts through entertainment (interview).
- All the co curricular activities the learners learn are presentable to their parents in the cultural program. That is why most of the learners (who are able to join physically) attend the cultural program arranged in special occasions and annually by the institutions.

All these data are not to mention only the number of students able to do particular activities. These are all mentioned here to show that how inclusive education has allowed the special learners to compete and move along with the normal learners.

#### **4.3.5 Improving Social Behaviors of the Special Learners**

Teachers of inclusive schools are not only trying to help special learners in learning but also offering help to improve the social behavior in them. The table below shows the percentage of the participants who apply the activities to improve social behavior of the special learners.

<b>Activities</b>	<b>Percentages</b>
Ask personal question	60 %
Ask for sharing experiences	85%
Involve them in role play	25%
Involve them in group work	100%
Encourage to create stories	100%
Involve them in pair work with normal students	45%
Teach them how to behave in certain places by role play, discussion and dialogue	25%
Assist them in practical social interactions with children of different classes	15%
Teach them body languages while interaction	55%
Encourage other learners to interact with them in between the class times	100%

The participants were also asked to mention if they apply any other activities to improve the social behavior of the learners. Many of them mentioned that they offer reward to the special learners to make them do a certain activity.

Few participants mentioned about the activities that they recommend to the family of the special learners to follow. Those recommendations are-

- Requesting the parents to take their child to social gatherings

- Suggesting possible activities to keep the child busy at home
- Encouraging siblings of the special learners to interact with them and share about life, television shows, cartoons, favorite characters, etc.
- Counseling the parents about handling their child

#### **4.3.6 Attitude of Others towards the Special Child/Learner**

Investigation on attitude of others toward special child/learner was done to see whether inclusive education system has been successful to change previous attitudes and beliefs or the not. The researcher tried to inquire about the normal learners' attitude and parents of other normal children.

##### **4.3.6.1 Attitude of Normal Learners**

According to the teacher the attitude of the normal learners towards their special needs friend are-

- **Normal learners share things/ideas/stories with the special learners-**

Most of the participants mentioned that normal learner always share things/ideas/stories with the special learners. That means they try to interact with the special learners maybe to help them to feel relaxed and friendly atmosphere in class.

- **Normal learners do not tend to interact with the special learners-**

There are very few cases where learners do not like to interact with the special need ones. Most of the time it's the special learners' behavior or life style that keeps his/her friends away from him/her.

- **Normal learners help the special learners to complete a task-**

Sometimes it becomes difficult for the teacher to monitor the special learner for the whole class time. In those times teachers have seen their normal learner to help the special learner to complete a task (group work or individual work).

- **Normal learners are reluctant to do tasks with special learners-**

When some children are helping their special needs friends there are few who tend to have negative views about special learners and shows reluctance to do any pair work or group work with them. Teachers said this behavior is mostly influenced by parents.

#### **4.3.6.1 Attitude of Parents**

- **Normal parents do not want their child to get mixed with the special children-**

As mentioned above, some children are reluctant to get mixed with special needs child/children as per their parents' advice. Few elementary learners have expressed that they are told to avoid the special need ones and not to share anything with them.

- **Parents of special girls are still reluctant to send their daughters to school because of the social problems-**

Our social system has set many boundaries for the girls/women. Even if the special need girl did not get the basic rights like other normal child but they are burdened with the social system. Some parents even now are reluctant to send their daughter in inclusive schools thinking about the society and its people. On the other hand, those who are not superstitious are worried about the security of their daughter denies to send them to schools.

- **Normal parents take their children to other schools to avoid the special children-**

Most of the participants mentioned that they have good number of students in elementary level but in the upper levels there are very few students in their schools as the parents take their children away to other schools to avoid their children to get mixed with the special need ones.

