Mainstreaming Education of the Children with Disability in Bangladesh

M Phil Dissertation

Researcher

A.K.M. Mohibbul Islam

This Dissertation is Submitted to the Institute of Social Welfare and Research, University of Dhaka, in Accordance with the Requirements for the Degree of Masters of Philosophy (M Phil)

Institute of Social Welfare and Research
University of Dhaka
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Dedication

I dedicate this dissertation to my father late Md. Esahaqe Mollick,

my mother Shamsunnahar, and my wife Tuhina Matin.

Declaration of Ownership

I hereby declare that this M Phil dissertation entitled "Mainstreaming Education of the Children with Disability in Bangladesh" was prepared by me for the degree of Master of Philosophy in Social Welfare under the guidance and supervision of Dr. Sk. Tauhidul Islam, Professor, Institute of Social Welfare and Research, University of Dhaka, Bangladesh. I have done the unique work to incorporate relevant information and it was totally my own effort. I have used lots of references and also provided accurate references, though I didn't get all permission from the writers. I am submitting this dissertation to the Institute of Social Welfare and Research, University of Dhaka, Bangladesh for further advancement to the University of Dhaka for required official procedure leading to Doctor of Philosophy in Social Welfare. I have not presented any part of this dissertation to anywhere for any assessment either in Bangladesh or abroad.

(A.K.M. Mohibbul Islam)

M Phil Researcher

Registration No- 242

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Certificate of Approval

This is to certify that A.K.M. Mohibbul Islam an M. Phil researcher of the Institute of Social Welfare and Research, University of Dhaka, has effectively completed his dissertation entitled **"Mainstreaming Education of the Children with Disability in Bangladesh"** under my direct supervision. To the best of my knowledge, it is a unique and original work. I am recommending and forwarding this dissertation to the University of Dhaka, through the Institute of Social Welfare and Research for further official formalities to accept in accordance with the requirements for the degree of Masters of Philosophy.

(Prof. Dr. Sk. Tauhidul Islam)

Research Supervisor

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This dissertation would not have been possible unless the books, research articles, unpublished research materials, different legal statements. I have tried to put accurate references of them but I didn't get permission from all the authors. I am obliged to them.

In this concern, I have visited and collected different materials from different libraries and they helped me enormously. I would like to show my gratitude to all the Library Staff of ISWR, IER, DU Central Library and Sufia Kamal National Public Library.

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For any errors or inadequacies that may remain in this work, of course, the responsibility is entirely my own.

With Regards

(A.K.M. Mohibbul Islam)

M. Phil Researcher

Registration no & Session: 242 / 2014-2015

Key to Abbreviations

ADHD	=	Attention-Deficit/Hyperactivity Disorder
AIDS	=	Acquired Immune Deficiency Syndrome
ASD	=	Autism spectrum disorder
BBS	=	Bangladesh Bureau of Statistics
BD	=	Bangladesh
BRAC	=	Bangladesh Rural Advancement Committee
CBR	=	Community-based rehabilitation
CP	=	Cerebral Palsy
CRPD	=	Convention on the Rights of Persons with Disabilities
CSID	=	Centre for Services and Information on Disability
CSIE	=	Centre for Studies on Inclusive Education
CSN	=	Children with Special Needs
CWD	=	Children with Disability
D/HH	=	Deaf or Hard of Hearing
DCS	=	Developing Countries
DFID	=	Department for International Development
DSM	=	Diagnostic and Statistical Manual of Mental Disorders
EFA	=	Declaration on Education for All
GO	=	Government Organization
HIV	=	Human Immunodeficiency Virus
ID	=	Intellectual Disability
IDEA	=	Individuals with Disabilities Education Act

IE	=	Inclusive Education
IEDC	=	Integrated Education for Disabled Children
IEDSS	=	Inclusive Education for the Disabled at Secondary Stage
IEP	=	Individualized Education Program/Plans
IJLPP	=	Indian Journal of Law and Public Policy
IQ	=	Intelligence Quotient
LD	=	Learning Disability
LEA	=	Local Education Authorities
LRE	=	Least Restrictive Environment
MDG	=	Millennium Development Goal
MHRD	=	Ministry of Human Resource Development
MR	=	Mental Retardation
MS	=	Multiple Sclerosis
MSJE	=	Ministry of Social Justice and Empowerment
NCC	=	National Coordination Committee
NDD	=	Neurodevelopmental Disorder
NFOWD	=	National Forum of Organizations Working with the Disabled
NGO	=	Non-Government Organizations
PEDP I	=	First Primary Education Development Programme
PEDP II	=	Second Primary Education Development Programme
PEDP III	=	Third Primary Education Development Programme
PHC	=	Primary Health Care
PKU	=	Phenylketonuria
PRC	=	People's Republic of China

PTI	=	Primary Training Institutes
PWD	=	Person with Disability
SCI	=	Spinal Cord Injury
SDG	=	Sustainable Development Goal
SEN	=	Special Educational Needs
SENDA	=	Special Educational Needs and Disability Act
SLIP	=	School Level Improvement Plan
SWID-BD	=	Society for the Welfare of the Intellectually Disabled, Bangladesh
TBI	=	Traumatic Brain Injury
TTC	=	Teacher Training Colleges
U. S	=	United States
UK	=	United Kingdom
UN	=	United Nations
UNCRPD	=	United Nation Convention on the Rights of Persons with Disabilities
UNESCO	=	United Nations Educational, Scientific and Cultural Organization
UNHS	=	Universal newborn hearing screening
UNICEF	=	United Nations Children's Fund
UPE	=	Universal Primary Education
UPEP	=	Upazila Primary Education Plan
URC	=	Upazila Resource Center
WHO	=	World Health Organization

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Abstract

TITLE: MAINSTREAMING EDUCATION OF THE CHILDREN WITH DISABILITY IN BANGLADESH

Researcher: **A.K.M. Mohibbul Islam**

Supervisor: **Professor Dr. Sk. Tauhidul Islam**

*Key words***:** Mainstreaming education, Children with disability, and Bangladesh.

The rights of the children with and without disabilities come forward in recent decades. Different countries of the world including Bangladesh set policy emphasis on mainstream education for the children with disabilities instead of special education schools. The aim of the present study was to explore the present scenario of the mainstreaming education of the children with disability in Bangladesh. Towards attaining the broad objective, the study has also focused on some relevant objectives such as, to know the socio-demographic situation of the children with disabilities, to find out the facilities and the problems of mainstreaming education of children with disabilities, to know the dropout tendencies of children with disabilities and to produce the recommendations to overcome the problems related to mainstreaming education of the children with disabilities. Qualitative research method was adopted for this study and five primary school teachers and five parents of the children with disabilities currently attending mainstream school were selected by using purposive sampling method for the study. Findings of the study revealed that adequate resource allocation is absent to continue mainstreaming education system, but gradually improving. The study showed that insufficient trained teachers, transport problem and extra expenditure for children with disabilities make parents stop sending their children to school. The study also revealed that classmates, peer and people of the society some extent behave rude with the children with disabilities, though there are some people support much to continue their education. The study further

revealed that poor academic improvement of the children with intellectual disability, discourage the parents to send their child to the mainstream school. Besides, the social skills of the children with disabilities are improving through this system. The major findings of study showed that the school does not have proper facilities to meet the required need of the children with disabilities like appropriate infrastructures, teaching aids, assistive devices, and learning materials. Although there are different government and non-government activities those are available to promote the mainstreaming education system, the opportunity of mainstream education for the children with disabilities is yet to develop.

CHAPTER ONE

Introduction

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1.1 Background

Education fabricates sound intellectual, mental, emotional, social and physical establishments for children helping them to end up plainly profitable natives. Access to quality basic education is a fundamental human right for all children as outlined in international commitments ranging from the Convention on the Rights of the Child (1989), to the World Declaration on Education for All (1990), the Salamanca Statement (1994), the Dakar Framework for Action (2000) and, most recently, the Convention on the Rights of Persons with Disabilities (2008). International Covenant on Economic, Social and Cultural Rights which recognizes a right to free, compulsory primary education for all. Here 'all' means all children with any religion, race, caste, sex, place of birth or any disability. Here we focus on the education of the children with disability.

Disability is a universal psycho-social problem. It is a physical or mental condition that limits a person's movements, senses, or activities. A person with disability cannot usually survive without the help of others. Disability tends to create shame and stigma for the person he / she owns it. Disability is to an increasing extent being addressed as an issue to be included into mainstream development rather than as a matter of separate programmes and charity. This follows the recognition that children with disabilities are citizens with equal rights, who given the opportunity are able to contribute economically and socially to their households and communities. However, children with disabilities are often discriminated against, socially marginalized and do not have access to basic social services (WHO, 2002). These multiple forms of discrimination which leads to their exclusion from society and school. Attitudes toward children with disabilities, as well as a lack of resources to accommodate them, compound the challenges they face in accessing education. While lack of access to school is an issue,

an equal concern is the inability of the education system to ensure quality education for children with disabilities (UNICEF, 2012).

Recent decades have seen increasing emphasis placed on rights and inclusion in relation to disability. The United Nations Convention on the Rights of the Child (UNCRC, 1989), for example, states that every child has the right to education, irrespective of disability and without discrimination of any kind. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) emphasises the rights of persons with disabilities to access lifelong learning without discrimination and on an equal basis with others, through reasonable accommodation of their disabilities (Minou 2011), and not to be excluded from the mainstream of education due to their disability.

To implement the conventions different organizations around the world are working to include children with disabilities in mainstream school system. An estimated 65 million primary and secondary school-age children have disabilities – close to half of them are out of school. In 2017, the World Bank and USAID established the Disability-Inclusive Education in Africa Program, a $3 million trust fund to increase access for children to primary school and to design and implement inclusive education programs across Africa. The Disability-Inclusive Education in Africa Program aims to benefit students with disabilities in Africa by financing World Bank-executed activities that leverage USAID programs, World Bank projects, and analytical work (World Bank, 2018).
Like Africa, developed and developing countries country in the world are trying to include children with disability in the mainstream education system.