#### **4.3.7 Administrative and Resource Support**

- Special children pay tuition fees as the same amount of the normal learners. They have to pay more when a shadow teacher is assigned for one to one learning.
- There are extra materials in most of the school to keep the special children busy when he/she is reluctant to study.
- Some violent children need time with their own at certain times, for those children there is a special classroom for violent special learners

- There are different settings in every area (library, class, lab, playground, toilet etc.) for special learners in the schools to ensure easy access of the learners.
- Some schools do not allow violent special children as they think it is risky to let those learners get in contact with other children. But some of the schools allow the violent learners to get admitted to their institution.

#### **4.4 Challenges and Difficulties in an Inclusive School**

To investigate about the difficulties and challenges of the teachers in an inclusive setting, the researcher asked some close-ended questions focusing special children, classroom management and resource support. In the interview session more information about these challenges were collected. The detailed discussion of those challenges is as follows-

##### **4.4.1 Difficulties Related to Special Children**

Teaching special learners among the normal ones are more difficult than teaching them in a specialized class. In an inclusive classroom the teacher always tries to include the special learner with the normal learners but, if the special learner's behavior is not supportive to that method, it causes problems for the teachers.



<b>Difficulties</b>	<b>Major challenge</b>	<b>Normal Challenge</b>	<b>Mild challenge</b>	<b>Not a challenge at all</b>
Low understanding level	100%	0%	0%	0%
Lack of interest in a subject and task	65 %	35%	0%	0%
Violent behavior with teacher/other learners	25%	75%	0%	0%
Lack of interest for participating in group works	50%	25%	15%	10%

#### **4.4.1.1 Low Understandings Level of the Special Learner**

All the participants consider this as a major challenge in an inclusive classroom. It is obvious that most of the special learners would not be able to relate to classroom lectures or activities as the normal learners. They need more time and explanation in their level to get into any topic. If the teacher tries to get into their level then the normal learners would not find any interest in that lesson. So, most of the participants think that low understanding level of a special learner makes it difficult for the teachers to implement inclusive education effectively.

#### **4.4.1.2 Lack of interest in any subject or task**

Teachers have to engage the special learners in most of the classes to be more inclusive but most of the special learners do not have the aptitude for every subjects taught in their class. So, they tend to avoid those subjects. This makes it difficult for the teacher to practice inclusive teaching properly.

#### 4.4.1.3 Violent Behavior of the Special Learners

Sometimes special learners become violent in the classroom and attack the teachers or other learners. Even after this only 25 % of the participants have marked this as a major challenge and other 75 % of the participants think this as a normal challenge which is possible to handle. When the interview participants were asked about this issue they said that this happens because of physical or internal irritation caused by the affect of the medicines they take or monotonous curriculum in class or offensive behavior of the normal learners toward them.

#### 4.4.1.4 Lack of Interest for Participating in Group Works

By the response of the teachers it seems that it happens in everyone's class that the special learners are not willing to interact with other learners. This is a major challenge for 50% of the participant which means that they take it as an obstacle to their practice. On the other hand, 40% of the participants think that this challenge might hamper the class but is not that serious problem. Other 10% participants have marked that this is not a challenge at all for the inclusive class.

#### 4.4.2 Difficulties Related to Classroom Management- Classroom management

<b>Difficulties</b>	<b>Major challenge</b>	<b>Normal Challenge</b>	<b>Mild challenge</b>	<b>Not a challenge at all</b>
Planning task for a special child	40%	60%	0%	0%
Evaluation of a task of special learner	75 %	23%	2%	0%

Monitoring a special child along with the other learners	0%	80%	15%	5%
Making different co-curricular materials for children	70%	30%	0%	0%

As teachers have to focus on each special learner differently, it is challenging for them to make proper lesson plan for the learners. As all the special learners are not at same level, their evaluation has to be done differently; they should be monitored more, and they should be provided with different materials for other activities. All these duties are fulfilled by a teacher alone. So every participant thinks that these duties are challenging for them as a normal teacher

#### 4.4.3 Difficulties with Resources and System

<b>Difficulties</b>	<b>Major challenge</b>	<b>Normal Challenge</b>	<b>Mild challenge</b>	<b>Not a challenge at all</b>
Lack of resource support from institution	40%	60%	0%	0%
Using different text books for special children	75 %	23%	2%	0%
Making a different lesson plan for each special child	0%	80%	15%	5%
Creating own materials to keep the special learner busy in class	70%	30%	0%	0%
Different examination/evaluation system for special children	95%	5%	0%	0%

This table shows that the teachers not only face difficulties for the behavior of special children and extra planning but also for lack of resources, using different book for different special needs children, making lesson plan and materials for each individual according to their level and of course for the evaluation system.