Therefore, the Government of Bangladesh is executing policies and projects to ensure compulsory primary education for all children including children with disability in accordance with the commitments contained in the Constitution of Bangladesh and the

Convention of the Rights of the Child. To meet these commitments, the Government has built partnerships and collaborations, at the national and sub-national levels, with development partners, civil society organizations community-based organizations, the private sector and families.

In addition to its legal obligations, the Government strongly committed to implement mainstreaming education of the children with disability. Owing to the implementation of the Primary Education Development Programme (PEDP) and relevant complementary interventions, the country is making notable progress in increasing enrolment of children with disability in mainstreaming education.

Despite these concerted efforts, millions of children including children with disability are not in school. The issue of children with disability challenges the national education policy and its aspirations. The high number of children with disability deprived of their right to primary education is a significant loss of resources for the nation; it undermines the goal of ensuring mainstreaming and equitable quality education and promote lifelong learning opportunities for all by 2030 with equity; and hinders the progress of education-related SDGs and other development targets (Bangladesh SDGs Progress Report 2018). According to the World Bank (2004) the disabilities in children below 18 years can be estimated in to 6% or corresponding to 3.4 million children with disabilities of overall population of Bangladesh. So, we have to do many things mainstreaming these children with disabilities.

Initiatives are running by the Government of Bangladesh and a range of national and international non-government organizations already exist to include children with disability in mainstreaming education system, but coverage is still very limited and fragmented. Despite these efforts, all children with disability are not in school. The issue of children with disability challenges the national education policy and its

aspirations. The high number of children with disability deprived of their right to primary education is a significant loss of resources for the nation; it undermines the goal of ensuring mainstreaming and equitable quality education and promote lifelong learning opportunities for all by 2030 with equity; and hinders the progress of education-related SDGs and other development targets (Bangladesh SDGs Progress Report 2018).

As part of the comprehensive education response, Bangladesh works to ensure that children with disabilities have inclusive access to learning opportunities in the mainstream education system. In the recent years, a lot of facilities are increased by the Government of Bangladesh in terms of increasing number of children with disabilities to enroll in mainstream school. But the rate of drop out of children with disability from mainstream school is still high. Like non-disabled children, children with disability are the future of the nation. They also have the right to proper education overcoming their disability. Therefore, it is necessary to carry out this work or study the situation to give them equal learning opportunities in Bangladesh. This is the major ground where the researcher wants to find out the present scenario of the mainstreaming education of the children with disability in Bangladesh.

1.2 Statement of the Problem

Individuals are born with various skills and needs. They enter into a life-long process of meeting these needs and developing the correct usage and appropriateness of these skills. The process of making intentional changes in one's life through behavior is called education. No one can be deprived of their right to education. Education is every individual's constitutional right and it is compulsory. From this responsibility, like many developing countries, Bangladesh made strong progress to the millennium

development goal (MDG) of universal primary education (UPE), increasingly of those who remain left out of school a substantial proportion will be children with some disability. They will also be amongst the poorest children. Disability includes long-term physical, mental, intellectual or sensory impairments. According to the United Nations around 10 per cent of the world's population lives with a disability, (DFID, 2010).

Mainstreaming education is the most common approach to address the educational needs of all children (Ainscow & Miles, 2008; Miles & Singal, 2010; Mitchell, 2009; Pathy, 2010; Ruijs, Van der Veen & Peetsma, 2010). According to Idol (2006), mainstreaming means that students with special needs attend general school programmes and are enrolled in age-appropriate classes for 100% of their schooling. Mainstreaming is a widely accepted phenomenon according to UNESCO (2005) for two reasons: firstly, education is a right that is part and parcel of modern society. Inclusion can foster democratic values (Engelbrecht, 2006; Ferguson, 1995; García-Huidobro & Corvalán, 2009) in the pursuit of social justice (Artiles, Harris-Murri & Rostenberg, 2006; Gerrard, 1994; Moberg & Savolainen, 2003; Slee, 2001). Secondly, it is a feasible option, and an integral part of the principles of equality of opportunity in education (Mitchell, 2009). Recent studies show that inclusive education provides the best opportunities to support the development for people with disabilities (Thomas & Loxley, 2001).

Mainstreaming education may be the way to assure the normal environment of the children with disabilities. In recent times, there has been a growing realization in Bangladesh that the greatest problems faced by children with disabilities are prejudice, social isolation and discrimination in society.

All children, with or without disabilities, have a right to education. Children with disabilities, no matter how serious their disability, have a right to education that promotes their fullest potential and inclusion in the society. There is a growing consensus among professionals and disability rights organizations that inclusion in mainstream schooling is the only way to provide a means for education and learning for all children.

Researchers found that the average language skills of a child's classmates in the fall significantly predicted the child's language skills in the spring – especially for children with disabilities, (Laura, J., 2014). The results support inclusion policies in schools that aim to have students with disabilities in the same classrooms alongside their typically developing peers. The Convention on the Rights of the Child specifically declares the rights of children with disabilities to enjoy a full and decent life in conditions that promote self-reliance, and facilitate the child's active participation in the community.

The study educating children in difficult circumstances states that eight per cent of children with disabilities in Bangladesh are currently enrolled in various educational institutions (Directorate of Primary Education, 2002). Of these, 55 per cent had physical disabilities, 13 per cent were visually impaired, 12 per cent were hearing and speech impaired, and 10 per cent had intellectual disabilities. About 68 percent of enrolled children with disabilities were in government and private primary schools, and 15 per cent were in pre-primary educational settings. About 48 per cent were seeking formal education, 23 per cent were in integrated schools, 15 per cent in special education, and five per cent in mainstreaming education. Among enrolled children with mild and moderate disabilities, 79 per cent are enrolled in formal educational settings. Of those with severe and profound disabilities, 83 per cent were enrolled in special education.

Nearly 74 per cent of those who are currently not enrolled in any form of education expressed a keen interest in receiving education (BBS, 1991).

Another study on the situation of street children with disabilities indicates that 20 per cent go to government primary schools, 57 per cent attend non-formal primary education and 63 per cent do not have access to any kind of education (Directorate of Primary Education, 2002).

Recent studies in Bangladesh suggest that the vast majority of children with disabilities never attend school as a result of the following:

Poverty, the high opportunity costs of sending children to school, and the low priority given to education for children with disability are major causes. Some parents feel that the time and costs involved in educating a disabled child might not produce future returns as disabled people are generally excluded in the job market.

A large percentage of those who do attend mainstream schools soon drop out because of unfriendly attitudes and environments prevailing at home as well as in educational settings. They often encounter negative treatment from their peers who are not sensitized on disability issues. Most teachers and school administrators are not familiar with the idea of including children with disabilities in mainstream classrooms. Failure to achieve expected results also causes many to lose confidence and drop out.

The school infrastructure, in most cases, is not mobility-friendly for children with physical and visual impairments. There are barriers for wheelchair movement. In schools that are at least two stories high, there is no scope for independent movement by children in wheelchairs. Severely physically disabled children have to be carried upstairs. Doors are also not large enough for wheelchairs to pass through. Lack of classroom adaptations hinder the movement of children with disabilities, including the

way that furniture is arranged in the classrooms. Access to toilets is also difficult.

The traditional methods of teaching and learning, little scope for addressing diverse learning needs of students, lack of continuous assessment of individual learners, and a serious shortage of assistive devices and learning materials all act as major barriers to children with disabilities.

A review of the history of special education provisions in Bangladesh reveals that in the past education for disabled children was provided by religious and philanthropic organizations. Some philanthropic organizations set up segregated special schools. This practice was eventually adopted and extended as part of the national education arrangements, leading to a separate parallel school system for students with special needs.

The special school system is generally perceived to be the only means of educating children with disabilities. At present, there are 33 special schools for people with hearing impairment. Seven are under government management, with a total capacity of 1500 students. Both government and NGOs run integrated education programs for children with visual impairments. The government runs the Integrated Education System in 64 districts, while NGOs operate five other schools. However, there is a dearth of education inputs/materials such as Braille books, Braille writing frames and syllabuses, qualitative/standard papers for writing in Braille, boards for arithmetical/mathematical teaching/learning and white canes. For these reasons and because of the lack of skilled teachers, the system's benefits have not been realized (Directorate of Primary Education, 2002).

Mainstreaming education is still at a conceptual stage. Little intervention has been made for its promotion in Bangladesh. A few NGOs are working in this area. Most interventions are isolated, fragmented and not coordinated. A comprehensive analysis

of these initiatives has not yet been undertaken. This study will assemble a series of good practice models of special needs and inclusive education to increase the knowledge base and strengthen the capacity to develop or improve existing programs in this area. It is also expected to serve as an advocacy tool for promoting inclusive education.

1.3 Rationale of the Study

Every child has the ability to learn, but the way children learn and how much knowledge they can absorb can vary considerably — especially for a child with disabilities. Yet, as a society we owe all children a chance to reach their potential, so it is important to create the best possible learning environment for that to happen. That's why many people suggest mainstreaming education of children with disabilities into regular classrooms rather than assigning them exclusively to special education classes.