#### **4.4.4 Other Potential Problems and Difficulties**

At the end of the questionnaire participants were asked an open-ended question to inquire about other difficulties (not mentioned in the questionnaire) that they face in the real classroom situation in an inclusive school. From all the responses following difficulties were figured out.

- **Lack of responsiveness to the children with special needs-** Though many people (parents, no-disabled learners, teachers of normal learners, school-staffs etc) are engaged with inclusive schools, not everyone is responsive to the special learners. Such as they do not tend to value the emotions, feelings, queries and special needs of the special children as like as they do with the normal learners.
- **Lack of understandings about the expressions of a special child-** Every special child has their own way to express their thoughts, emotions and feelings. It is not easy to predict their behavior as we could predict the behavior of normal children. Sometimes smiling/excessive smiling is not a good sign for one special child but for the other it might be as normal as other children. The problem is teachers may not be able to differentiate them and treat them in the same way which could demotivate the special child who is smiling normally and reduce his/ her progress level. Teachers are also concerned with this and they feel that their lack of understanding is an obstacle for the

progress of special children in an inclusive school as because in special schools most of the times specially trained teachers treat special learners according to their need.

- **Less trained teachers-** There are many teachers who are teaching in an inclusive school but the participants pointed out that trained teachers who have educational experience and trainings about special children are not available in our country. That is why most of the teachers who are entering the inclusive school even the special teachers (recruited for one special child) have lack of understanding about the special learners.
- **Lack of assorted materials-** Through the survey of this study it is found that teachers of inclusive schools are trying to produce materials that they think could help the special learners to learn. Most of the materials are paper based which could help visual learning but this is not the only thing that could facilitate a special learner's learning. There is a need to use many more variety of materials to make sure about the development of the special learners. But most of the teachers have already mentioned that there is no support of materials provided from their institutions which is regarded as a major obstruction to the effective implementation of inclusive education in our country.
- **Rigid curriculum and examination system-** All the participants have mentioned this as another major barrier to the effective implementation of inclusive education. All their efforts to help the special learner to be a successful one are ruined by the rigid curriculum and examination system.
- **Establishment of resource centers-**
- **Less scope for vocational training-** There are very few institutions that provide vocational training to special needs people. The participants mentioned that it is not

possible for all their special learners to attend other courses after school so; the special learners need such vocational trainings at their school campus along with their studies. Some interviewee said that if the government and stakeholders contribute to the inclusive schools to develop a vocational training center then not only the special learners but also the normal learners will be benefited.

- **Lack of Training for the Parents-** Most of the participants think that to help the special learners improve successfully, not only their teachers but also their parents should be trained because the parents of the special learner frequently ask for the teacher's suggestions to handle their child at home. Therefore, all the participants recommend for counseling institutions for the parents of special learners so that they could also help their child's successful development.
- **Less cooperative behavior of the parents of special learners-** Few participants are troubled with less cooperative behavior of the parents. They mentioned that some parents of the special learners misunderstand the teacher's motive for any decision, question the teacher's ability to handle their child and tends to reject teacher's advice regarding their child. These types of behavior demotivate the teachers and make it difficult for them to deal with the learners effectively.

All these problems are the result of less awareness, indifference decision of the government and proper trainings to the teachers and parents. So our government should co-operate with the motive of the inclusive schools and try to take necessary steps to check these problems.

## **Chapter 5: Conclusion and Recommendation**

### **5.1 Introduction**

This chapter summarizes the survey and concludes with some recommendations. Findings have been summarized by discussing the research questions.