The government of Bangladesh has taken many initiatives to ensure better educational scenario in Bangladesh. Mainstreaming education is one of those initiatives taken by the educational system and government of Bangladesh. "Mainstreaming education of the children with disabilities is the practice of teaching students with disabilities alongside their normal 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 mainstreaming 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 disabilities" (Ahsan & Burnip, 2007). As a signatory country in those international declarations and agreements, Bangladesh is also trying to serve the educational facility to the children

with disabilities along with the normal children in one teaching-learning context. Nevertheless, the implementation of mainstreaming education is a very recent scenario in Bangladesh. Recently with the help of NGOs some government primary schools, private and NGO based schools have taken attempt to introduce mainstreaming education in their institutions. Similar to the most of teaching methods, mainstreaming 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 mainstreaming schools may have some challenges to ensure education in the same level for both the normal children and children with disabilities. However, there are very few researches made in the context of Bangladesh focusing the teaching-learning situation of mainstreaming education in our country to provide information about mainstreaming education and guide the teachers, students and parents to step forward in the mainstreaming system. Thus, this study intends to investigate the real scenario of the implementation and effectiveness of mainstreaming education of the children with disabilities in Bangladesh.

At present government and NGOs are trying to involve children with disabilities in mainstreaming education as they get the education as well as opportunity to mix with normal children. In Bangladesh, mainstreaming education of the children with disability is new concept and some researchers are also working in this field. But the whole scenario of mainstreaming education of the children with disabilities is still covered. In this study we will try to find out answers of those questions. Moreover, the findings of the study will likely provide information on how teachers perceive the child with disabilities and teachers' ideas about mainstreaming the education of such

children. This information may therefore be useful to the Ministry of Education, of the government of Bangladesh, and other agencies whose operations are related to the education of children with disabilities. Besides, the study will possibly reveal the merits and shortcomings of the existing conditions of mainstreaming education of the children with disabilities.

These findings may provide a basis for the administrators of special schools to reconsider whether there is the need to redesign the curricula of special schools for the children with mental retardation. It may also provide a basis for the government to come out with a national policy on integration-which is the best educational strategy (Brinker and Thorpe, 1984) for children with disabilities. This integration is desirable because it is morally and ethnically a correct form of education. Children in integrated setups receive additional educational benefit because of the frequency of interaction with normal children.

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.

Also, it is likely that study will provide guidelines as to how to develop counselling services, in service training programs and the provision of necessary materials for implementing mainstreaming programs. Also, the study will help to sensitize the public, parents and teachers on the need to educate childrens with disabilities in general education setting.

Finally, the findings of the study would add to existing literature and perhaps serve as resource material for future researchers, teacher trainees offering special needs education, in some institutions of learning. Special teachers and teachers in the regular schools, as well as policy makers responsible for special education in the country as a whole and the education of children with disabilities in particular may also find this work to be useful.

1.4 Objectives of the Study

The overall objective of the study is to explore the present scenario of the mainstreaming education of the children with disability in Bangladesh. The specific objectives are as follows:

a) To know the socio-demographic condition of the children with disabilities;

b) To find out the facilities of mainstreaming education at primary schools in Bangladesh;

c) To find out the problems of mainstreaming education of children with disabilities;

d) To know the dropout tendencies of children with disabilities from mainstreaming education; and

e) To elicit the recommendations to overcome the problems related to mainstreaming education of the children with disabilities.

1.5 Definition of the Key Terms

1.5.1 Mainstream

Mainstream refers to the formal schooling of the general Bangladesh education system where children with disabilities are placed and need to follow the regular curriculum.

1.5.2 Mainstreaming Education

"If a child can't learn the way we teach maybe we should teach the way they learn"-

Ignacio Estrada

In the context of education, the practice of educating students with special needs in regular classes during specific time periods based on their skills is mainstreaming education. This means regular education classes are combined with special education classes. Schools that practice mainstreaming believe that students with special needs who cannot function in a regular classroom to a certain extent "belong" to the special education environment. In this study mainstreaming education means that children with disabilities are placed in mainstream general schools provided they are able to follow the mainstream curriculum without problems.

1.5.3 Children

The United Nations Convention on the Rights of the Children defines children as " human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier". According to the provisions of Children Act 2013, "*Notwithstanding anything contained in any other law of different, for the purpose of this Act, under 18 (eighteen) years of age and all persons shall be treated as children (Section 4).*

1.5.4 Children with Disability

A disability is the functional consequence of impairment. If a child with polio cannot walk because of this impairment, (s) he has a disability. However, if impairment is corrected (e.g. short sightedness can be corrected with glasses), then the person has no disability. Disability is a permanent condition of children. Here we will consider all types of disability like visual, intellectual, physical, hearing and speech, and multiple disabilities. According to the Disability Welfare Act 2001 of Bangladesh, Disability means any person who is physically disabled either congenitally or as result of disease or being a victim of an accident, or due to improper or maltreatment or for any other reasons became physically incapacitated or mentally imbalanced, and as a result of such disability or cognitive impairment, - has become incapacitated, either partially or fully [Ministry of Social Welfare, 2001, Section 3(1)].

1.5.5 Bangladesh

Bangladesh is an independent country state in Southern Asia (converging with Southeast Asia), bordering the Bay of Bengal to the South, almost entirely encircled by the Republic of India to the West, North and East, and Myanmar to the Southeast. Dhaka is the capital city of Bangladesh. It is a potential country and achieving education goal in a satisfactory level.

1.6 Scope of the Study

The main objective of the Third Primary Education Development Programme (PEDP3), a five-year sector wide program covering Grades I through V and one year of pre-primary education, was to establish an efficient, inclusive, and equitable primary education system delivering effective and relevant child-friendly learning to all children

from preprimary through Grade V primary. The sub-component 2.1.3 titled 'Mainstreaming Education' addresses the particular needs in formal schools of tribal children, ethnic minorities, children with learning disabilities, and disabled children. The intention is to create a mainstream culture based on the principle that all learners have a right to education irrespective of their individual characteristics or differences. The education policy calls for primary education that is universal, compulsory, free and inclusive – meeting at least minimum acceptable standards for all.

This study will guide the organizations both government & NGOs to promote mainstreaming education of the children with disability in Bangladesh.

1.7 Construction of the Dissertation

The report is constructed into nine chapters. The first chapter deals with the statement of the problems, rationale of the study, objectives of the study, definition of the terminologies, scope of the study and study limitations.

The second chapter focuses on review of related literature to mainstreaming education of the children with disabilities. Research findings, Articles, Books, PhD reports, journals relevant to this study are reviewed in this section.

The chapter three outlines theoretical part and models of relevant study. The models and theories that are relevant to this study is demonstrated in this chapter and tried to find out the gist of theories and models.

The fourth chapter demonstrates mainstreaming education of the children with disabilities related issues including the challenges and barriers. This section also looks at the involvement of the range of services (government and non-government) in implementing the mainstreaming education of the children with disabilities.

The chapter five deals with the methodological part. This part includes the study area, population and sampling, sources and techniques of data collection, analysis and interpretation of data and finally reflects on the validity, reliability; generalize ability and ethical consideration of the study.

The chapter six presents the findings and Analysis of the study. This chapter is divided into two sections as A and B. The focus of the study was to explore the present scenario of the mainstreaming education of the children with disability in Bangladesh. This study also tried to know the socio-demographic condition, to find out the facilities of mainstreaming education, to find out the problems of mainstreaming education, to know the dropout tendencies of children with disabilities and to elicit the recommendations to overcome the problems related to mainstreaming education of the children with disabilities. To attain this goal researcher interviewed parents of the children with disability to know their experiences and opinions of mainstream school system. In section A of this chapter is created with qualitative analysis and specifically exhibited all of significant discoveries of the investigation. Section B of this chapter presents the findings from interview of the teachers of mainstream primary school. To attain the study objectives researcher also interviewed teachers of mainstream primary school. This part is also created with qualitative analysis and specifically exhibited all of significant discoveries of the investigation.

The chapter seven deals with the discussion of the major findings of the study. This section includes overall summing up of the results in relation to the experiences and opinions of the respondents.

The final chapter (chapter 8) draws summary, recommendations and conclusion. Summary presents the overall procedure of the study in brief. Conclusions are focused

on the briefing of the overall study findings. Recommendations are especially focused on the suggestions on the basis of the findings to fulfill the needs of mainstreaming education of the children with disabilities in Bangladesh.

1.8 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 mainstreaming education in Bangladesh more precisely. However, the information collected from the small samples was analyzed in details to show the real situation of the mainstream classrooms of Bangladesh.

Banks et al (2013) maintain that insights into the experiences of children with special educational needs in mainstream primary schools are greatly needed. Although this study includes insight into the lives of five particular children, it must be noted that this is from the perspective of the children's parents. Therefore, the focus of this study is more so on the child's experience of mainstream as the parent sees it – in terms of the progress and development, or otherwise, that they have seen in the child as a result of attending mainstream school. It also focuses on the process of choosing a school and accessing adequate supports for children. From the teachers' perspective, the study focuses on the positive and negative aspects of inclusion the children with and without disabilities in mainstream classroom. This research focuses on the inclusion of five types of children with disabilities.

CHAPTER TWO

Review of Literature

2.1 Introduction

2.2 Review of Literature

2.3 Conclusion

2.1 Introduction

This chapter will review literature regarding the jurisdiction and areas of education of children with disabilities, with specific relation to mainstreaming or inclusive education within the education system. An examination of the historical context, in terms of defining disability and therefore the evolution of international and national legislation and policies regarding education of children with disabilities will be presented. Definitions of the term mainstreaming will be investigated and debate encompassing the realm of mainstreaming and inclusive education for children with disabilities will be discussed. Literature explaining issues and concerns that arise for parents of children with disabilities and for teachers who are responsible for implementing a mainstreaming environment will be highlighted. This chapter will also focus on the challenges and barriers that exist, which impact on successfully achieving mainstreaming education system for all children.

2.2 Review of Literature

A review of literature is both an action and a product. It is an activity that occupies most of the attention of the researcher for a while, most often after broad research questions have been selected. It is the phase of the research process when researchers immerse themselves in any existing knowledge that may relate to their research questions. For every research problem and for its related research questions there is a body of knowledge that would be helpful for the researchers who conduct the study. There is no research problem and no research questions for which there is no existing relevant knowledge. The most common sources for a literature review can include articles, abstracts, books, reviews, documents, journals, monographs, dissertations, other research reports, print and electronic media. Nowadays, some researchers are also

including video documentary as an important element of review the literature. Main purpose of literature review is to situate the current study within the body of literature and to provide context for the particular reader.