### **5.2 Conclusion**

The study was attempted to investigate the real scenario of inclusive education in Bangladesh. The findings are as follows:

#### **5.2.1 Present Situation of Inclusive Education in Bangladesh**

Inclusive education is not a concern of a limited group in Bangladesh. Normal people, educators, researchers, normal learners are well aware of this issue. The number of normal learners in an inclusive school along with the special learners shows that parents are trying to be responsive to the issue of inclusion. Although till now the number of new teachers who have chosen inclusive teaching as their career is less than the number of experienced teachers, it could be expected that in near future there will be a satisfying increase in the number of teachers who want to start their career with inclusive teaching. Because many seminars, conferences and training sessions are being arranged to increase the familiarity of inclusive education among our teachers and many institutions are changing their system to inclusive system.

### **5.2.2 Implementation of Inclusive Education**

Inclusive teaching is new to most of the teachers of our country but the survey says that teachers are efficiently applying inclusive education in our country with effective strategies. Some teachers are trained and some teachers are trying to learn about inclusive teaching by being in that context. Trained or not-trained every teacher is trying to apply adjustments in their classroom management, lesson plans, activities and evaluation system to allow an environment of learning for the special learners. Even the teachers are trying to develop materials by their own to facilitate the learning of the special learners.

### **5.2.3 Impact of Inclusive Education on the Learners**

Special learners are benefited most by the system of inclusive education. Most importantly they learn social behavior (communication, eating properly, greeting etc.) in inclusive schools. Not only has this but they get a chance to practice their creativity (art, dancing, singing) and perform in public programs arranged by the schools also. Besides, learning about different subjects, participating in classroom activities in a systematic way, following the instructions of the teachers, interacting with peers etc. build up confidence among the special learners.

Normal learners of the inclusive schools tend to accept the special learners as friends. They learn from their very early age that differences do not mean exclusion. They learn how to embrace the good quality of a person and how to help special learners to improve. They grow with a positive view about disable children and people.



### **5.2.4 Difficulties and Challenges Faced by the inclusive Teachers**

Anything good cannot be accomplished without difficulties and challenges. Firstly, the teachers of an inclusive school face problems with handling the special children. The low understanding level, lack of interest in classroom subjects and violent behavior of the special learners make it hard for the teacher to control the classroom and concentrate on the other learners. Good thing is teachers are supported with a co-teacher to handle the special learner to lessen the interruption in the class.

Secondly, teachers face a little difficulty while planning task for a class as they have to make different materials and design different tasks for the special learners. The teachers have to work almost 25- 30 hours in a week. When they are in the school they have to be busy with their learners all the time. They do not get enough time to plan a lesson differently according to a special learner's level at schools so they have to take the works at home. Another thing is teachers have to explain things differently to both types of learners which take a lot time of the class. Sometimes monitoring the special learner distracts the teacher from the normal learners.

Lastly, Lack of resources, creating different co-curricular materials, different lesson plans, and evaluating each special learn through different examination and evaluation system is mentioned as major challenges to implement inclusive education by the teachers.

### **5.3 Recommendation**

After analyzing the data researcher came up with some possible suggestions that could help the new teachers to implement inclusive teaching and overcome the challenges. In this part those suggestions will be discussed.

1. Firstly and importantly, trainings for the parents of the special children is needed very badly. It's obvious that they are concerned with their child but they should understand that this is not the sole duty of a teacher to teach everything to a special need child, they could only help them to learn. Thus there is also need for counseling and training institutions for the parents of special learners so that they could also help their child's successful development and cooperate accordingly with the teachers to foster the effectiveness of inclusive education
2. Although the teachers get pre- service (sometimes) and in-service trainings through workshops and seminars but that could not make them well-informed as the person who have studied and researched in this area. This is why we see that all special learners are being dealt with same remedy. The people, who are moving inclusive education forward, should try to recruit more trained teachers for the best benefits of the special learners.
3. This is not that only the teachers of inclusive schools are concerned with this issue even the teachers of normal schools in our country have mentioned our educational and examination system as an impediment to the success of effective education to their learners. So it is very obvious that this system could not benefit the special learners and could not help them to move forward with a successful future. Our examination board

and the government should try to recruit some educators to research on this issue and develop a valid examination system for the special need ones.

4. To train the special learners for having a good job in futures and become self dependent, there is a need of vocational training centers for them.
5. More research should be encouraged by the government to develop necessary guidelines for the implementation of inclusive education in our country.

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# Appendix

# Survey Questionnaire

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## **About the Survey:**

This survey is being conducted as a part of the dissertation of Master's Degree. Thus, the survey questionnaire is designed for Bangladeshi EFL/ESL teachers who are teaching in inclusive schools of Bangladesh. The aim of the survey is to explore the implementation and effectiveness of inclusive education (special learners) in Bangladeshi context.

The questionnaire contains four parts- part I-personal information of the teacher, part II-information about the school and part III- questions related to inclusive teaching to collect adequate information for the thesis.

## **Part I- Personal Information:**

1. Name: \_\_\_\_\_

2. E-mail address(if available): \_\_\_\_\_

3. Age:

- |                                |                             |                             |
|--------------------------------|-----------------------------|-----------------------------|
| <input type="radio"/> Above 60 | <input type="radio"/> 45-50 | <input type="radio"/> 30-35 |
| <input type="radio"/> 55-60    | <input type="radio"/> 40-45 | <input type="radio"/> 25-30 |
| <input type="radio"/> 50-55    | <input type="radio"/> 35-40 | <input type="radio"/> 20-25 |

4. Gender-

- Female
- Male

5. Academic Degree:

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**6. University and Department you graduated from:**

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**7. Time span of teaching-**

- Normal school \_\_\_\_\_
- Inclusive school \_\_\_\_\_

**8. Do you have special training to teach special children?**

- Yes             No

**9. You have learnt from your experience of handling special children.**

- Yes             No

## **Part II-School Information**

**10. What grades are you presently teaching?**

---

**11. How many classes are you teaching this year?**

---

**12. How many hours do you teach a week?**

---

**13. What is the average number of students in your class?**

---

**14. How many special children are there in your class? Among them how many are girls?**

---



15. Approximately how many special students are there in your school?

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16. Do you have any funding system in your school to support recourses for the special children?

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17. Did your school arranged or sent you to any seminar/conference/training on special learners after joining here? If yes then, please mention few names?

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**Part III- Questions related to Inclusive Education:**

18. What do you understand by inclusive education?

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## **19. Teaching the special children -**

The special children are able to follow the normal classroom instructions.

Yes / No

Instructions are modified in several ways for a special child.

Yes / No

Special children should be taught with materials of their understanding level.

Yes / No

They are promoted to classes according to their ages.

Yes / No

There is no emphasis on a special child to focus on every subject like the normal children.

Yes / No

Special children of your school can have future like the normal learners.

Yes / No

There is a co-teacher for every special child.

Yes / No

Teachers keep diaries on the special learners to help other teachers to understand a particular special child.

Yes / No

Teachers keep record of the development of a special child.

Yes / No

There is a consultant to guide normal and co-teachers to handle the special learners.

Yes / No

Special children learn social behavior if they are in the same school with normal learners.

Yes / No

Special children should go to different schools.

Yes / No

Special children of your school can move to other inclusive schools.

Yes / No

**20. Attitude of normal learners-**

Normal learners share things with the special learners.

Yes / No

Normal learners do not tend to interact with the special learners.

Yes / No

**21. Attitude of parents-**

Parents of special girls are still reluctant to send their daughters to school because of the social problems.

Yes / No

Normal parents do not want their child to get mixed with the special children.

Yes / No

**22. Administration and resources-**

Special children have to pay more tuition fees than the normal children.

Yes / No

There are extra materials in your school to keep the special children busy when he/she is reluctant to study.

Yes / No

There is a special classroom for violent special learners.

Yes / No

There are different settings in every area (library, class, lab, playground, toilet etc.) for special learners.

Yes / No

Violent special children are allowed to get admitted in our school.