However, a brief review of literature has been done related to mainstreaming education of the children with disabilities and inclusive educations are sighted below with a view to see the documents how others perceive the mainstream education for children with disabilities and also inclusive education. These might provide different perspectives to the researcher to focus and understand the situation better.

History of Mainstreaming Education of the Children with Disabilities

While exploring the history of educational system we would find that the movement for mainstreaming education of the 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 (EFA) held in Jomtien, 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).

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 II- 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. Unless school curriculum is modified the learning needs of special education need

children cannot meet adequately. So, accessibility to curriculum for special education need children is importantly looked into.

Phase IV- Revision of Teacher Curriculum discusses about revising teacher education curriculum to include some basic components of especial and inclusive education to prepare the regular teachers to teach in the regular and 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. 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.

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 (2013), 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)).

"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, 2013, 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.

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).

Attitudes, Implementation, Reason of Drop Out, Problems, Barrier and Challenges of Mainstreaming Education of the Children with Disability

Gail Ferguson's study on **"Including children with Disabilities in Mainstream Education: An Exploration of the Challenges and Considerations for Parents and Primary School Teachers** (2014)" was aimed to explore the area of inclusion in education, from the perspective of primary school teachers and parents of children with intellectual disabilities. A key objective was to determine if the reality of including children with disabilities in mainstream settings corresponded with the policy on inclusion. A phenomenological approach was taken for the purpose of this study, as the researcher wanted to gain personal insight into the lived experiences of participants. Focus group and individual interviews were carried out by the researcher with a sample of primary school teachers and parents of children with intellectual disabilities currently attending mainstream school. Teachers' perspectives and experiences provided realistic insight into the process of achieving and implementing inclusive education in regular school settings, while experiences of parents of children with disabilities offered valuable insight into the reality of the education system from the point of view of accessing adequate supports for children. Findings showed that while inclusive education is beneficial for children with and without disabilities, particularly in terms of social development, oftentimes opportunity for genuine inclusion of children with intellectual disabilities is compromised by challenges and barriers that exist within the education system.

Gökmen Dağlıa and Behçet Öznacarb's on their study "**An Evaluation on Mainstreaming Practices of Primary Schools According to the Views of School Administrators, Teachers, and Parents** (2015)" was aimed to investigates through comparison the views of administrators, teachers, and parents on the application of mainstreaming in primary schools. This research uses the qualitative research method. In order to consult the opinions of the participants on mainstreaming applications, a semi-structured interview form was prepared. The data collected from the research was analyzed using the content analysis method. The data from the content analysis was analyzed in four stages. These stages are coding the data, finding the themes, arranging the data according to the codes and themes, and interpreting the data. This study found that the requirements for mainstreaming are not sufficient nor did is there enough information, that normal class teachers are insufficient in their knowledge, that families cannot accept their child's situation, that there is little participation in class, that classes are disorderly, and that there is also a problem with "normal" children in their approach to children with special needs. As a result of the study, the majority of participants agreed that special education teachers should either work on their own or in collaboration with class teachers during the preparation stage of mainstreaming. Almost a quarter of the participants stated that preparations for mainstreaming are done by the class teacher. More than 75% of the participants stated that support services are provided for mainstreaming applications, while less than 75% of them said partial support is provided.

Utpal Mallicka and Kazi Sameeo Sheeshb's on the study **"Perspectives of Students and Parents about Mainstreaming Education for Children with Special Needs in Bangladesh** (2013)" in this paper deals with the issue of mainstreaming children with special needs (CSN) into regular classrooms and discusses the problems from the

viewpoint of the students and their parents" experiences. Following a qualitative method, this paper investigates the phenomenon of mainstream education for CSN. The context of this study was two regular primary schools in Dhaka, Bangladesh and participants were selected purposively from these schools. Semi-structured and open-ended questions were used for the interviews. The results of the study showed that there is a lack of awareness among mainstream teachers, general students and their parents about CSN. The parents reported that teachers lack the skills and experience for teaching CSN together with the regular students in the same class. They also stated that there is limited teacher training and that the resources in the schools are inadequate to meet the needs of their children. Inaccessible infrastructures and facilities in schools were mentioned as other important barriers for the education of CSN in mainstream schools. Students and parents, however, seemed to support the idea of mainstreaming.

Shabnam Mehtab's research **on 'Inclusive Education for Children with Disabilities in Bangladesh: Implementation and Challenges (2014)"** was aimed 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.

In Das ASIM's paper on "**Inclusion of Students with Disabilities in Mainstream Primary Education of Bangladesh (2011)"** was stated that over the years Bangladesh has shown a remarkable progress in primary education. Inclusion of students with

disabilities in mainstream primary education is also increasing year by year. But in the context of quality teaching-learning for all, Bangladesh is still a far away from effective inclusive education. Inclusive education requires some additional arrangement within the mainstream system that is really a challenge. The present paper reports on the prevailing situation of education of students with disabilities in general education setting and reviews the inclusive education related policies and legislation framework existing in Bangladesh. This paper also suggests further initiatives and strategies that must be taken into consideration for the effective inclusion in primary education of Bangladesh.

Banks, L.M. & Zuurmond, M. (2015)'s a study on **Barriers and Enablers to Inclusion in Education for Children with Disabilities in Malawi.** Norwegian Association of Disabled: Oslo, Norway the overall aim of this study was to explore barriers and enablers to inclusion in education for children with disabilities in Malawi, with a focus on the perspectives of children and their caregivers. For this study, in-depth interviews were conducted with 23 families (23 caregivers, 17 children). Children had a range of reported disabilities and 14 were currently enrolled in school, 5 had dropped out and 4 had never been enrolled. Additionally, 13 teachers of children in the sample and 9 key informant interviews were conducted for further context. A number of individual, family, school and society factors impacted access to and experience in school for children with disabilities in Malawi. Often, the range of challenges which led to children dropping out of school were the same as those experienced by children with disabilities who were still managing to stay in school. Attitudes towards education for children with disabilities played an important role in decisions about school – from attendance, academic performance and overall experience. Many children were highly motivated and enthusiastic about going to school, even in extremely difficult circumstances. Major reasons children wanted to attend was a love for learning and a

desire to be with peers. The belief that education could lead to a better future was a major reason for attending, for both caregivers and children. Some caregivers, however, were reluctant to send their children to school if they feared they wouldn't receive adequate care and protection. Some caregivers and teachers also questioned whether children with disabilities could receive a meaningful education in a mainstream school. Additionally, poverty was also a dominant theme throughout all interviews and served as a main reason for not being in school, missing classes or having difficulties with learning. Although economic challenges are a universal barrier to accessing education, there is an argument to be made that households with children with disabilities are particularly vulnerable to poverty. Furthermore, almost half of the children in the sample had ongoing health issues – such as untreated epilepsy or progressively worsening visual or hearing impairments – that had implications for their education and reduced families' often limited resources, highlighting the need to address the linkages between health, education and poverty. Even when children did attend school, however, schools were frequently ill-equipped to accommodate students with disabilities. Almost three-quarters of children who had ever been to school had repeated a grade and there was also evidence that children with disabilities were being upgraded to higher grades without passing. On average, children with disabilities were almost three grades behind the official national standard for their age. While siblings without disabilities were also behind in their schooling - indicating the influence of non-disability related factors in education outcomes or perhaps spillover impacts of disability on others in the family - difference in age for grade between children with disabilities and their siblings was still more than a full year. Physical access to schools was a major barrier. Classroom and toilet facilities were often inaccessible and almost half of families reported challenges getting to school due to long distances, lack of transport and unmet assistive device or other support needs. Most schools have very limited physical and human resources available for inclusive education. Large class sizes and lack of teacher training on

inclusive education were particularly challenging. Finally, children with disabilities faced numerous forms of discrimination, violence and social exclusion inside and outside of school. These experiences, in some cases lead to expressed feelings of low self-esteem and isolation among many of the children interviewed and could have impacts on their learning and social experience while at school. Sexual violence and other serious child protection issues also emerged as an issue requiring further attention. Addressing these barriers that are affecting access to a quality education and school experience brings benefits for all children – with and without disabilities. Investing in and engaging with families, schools and communities so that they can better provide a meaningful education and positive, inclusive school experiences for all children is essential to fulfilling the promises of universal education.

C. Jonah Eleweke & Michael Rodda study on **"The Challenge of Enhancing Inclusive Education in Developing Countries,** 2010" in this paper is concerned with enhancing inclusive education (IE) in developing countries (DCs). It is estimated that the majority of the world's population of people with disabilities live in DCs of Africa, Asia, Latin America, Caribbean and the Middle East, some 150 million of them being children, but less than 2% are receiving any form of rehabilitation service. Thus, successful implementation of IE could increase the number of those with disabilities receiving educational and other services in DCs. Evidence, however, indicates that IE is not being satisfactorily implemented in most DCs. Factors such as the absence of support services, relevant materials, inadequate personnel training programmes, lack of funding structure and the absence of enabling legislation are the major problems of effective implementation of IE in these countries. The implications for improvements in these areas to achieve meaningful implementation of IE in DCs are discussed.

Umme Kawser, Maliha Ahmed and Mostak Ahmed conducted a research on "**Barriers of Inclusive Education in Bangladesh Making Inclusion a Reality, 2016".** The purpose of this research is to identify barriers of inclusive education in Bangladesh context. Inclusive education is an approach of educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with students without disability. The research involves interviewing professionals who worked in the area of promoting inclusive education. After interviewing samples some barriers are identified. Those are- negative social attitudes, lack of teachers training, limited resources, accessibility issue, lack of awareness among people, faulty policy making and problems in administration, institutional power distance and lack of team work. Researchers recommended that we can work on these barriers to ensure education for all in a true meaning.

M. Tariq Ahsan and Jahirul Mullick wrote an article **"The Journey Towards Inclusive Education in Bangladesh: Lessons Learned,2013".** In this they said that several international declarations, signed over the last few decades, are helping to promote Education for All, by eliminating inequalities in both society and education systems. This article, a descriptive review of policy documents and reform initiatives, reports on ways the Government of Bangladesh has responded to these international declarations. The review focuses on issues that promote the inclusion of diverse learners in mainstream primary and secondary schools. The most recent policy in Bangladesh, the National Education Policy 2010, also attempted to address inclusive education. Two major reform initiatives endorsed inclusion: The Second Primary Education Development Program and the Teaching Quality Improvement project. To some extent, these projects brought the philosophy and implementation strategies of inclusion into the country's existing education system. Other initiatives are promoting collaborations between state and private agencies. Lessons from these policies and initiatives should

help other developing countries achieve the goals of Education for All through inclusive education.

Mary Hurley conducted a research on **"The Transition to Mainstream Primary School for Children with Down Syndrome: An Exploration of the Transition Process in an Irish Context, from the Perspective of Parents and School Staff,** 2017"**. This qualitative study explores the transition to school for three children with Down syndrome from the perspective of the parents and school staff involved. Research has identified the importance of the transition from home or early childhood settings to primary school for the child and their families and has also identified the challenges associated with the transition process for parents of children with intellectual disability. Because of legislative and social changes both nationally and internationally, children with Down syndrome in Ireland, are increasingly attending mainstream primary schools, however little is known of how the transition process unfolds and how it is experienced by parents or school staff in an Irish context. A qualitative description methodology has been used in this study. Multiple interviews were carried out with all participants over the course of the transition using a semi structured interview format. Thematic analysis was used to identify patterns of meaning across the data. and was used to generate rich, near data, description of the transition process and participant experiences. The three central themes were present in the data. These were; Home School Relationship, Social Engagement and Supporting Participation in School Activities. Both parents and school staff actively supported the child's transition to school within the context of a fluid and dynamic transition process. Challenges that arose during the transition process related to how communication between home and school was managed, varying expectations for social engagement and the requirement by parents and school staff for support from the service provider multi-disciplinary team. The establishment of a positive collaborative relationship between parents, school

and the disability service provider are central to how the transition is experienced. This relationship is underpinned by flexible communication and appropriate transition practices.

Sandhya Limaye's presented a paper on **"Factors Influencing the Accessibility of Education for Children with Disabilities in India, 2016".** In this paper the Central and State governments in India have formulated programs and policies over the years for children with disabilities in order to help them to enter mainstream society. However, despite these policies, children with disabilities are amongst the most disadvantaged in terms of access to schooling and completion of elementary education, as their needs are not met effectively. Based on researcher's personal experiences, research, and communication with different stakeholders involved in the field of education for children with disabilities over the last 30 years, this paper explores the broader challenges in the current education system with respect to issues of quality of education and drop-out rates of primary students with disabilities. A number of factors that influence the accessibility of education for children with disabilities are presented including: perceptions of parents of children with disabilities and their difficulties in helping their children with disabilities, the general attitude of society, government officials, school staff and infrastructure, inadequate levels of training of key stakeholders, invisibility of disability in community, poverty, lack of acceptance, lack of interest, gender discrimination, lack of awareness, poor physical access, availability of various support systems, and government policies focusing on the education of children with disabilities in specific.

Elie Tcheimegni's conducted a reseach on **"Including Students with Special Needs in a Mainstream Classroom in Cameroon, 2018"**. This qualitative study used a survey research design to collect perception data from ten general educators from Northern Cameroon to examine the attitudes and instructional efficacy of the regular

education teacher towards the inclusion of learning-disabled students in the Northern part of Cameroon. The findings of this study indicated that there is a need to train general education teachers for inclusion. Participants believe general education teachers need supports, logistics, professional development and training in inclusion practices. They all mentioned teachers need training, support and resources. Teachers should possess the skills that facilitate all learning styles. Participants' perception of the inclusion model was that, inclusion helped students make social, emotional, and academic gains.

2.3 Conclusion

This chapter has examined the international and national literature pertaining to the education and mainstreaming of children with disabilities. Legislation, policies and the UN Convention on the rights of children in relation to the education of children with disabilities in an inclusive setting within mainstream education has also been presented and discussed. The complex nature of mainstream and its implementation has been examined throughout this chapter along with the gap between policy and provision both internationally and within the Bangladeshi education system. In order to gain further insight into the reality of implementing and accessing mainstreaming education for children with disabilities, this study will thus investigate the experiences and perspectives of primary school teachers and parents of children with disabilities currently attending mainstream education.

CHAPTER THREE

Conceptual, Models and Theoretical Framework

3.1 Introduction

3.2 Conceptual Clarification of Mainstreaming Education of the Children with Disability

3.3 Models of Learning for Children with Disability

    3.3.1 Charity Model of Learning

    3.3.2 Blended Model of Learning

    3.3.3 Itinerant Model of Learning

    3.3.4 Team Teaching Model of Learning

    3.3.5 CBR Model of Learning

    3.3.6 Model of Mainstream Education for Children with Disability

3.4 Theoretical Framework

    3.4.1 Social Learning Theory

    3.4.2 Socio Cultural Theory

    3.4.3 Durkheim Functional Theory of Education

3.5 Conclusion

3.1 Introduction

A conceptual clarification is essential before starting the analysis of findings. So, I have discussed this chapter into three part e.g. first portion clarifies mainstreaming education of the children with disability issue, second part covers models of learning for children with disability and lastly concludes by discussing the theoretical part of present study.

3.2 Conceptual Clarification of Mainstreaming Education of the Children with Disability

Mainstream education for children with disability is not an easy matter to establish. There is 'No single size of dress fit for all'. There are numbers of reasons why a single approach is not enough to provide need-based education for children with disability. Since disability is a complex matter. There are numbers of types of disabilities. The type of disabilities varies from one country to another because of the understanding and framework of definition. In Bangladesh there are 13 types of disabilities defined under 'Protibondhi Baktider Odhiker O Surokkha Ain 2013', and 2 types of disabilities under 'Neurodevelopmental Disorder Trust Ain 2013'. In Bangladesh the types of disabilities are Autism, Physical Disability, Mental Illness Leading to Disability, Visual Disability, Speech Disability, Intellectually Disability, Hearing Disability, Deaf-Blindness, Cerebral Palsy, Down syndrome, Multiple Disabilities, and other Disabilities.

According to the law of Nepal 2017, there are following types of disabilities like Physical Disability, Disability related to vision (Blind, Low vision), Disability related to hearing (Deaf, Hard of hearing), Deaf blind, Disability related to voice and speech, Mental disability (Intellectual disability, Mental Illness, Autism), Multiple disability.

In India under the PWD Act, 1995 there were only 7 types of disabilities were mentioned. But the resent bill passed in the parliament on 'The Rights of Persons with

Disabilities Bill 2016' mentioned 21 types of disabilities, like Blindness, Low-vision, Leprosy Cured persons, Hearing Impairment (deaf and hard of hearing), Locomotor Disability, Dwarfism, Intellectual Disability, Mental Illness, Autism Spectrum Disorder, Cerebral Palsy, Muscular Dystrophy, Chronic Neurological conditions, Specific Learning Disabilities, Sclerosis, Speech and Language disability, Thalassemia, Hemophilia, Sickle Cell disease, Multiple Disabilities including deaf blindness, Acid Attack victim and Parkinson's disease.

The above discussion providing us a sense of understanding varies from one community to another, one country to another. Similarly, the concept and reasons of disability, education, treatment and rehabilitation process and methods are still evolving day by day.

3.3 Model of Disability

Disability is a complex matter thus there are numbers of models proposed for educating children with disabilities. The process and progress are continued to evolve.

Study on disability is an educational matter which analysis and theories were made on social, political, cultural, emotional and economic factors that define disability. In a classic definition disability is a kind of inability a person cannot live without help of others. So, people around will provide help to the person to survive. Disability treated as sin of God.

There are numbers of models for disability evolved over the time. Since disability is a new subject in development field, gradually numbers of experiments have been done as a model of development approach. This has been experimented over the globe. Later new ideas are grown. However, it was not necessary that when a new model is evolved,

the existing old model has been withdrawn and new one is replaced. Rather the new approach or model starts experiment to develop the life of person with disability.

3.3.1 Charity Model of Disability

Charity model is closely associated with the medical model. Charity model is grown on the basis of emotion of the people around a person with disability. This model is based on human ethics and religious ethics. As a human being people have to take care of the helpless in the society. Disabled people treated as seriously helpless object. It has no choice, no life, no wish and no willingness. They are supposed to depend on community support. Many of those people are finally go out for begging. They use disability to show others to create sympathy for their survival. Disability and poverty are very much interlinked. Disability can create the likelihood of poverty. And poverty can further increase of the risk of disability.

Disability is both a cause and consequence of poverty. It is a cause because it can lead to not to get job, no one is willing to give them job, thus reduce their earnings. They are not allowed to go to school because they are neglected and not welcome to the school system during the charity model. Disability treated as abnormal, the blind, the unable, the paralyzed, the invalid, the lamb etc. are the common addressing to the person with disability. Persons with disability are the most vulnerable and disadvantageous section of the society and often they are subjected to discrimination and negative attitudes elsewhere in any part of the globe.

The Charity Model sees non-disabled people as the saviours of disability. Disability is not only something that should be cured, but something that is tragic. It therefore creates a view of disabled people's lives as tragic and pitiable. The charity model is also

underlined by the constructs of the Eugenics Model, where fit and unfit were justified growing inequality in the industrialized world.