Yes / No

**23. Other related issues: Put a tick on the suitable box in each row-**

<b>Statement</b>	<b>Always</b>	<b>Frequentl</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Very few</b>	<b>All</b>	<b>Only One</b>	<b>Mention the numbers</b>
Special children distract the class								
Special learners repeat what you say								
Special learners can response with limited words/phrases								
Special learners use full sentence to response								
Special learners produce sentences by their own								
Special learners response only when they are asked questions								
Same lesson plan is used with both normal and special child								
Different lesson plan is made for each special child								
General lesson plan is used with the special children								
Different project materials for individual special children is provided								
Same project material is used for every learner in the class								
Special children is given more attention in the class								
Special children gets less monitored in the class								
Improvement takes place in the speaking skill of a special learner								

Statement	Always	Frequentl	Sometimes	Rarely	Very few	All	Only One	Mention the numbers
Special learner is able to write creative piece according to his/her level								
Special children learn new things in new classes								
Special children practice the learnt things of previous class in the new class								
Special learners art taught how to draw								
Special learners of our school can draw pictures by themselves on given issues								
Special learners are able to operate computer								
Special learners participate in the outdoor games								
Special learners participate in the indoor games								
Special learners participate in the singing classes								
Special learners perform in the cultural programmers								
Normal children behavior gets affected by the special children behavior								
Normal learners are reluctant to do tasks with special learners								
Normal learners are very helpful towards the special learners								
Normal learners help the special learners to complete a task								
All learners are divided according to their learning style								
Special learners are provided teaching aid according to their learning style								

<b>Statement</b>	<b>Always</b>	<b>Frequently</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Very few</b>	<b>All</b>	<b>Only One</b>	<b>Mention the numbers</b>
Only normal learners are provided with teaching aids according to their learning style								
Most of the families of special learners are financially strong								
There are many learners in your school whose parent cannot pay the tuition fees								
Normal parents take their children to other schools to avoid the special children								

**24. What are the things that you do to improve social behavior and communication of your special learner (you can tick multiple options)?**

- Ask personal question
- Ask for sharing experiences
- Involve them in role play
- Involve them in group works
- Encourage to make stories
- Involve them in pair works with normal student
- Teach them how to behave in certain places by role play, discussion and dialogue
- Assist them in practical social interactions with children of different classes
- Teach them body languages while interaction
- Encourage other learners to interact with them in between the class times

- Others(s)

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**The aspects that are challenging to you and increase your difficulty level in the inclusive school-**

**\*For this section please circle the given numbers under each statement as-**

*4= Major challenge; 3= Challenge; 2= Mild challenge; 1= Not a challenge at all.*

**25. Special children related difficulty-**

Low understanding level

1 2 3 4

Lack of interest in a subject and task

1 2 3 4

Violent behavior with teacher/other learners

1 2 3 4

Lack of interest for participating in group works

1 2 3 4

**26. Challenges or difficulties related to Classroom management –**

Planning task for a special child

1 2 3 4

Evaluation of a task of special learner

1 2 3 4

Monitoring a special child along with other learners

1 2 3 4

Making different co-curricular materials for special children

1 2 3 4

**27. Challenges and difficulties with resources and system-**

Lack of resource support from institution

1 2 3 4

Using different text books for special children

1 2 3 4

Making a different lesson plan for each special child

1 2 3 4

Creating own materials to keep the special learner busy in class

1 2 3 4

Different examination/evaluation system for special children

1 2 3 4

**28. How do you manage task time for both types of learners?**

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**29.** How do you manage to be available to both types of learners in the class time?

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**30.** How do you evaluate the learning and level of a special child?

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**31.** Do you think it is possible to introduce inclusive teaching in the upper levels of education? Please suggest some possibilities.

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**32.** Do the special children in your class have a particular interest in a subject? **(Yes/ no)**

Do you think that, for their future building, they should be allowed to move forward with the skill of that particular subject area?

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**33.** Are there any other difficulties that you face in an inclusive classroom? Please share.

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**Thank you**