The Charity Model wants that people with more resources should help those without resources. Help those who are unfit is the main principle of Charity Model. The model is based on morality of the people around. The Eugenics Model became popular, because it was developed besides inequality in the newly industrialised capitalist world. It was treated as a theory of allowing elite people to justify their wealth both morally and scientifically experiencing of poverty, injustice, inequality and their social impacts. The capitalist system is inherently hierarchical system which people divided in two prominent subgroups rich and poor. Poor people live at the bottom and the rich people live on top. The rich occupy most resources while poor people have very less and hard of living. Over the time the values of morality are developed to condemn slavery and exploitative labour, so new idea has been generated based on morality. It is possible to be Black, Disabled, Women and at the top of the triangle, but your chances of being at the bottom are significantly higher if you are from one or more of those identities.

Disability viewed as synonymous with tragedy as it is seen as deserving idea. This means there is no idea about the choice in why a disabled person might find themselves at the bottom of the triangle, unlike other social categories who are seen as having some choice in their own improvement. The reason disabled people aren't seen as responsible for themselves is the belief that disabled people, as a group, do not have the ability to climb to the top of the pyramid.

It was taught to be logical to conclude that it was a positive thing for disabled people to be considered deserving and we should support those people to be seen as deserving too.

However, the underlying basis of why disabled people are perceived as deserving is that disability is seen as a tragedy. Disabled people, therefore, deserve pity and support. If disability is tragedy, then disabled people are tragic. Disabled people's lives in the Charity Model are rarely seen as positive or fully-rounded; but as something to struggle against. It is the duty of non-disabled people to help disabled people, as part of their civic and moral obligations. Disabled people are seen as needing help from non-disabled people in order to live fulfilling lives.

Charity Model as a model of thinking, it might be wondering how it links to charity industry. To make it clear the Charity Model is not dependent on the existence of charities but it does heavily inform many charities especially ones focused on disability. The Charity Model is concerned with seeing disability as tragic and in need of support. The model isn't about supporting disabled people to live our lives on our own terms; it's not concerned with civil rights, independent living, meaningful employment or equal access to education.

There are a number of charities for disabled people constructed on this basis. Led by non-disabled people to help disabled people live better lives or find cures. This is a problem as it not only means that services aren't shaped by people who truly understand the needs of disabled people, but they also offer no role-modeling or alternative narratives for disabled people.

Often Charity Model charities fundraise through imagery and messaging that shows disabled people as helpless and tragic – to generate emotive responses from non-disabled people who will hopefully feel enough pity to put their hands in their pocket – Children in Need is a clear example of this as a fundraising drive for disabled, poor and/or disenfranchised children.

Charity model of disability also promote free education facility for children with disability. The Model was not for high quality of education but to provide education as an ornamental approach. The purpose of such education is to provide some religious type of education.

3.3.2 Blended Model of Disability Education

Teachers have been using learning activity 'centres' in their Blended Model of Disability Education since decades. It is not new or unique. Station Rotation is one of popular blended-learning approaches particularly at the elementary level. The model itself allows students to rotate through stations on a fixed schedule, typically established by the teachers.

In the Blended Learning Universe (BLU) directory there are no fewer than 326 schools and districts who are using this model. The blended instruction establishing a controlled routine in the classroom allowing students some degree of control over the pace and path of their learning. In other words, Station Rotation allows teachers to personalize instruction at a much higher degree than the traditional classroom which is also covering children with disability.

Essential elements to successful Station Rotations

Spend Small-Group time Strengthening Relationships with Students. Teachers have used Station Rotation which help them better get to know their learners. Small-group stations allow teachers to build stronger relationships with students and it also helps them to know better about the individual performance of each student in the group. Students are also getting more ownership and agency in their learning as reward for the student.

The Station Rotation Model allows students to rotate through stations on a fixed schedule. One of the stations is an online learning station. This model is very popular in elementary schools because teachers are already familiar with rotating in 'centres' or stations.

It has been observed that most of the special need students spend at least 40 percent of their time in mainstream classrooms. The innovative technology which is nationally used has become a mainstream mode of daily life. Education may be seeing potent new promise in blended learning school models around the country, one that is especially well suited to effectively offering new solutions to an underserved and ever-growing special-needs population. Students with disabilities and their parents and teachers are investing in blended learning at an ever-increasing rate.

Ordinary school models have not served well to the students with disabilities. Enrolment rate of the students with disabilities are higher than blended learning model. Dropout rates are significantly higher and rate of completion is also lower in case of students with disabilities. They are achieved less in quality learning compare to their peers. Many of those children with disabilities found a third were held back in same grade. Special education is a field of hugely struggling matter in any nation's education system and students with disabilities find them in such programme often at a great disadvantage. But the personalized blended learning classroom model allows students may prove to be a potential and appreciated. The blended-learning model is demonstrating very powerful gains in student achievement and growth that hold great commitment for numbers of special needs children and youth.

Many successful contract schools that offer blended learning are proving extremely popular with special-needs students, and enroll them at higher rates than the school districts in which they operate. There are numbers of reasons that make sense. Federal

Special Education Laws requires schools to promote all special needs students with Individualized Education Plans (IEPs) that is very much about personalized education. Many assistive technologies have long been popular as learning tools for students with a range of special needs. Shortage of special education teachers has seriously impacted schools' ability to meet the needs of the rising numbers of disabled students.

Under qualified teaches without special education certificates are emergency certified to fill special education roles in schools. As per the Council for Exceptional Children, more than 30,000 educators with no appropriate licenses teach students with disabilities in particular in some rural and urban locales.

In recent years, traditional school districts serving student populations as diverse as Horry County, SC, the District of Columbia Public Schools and a consortium called the Pennsylvania Hybrid Learning Institute have all shown strong student gains using blended learning models.

Currently, a proposal authored by Congresswoman Cathy McMorris Rodgers, and sponsored in the U.S. Senate by Orrin Hatch and Marco Rubio, would offer valuable support for personalized, blended learning, and boost professional development programs that provide teachers with proven strategies to help them succeed.

More than 95 percent of children with disabilities are placed in public schools, and many jurisdictions around the country are encouraging inclusion strategies for disabled students, while seeking to reduce the disparities in exclusionary disciplinary practices. Well-designed, well-supports personalized learning classrooms can play an important role in these strategies.

Special needs students are poised to gain through the development of quality blended learning programs. The majority of IEPs are constructed for social and physical, not intellectual disabilities. Implementing quality blended programs not only increase

educators' availability to meet individual students' needs, but allows for a more tailored and successful learning experience for students.

The success gap is far too wide and increasing. Innovative classroom practices utilizing today's technology have much to offer.

3.3.3 Itinerant Model of Disability

Itinerant teachers are much trained professionals those are providing direct instruction to students with a hearing loss. The teacher consults and collaborates with professionals and families, and generally travel from school to school (Antia & Rivera, 2016). The teacher visited depend on where, how and how often they need to visit and travel varies—often depending on how many students they have on their caseload, how many different schools the students attend and the distance between the schools. In some school cluster, itinerant teachers travel to three or four schools in one day—all in the same city. In rural areas, itinerant teachers may travel to three schools to work with three different students in a day. In remote areas itinerant teachers may travel to the place and stay there for a few days, then back to their own working place then work with the student weekly using synchronous technology (e.g., Skype, Zoom) for the remainder of the month.

Role of Itinerant Teachers

A variety of factors, have significantly changed where students who are deaf or hard of hearing (D/HH) receive educational services, what the specific focus of those services are, and who provides the services, such as:

- Universal newborn hearing screening (UNHS).

- Early intervention.

- Cochlear implants.

- Improvement in the quantity and quality of hearing assistive technology that can be used to provide meaningful auditory input.

- Legislative mandates.

Since the early 1970s, the enrollment of students who are D/HH in schools for the deaf has been decreasing. Currently, approximately 87% of all students who are D/HH attend general education classes with typical hearing peers for some portion of their school day (U.S. Department of Education, 2015). As noted above, the students are supported by itinerant teachers who provide educational services to students and consultation services to the general education teachers, administrators, school staff, the students' parents, and sometimes members of the community.

Function of Itinerant Teachers

We live in a sound-oriented society. Extensive amounts of information are exchanged via speech. Most of our interactions in the community e.g. consumer, healthcare, work, nutrition, recreation, and socializing occur through talking and listening. News and entertainment are transmitted on televisions, radios, smartphones, and sometimes computers through sound. Most conversations with families, friends, acquaintances, and strangers occur through spoken language.

Speech is the preferred mode of communication for most people, because the majority of individuals are hearing and have grown up in households where family members discuss the events of the day, work through problems, and talk about upcoming activities using spoken language. It is through daily routines and interactions with skilled speakers that the majority of children acquires and refine their communication skills, learn concepts, and develop social skills. In contrast, many individuals who are D/HH often are cut off from such direct and incidental language development

experiences. This not only affects their ability to develop communication and language skills, but it also negatively affects their experiential background as well as their knowledge of the world.

A hearing loss is considered a low-incidence disability. It affects approximately 1.5 in 1,000 school-age children. As a result, most families, educators, and members of the community don't have either direct or vicarious experience with what life is like when you are D/HH. Specifically, they don't know what it is like to hear speech that is unintelligible, distorted, too soft, or not heard at all. In addition, most people acquired their spoken language skills effortlessly and at an early age.

Working directly with students to address areas of need caused by a hearing loss and helping adults who have limited knowledge and skills in teaching and interacting with students who are D/HH are the primary responsibilities of itinerant teachers. More specifically, they provide direct instruction by addressing individualized education program (IEP) objectives in academic areas, such as reading, writing, and math, as well as nonacademic areas, such as self-advocacy, study skills, assistive technology, auditory skills, social skills, and learning strategies.

In addition, itinerant teachers often provide academic support to help students succeed in the general education classroom. Examples include pre-teaching and reteaching vocabulary and concepts and reviewing for upcoming tests. Itinerant teachers also collaborate and consult with general education professionals, families, and sometimes community agencies. They usually focus their collaboration and consultation on:

- Helping others understand the potential impact of a hearing loss.

- Appropriate accommodations and/or modifications.

- Gathering and sharing data about students' performance.

- Improvement in the quantity and quality of hearing assistive technology that can be used to provide meaningful auditory input.

- Shared problem solving and decision making.

The Joys of Itinerant Teaching

Itinerant teaching is significantly different from being a classroom teacher or an early interventionist working in the home. Similar to all jobs, there are aspects of the position that are rewarding as well as demanding. One of the most enjoyable facets of the work mentioned by itinerant teachers includes being able to focus on one student or a couple of students at a time rather than an entire class. Similarly, itinerant teachers often have the opportunity to work with students and their families over the course of several years. Being able to support as well as observe students' development for several years can be very fulfilling.

Another pleasing aspect of itinerant teaching often mentioned is the independence the teachers have. Not being tied to a classroom or one school, they get breaks as they transition to the next school and student. If a lesson or consultation did not go well, they have time to reflect on what they could have done differently, collect themselves, and start fresh in the new building. In contrast, if the lesson or consultation was successful, they can congratulate themselves and optimistically prepare for the next situation. In addition, they don't have many of the additional responsibilities that many classroom teachers have, such as taking attendance, bus and playground duty, and fundraising.

Itinerant teachers frequently have caseloads composed of students who differ across a variety of factors, including age, functioning ability, primary mode of communication, interests, IEP goals and objectives, family involvement, and school climate. Given the caseload diversity, itinerant teachers are usually cognitively stimulated. They are required consistently to increase their knowledge and skills in a variety of areas,

including academic content, appropriate resources, adaptation of classroom materials, hearing assistive technology, additional disabilities, cultural diversity, and how to work collaboratively with a variety of individuals with distinct personalities, which includes participating in IEP and transition planning meetings where they are expected to work in partnership to problem-solve as well as advocate for the needs of the students they serve.

An important component of itinerant teaching is collaborating and consulting with the adults—education professionals, parents, and community members—who interact with students who are D/HH. The relationships itinerant teachers develop with these adults are often almost as enjoyable as the relationships they have with the students they serve. They have consistent opportunities to observe and interact with skilled professionals and caring family members who all work together to create environments where students with a hearing loss can succeed.

Challenges of Itinerant Teaching

Like all jobs, itinerant teaching has some accompanying challenges. The most frequently identified struggles all relate to time constraints. Specific areas of difficulty include:

- Not having enough time to work with students or collaborate with educators or families.

- The complications of working around student and general education teacher schedules.

- The time it takes to get from one school to the next.

- The lack of planning time built into their schedule.

Working with families can also be difficult at times. While families who have a child with a hearing loss experience many of the same successes and challenges as other families, the hearing loss tends to change family dynamics and the home environment (Meadow-Orlans, Mertens, & Sass-Lehrer, 2003). Three issues that frequently surface that itinerant teachers deal with include the following.

First Issue

Ninety-five percent of children with a hearing loss are born to hearing parents (Mitchell & Karchmer, 2004). They don't know what to expect, what to do, and how to deal with the uncertain feelings they have regarding having a child who is D/HH.

Second Issue

The parents have to acquire an understanding of the potential impact of a hearing loss on development, learn about and decide on communication options, as well as find appropriate services and support—often trying to sort through opposing views and bias resources.

Third Issue

Some parents become over-reliant on itinerant teachers, especially if the itinerant teacher has worked with the student for a few years. When problems at school arise or at times of crisis or transition, the parents feel more comfortable contacting itinerant teachers about issues, even when the itinerant teachers have no authority to deal with the issue.

Effectively Consultation and Collaboration

In order to effectively consult and collaborate, itinerant teachers have to have a positive attitude about working with adults and helping them to effectively interact and teach children and youth who are D/HH. This is a bit trickier than it initially seems, because

most individuals went into education to work with students not adults. However, effective itinerant teachers are aware of the total time that students spend in general education classrooms and at home in comparison to how much time teachers have to provide direct instruction. That is why it is important to have a good attitude about consulting and collaborating and to work diligently to develop the knowledge and skills to be successful.

Effective consultants and collaborators know that they are in the relationship business. When they initially work with educators, parents, or members of the community, they focus on developing rapport by finding out what they have in common, being empathetic, trying to see things from their perspective, and using good communication skills (e.g., active listening, asking open-ended questions, appropriately responding nonverbally and verbally). The objective is to be perceived as an ally, a resource, not someone who is going to judge them or make their life more difficult. Once rapport has begun to develop, then the focus turns to helping others increase their understanding of the potential impact of a hearing loss and the actions they can undertake to assist students who are D/HH to access the social and learning opportunities that exist in school, home, and the community.

Finally, given the nomadic requirement of the itinerant position, it is important to establish a communication system that allows professionals to exchange information about students on a regular basis. Because everyone in schools is busy, and often schedules do not match-up, it is vital to have a quick way to gather information about how students are functioning, as well as to find out what concepts, vocabulary, and/or strategies may benefit from additional attention. Checklists and short-answer forms can be used to supplement the communication process. Email, voicemail, and video

conferencing are additional tools that can be used on a regular basis to monitor students' progress and maintain rapport.

Process of Effective Instruction to Students

As noted above, itinerant teachers often provide instruction to students who are D/HH focusing on academic and nonacademic IEP objectives. They also use their time to address some of the gaps students have in their background knowledge, vocabulary, and concept knowledge that they miss out on as a result of not being able to overhear conversations or access the dialogue included in mass media.

Whether teaching academic or nonacademic content, effective itinerant teachers try to adhere to the principles of explicit instruction (e.g., Archer & Hughes, 2011; Goeke, 2009). Explicit instruction addresses three processes to show students what they are expected to learn, give them opportunities to practice the skill under conditions that promote high levels of success, and provide opportunities to demonstrate that they can perform the skill independently at a high level of success.

Strategies Use Successfully by Itinerant Teacher

Strategies are plans of action. To be successful, itinerant teachers need to have the right attitude; good interpersonal communication skills; and as noted above knowledge and skills in providing direct instruction to students, as well as in consulting and collaborating. Additional characteristics and strategies that are important to highlight are flexibility, organization, time management, and managing stress proactively.

Flexibility refers to being able to positively respond to change. Change is something that happens to itinerant teachers all the time. Examples of situations that occur that require flexibility at the functional as well as emotional levels are:

- A student is absent.

- A field trip is scheduled.

- The standard travel route to the school is under construction.

- An assembly is planned.

- The principal wants to talk about a student.

- The classroom listening system is not working.

- The room you work in is being used.

- A student is upset about what is happening at home.

- A cochlear implant has been flushed down the toilet.

Accepting change as a constant, not allowing oneself to get irritated, and seeking to be a collaborative problem solver are essential behaviors.

Given the need to be organized, it is essential that itinerant teachers are able to manage time effectively. However, as noted above, not having enough time is the number one complaint of itinerant teachers. Coordinating schedules—theirs, students', and professionals'—as well as orchestrating travel from working with one student in one school to another student in another school requires that itinerant teachers use their time effectively and productively. Creating workable schedules, using travel time well, and skillfully using technology to communicate with others in addition to taking care of paperwork are strategic.

Stress is an active ingredient in 21st-century life. Many of the characteristics of itinerant teaching have the potential to increase the amount of distress that one experiences on a daily basis, as well as cumulatively over time. Consequently, to be effective, itinerant teachers need to be proactive and make on-the-job and personal life adjustments. One activity that has both professional and personal benefit is planning social interactions with other itinerant teachers and friends. Another practical action is to make self-care a

priority. Examples include, exercise, eating well, sleeping well, and getting help from family, friends, or a professional counselor when feeling out of balance.

3.3.4 Team Teaching Model of Learning

More than one teacher in a classroom could help children better in the classroom performance. It is the idea behind the team teaching which is also called co-teaching. Under the team-teaching school ensured that students who need special education support and service are being provided with least restrictive environment (LRE) and for most kids with learning and attention issues the LRE is the general education classroom.

Team Teaching

Collaborative and cooperative team teaching is often can sees in classrooms having inclusion. In a team collaborative teaching i.e. co-taught class, common education and special education teachers are working together to plan the lessons, arrange the classroom, teach, assess the student progress and manage the class delivery.

It is an approach as well as process that makes teaching easier to teach all students on the same content and continue with same academic standards. It includes children with learning and attention issues who have Individualized Education Programme (IEP) and Plan.

Team teaching itself have many benefits while conducting teaching plan. Students can get more time with learning process and can have more time with teachers in regards to individual attention. With more than one teacher in a single class, it is easier to teach students in smaller groups and or one-on-one teaching. Students are privilege to learn from two teachers in a single class. Two teachers might have different teaching skills, experience and background. It is also easier to follow differentiated instruction, universal design for learning and personalized learning.

Process of Co-Teaching

The basic model of co-teaching-

i. Team Teaching- Both the teachers are planning the lessons together and to teach students together. Both the teachers are respected equally to the students so they learn with due respect to all the teachers. Students are also allowed to ask question to anyone or even both the teachers and get assistance during the lessons. This system is very helpful especially for the students with accommodations.

ii. One Teacher, One Assists and/or Observes- In the classroom one teacher is actively teaching freely while other teacher plays a role of assistance to individual student as needed. Or the other teacher can observe the class and students and follow if any student needs help. As an example, an observing teacher may follow students and collect information about how a child reacting to the active teacher to various teaching approaches and also his/her attention and behavior. The data can be used for IEPs and for behavior intervention plans.

iii. Station Teaching- Teachers are responsible for various types and parts of lesson plan. This is a teaching strength to played by the teachers. Students are divided into groups and move from one station to another. Or the teachers rotate from group to group.

iv. Parallel Teaching- The whole class is split in half and each teacher takes one group. Both groups are taught the same thing but in a different way.

v. Alternative Teaching- One teacher handles a larger group of students. Meanwhile, the other teacher works with a small group on a different lesson or gives more support to struggling learners.

However, co-teaching doesn't always work perfectly. It can be happened that teachers may disagree on the best strategy for teaching a topic or how to grade a certain student.

Or one teacher may be more experienced working with students with learning and attention issues, so your children doesn't get to know the other teacher as well.

There are Numbers of Benefit for Student and Teacher

Student Benefits

- Having two teachers in the room allow for students to experience different methodologies and teaching styles, allowing for a broader range of student differences to be catered for.
- It also teaches students the importance of team work which is model led by the teachers' team teaching.
- It also enhances the ability for student- teacher interaction, allowing for higher degrees of differentiation to take place.

Teacher Benefits

- Allows the teacher to be exposed to different teaching styles.
- Builds confidence in having another experienced teacher present.
- Collaboratively evaluating a lesson results in an ability to identify where progression is needed.
- Fosters positive collaborative interactions with teachers.
- Team teaching allowed for an overwhelmingly positive learning environment, benefiting both the student and teacher.

3.3.5 CBR Model of Learning

Community-based rehabilitation (CBR) is an approach which was initiated by WHO following the Declaration of Alma-Ata in 1978 as an effort to enhance the quality of life for the people with disabilities and their families; meet their basic needs; and ensure their inclusion and participation. While initially a strategy to increase access to

rehabilitation services in resource-constrained settings, CBR is now a multisectoral approach working to improve the equalization of opportunities and social inclusion of people with disabilities while combating the perpetual cycle of poverty and disability. CBR is implemented through the combined efforts of people with disabilities, their families and communities, and relevant government and non-government health, education, vocational, social and other services (WHO, 2003).

The purpose of community-based rehabilitation (CBR) is to help people with disabilities through establishing community-based medical assimilation, equalization of opportunities and physical therapy i.e. physiotherapy recovery programs for the person with disabilities. Inclusive education is very important when it practiced well because all the children remain in their own community and they are part of the community and they develop with a sense of belonging and learn become better prepared for life in the community as children and as adults. It provides better opportunities for learning and rehabilitation. Parents and families are part of the development process.

There are five important components of CBR i.e. health, education, livelihoods, social and empowerment. Those five important components and their elements help the process of CBR implementation through participation, inclusion, sustainability and self-advocacy.

The CBR has a matrix which is consists of five key components like health, education, livelihood, social and empowerment and their associated elements. The matrix provides and basic framework that can be used to develop new Community Based Rehabilitation programmes.

There are numbers of examples in community support mechanism. It is generally seen indigenous education in our society. There are certain content and process which can

be observed may be characterized as inclusive provided economic and social environment in the given community. There are numbers of examples available in our society i.e. greater role of extended family in child care or shaping the child mind. Grandparents and siblings play a great role of caring and educating children. child to child learning opportunities are greatly acknowledged as important for shaping child mind are common in African families and communities. Child to child programmes are now famous recommended component of Community Based Rehabilitation programmes, school health projects, health education, change of attitude, preparation for schooling, peer tutoring and many more.

In African communities have the systems for teaching moral e.g. integrity, honesty, freedom and happiness and aesthetic values e.g. beauty, elegance and harmony. It is treated as immoral to discriminate against or to mistreat people with disabilities in the community. African community has folklore as proverbs, riddles, folksongs and evening or fireplace stories. Those can portrait the character of the society on how the society sees about disability within the community as diversity.

The main purpose of Community Based Rehabilitation (CBR) is to allow persons with disabilities take charge of their own matters by guaranteeing that all economic, social and physical amenities and services are reachable and obtainable as well as suitable to their needs and acceptable to them. In other words, CBR treats as mechanism to seeks to ensure that community structures and resources are available and accessible to all, including marginalized groups, and at the same time it ensuring that everybody personally provide support for own personal as well as community development.

Since CBR is considered and apparent as part of own community development, therefor it must be appeared as an educational programme as well. When a community requires

that the basic needs of members are satisfied, education is the process by which humankind goes about identifying those needs.

To satisfying the community needs and requirements education is the route of knowledge construction and transformation. Thus, it is not possible, therefore, to discrete education from the development: education must be seen as development and vice versa. Parties and beneficiaries of education are also the parties and beneficiaries of development. In other words, development should be considered as part of education process and learning. CBR aims at facilitating the process whereby persons with special needs to take charge of their own lives and development and participate fully in the development activities of the community. While the process of learning in schools is facilitated mainly through teaching, learning outside the school may take place with and or without teachers (Ociiti, 1994) and the content is always relevant to the life in that community. CBR seeks to raise the profile of this educational process and to extend it to schooling so that all forms of education are made accessible to all community members in the same way that Primary Health Care (PHC) seeks to make health care available to all.

The principles of CBR are based on three pillars, namely equity, participation and inter-sectoral collaboration (Wolffers and Finkenflugel 1993). The equity pillar focuses on the commitment to non-discrimination, even distribution of education, health care and other resources. In education, flexibility is encouraged for the location and place, education content, time-duration and time of action, and the range of facilitators of the learning process. This system is particularly suited to young children and elderly people. Yet, community stroke may consciously be focused on supporting young people with special needs and their teachers in regular schools and classrooms.

Individuals, in a society cannot manage to promote special needs supports to a person of disability but community as a whole has to come towards the learning and promoting education needs for person with disability.

Any education programme can only be successful when it is part of the overall community's concern as part of the communities' culture and socio-economic development. This responsibility is the core of the community responsibility as well as family responsibility.

In the education arena, CBR promote informal and non-formal learning facilities, which are mostly inclusive in nature and also supports the development of inclusive schools as well. CBR programmes exist in more than 50 countries in the world. Almost all of those countries are supporting the development of inclusive schools.

CBR programme is based on the understanding that there is sharing of skills and knowledge with workers who might not have or have a little previous experience with persons with disabilities within the local community. This can be happening in a small village, in a part of the town, or in a town, district or region. The CBR system with sufficient skills ensures visit of local worker and home visitor to visit the family with disabled children on a regularly basis. The person responsible for rehabilitation work is equipped with a range of skills to follow. The methods include facilitate family and community involvement in encouraging and inspiring intellectual, social and physical development of persons with special needs and disability, the process of encouraging communities' attitudes and strategies for inclusion and integration of children and young people in the local regular school.

3.3.6 Model of Mainstream Education for Children with Disability

Mainstream education means nothing but putting a child in a 'regular' classroom in the 'mainstream' of schooling taking him/her out from special education self-contained

classrooms to a mainstream regular set up (regular classrooms are considered to be the mainstream).

There is a difference between mainstream and non-mainstream schools. Student with their special needs admitted in regular school and continue expected to keep up with other students in the class with full participation and inclusion. Student in mainstream school are expected to gain handful social and life skills as much as they can even if they do not achieve academic gain like others. children with special needs admitted into classrooms with their peers like other students (non-disabled students) in the same classroom.

In the area of education, in reality students with special education services is given scope to study in a regular education classroom during the specific time periods based on their skills and capacities. Students of special education classroom will join in a regular education school classroom at specific times which fit for the special education student. These students will attend those classes which they are fit to cope and continue like art or physical education but for math and science they may attend special education classroom. The schools that are adopted mainstream classroom have the principle that the students with special needs who cannot achieve in a general education classroom to a specific context can belong with the special education.

Special education classroom is also called as 'self-contained classroom or resource room', is really workable to the student with disability. In such setup student can work together with their teacher one-to-one basis addressing any need that the teacher can solve. Today's world is more in favor of mainstream education for students with disability. There are many reasons that influence the parents of students with disability to think about mainstream classroom.

Very often mainstreamed students will be getting some facilities from general education setup. A general assistance is to bring a one-to-one aid to support them. Special need students can bring some tools from their special school to mainstream school to use while needed. As an example, for a student of hearing impairment can communicate with their peers if they have hearing device in use. Similarly, students with ADHD need special chair to sit, or student as wheelchair user need special desk to work.

It is very much said that educational inclusion emphasis that educating both children with disabilities alongside with non-disabled peers promote understanding and tolerance, better preparing students of all abilities to function in the world beyond school. Children with disability may face numbers of exclusion and social stigma inside the mainstream classroom but still the chance of learning better social being and social development are very high.

There is some miss confusion between the standing of mainstreaming and inclusion. Often these two terms used interchangeably, but it is true they mean two different things. Mainstream students are part of their special education classroom. At the time of entering regular education classroom for any specific subjects this is considered as mainstreaming.

3.4 Theoretical Framework

In social research, using a theory is important for improving practical knowledge regarding the discussable issue. Theory also helps to identify time for intervention, choosing the right mix of strategies, improving intervention efficacy and effectiveness, and also improving program replication. Sharma, M (2005) pointed out, a theory provides a set of interrelated concepts that present a systematic view of explaining or predicting events or situations with explication or relationships between the concepts

that have been refined as assessable and testable. In relation to mainstreaming education of the children with disability, here I mention some theories i.e. Social Learning Theory, Socio Cultural Theory.

3.4.1 Social Learning Theory

Social Learning Theory, theorized by Albert Bandura (1977), posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

In mainstreaming education system children with disability have the opportunity to be with the nondisabled children. So, they can learn many things from nondisabled children via observation, imitation, and modeling.

Social Learning Theory and how it applies to Mainstreaming Education

Social learning focuses on the learning that occurs within a social context. It considers how people learn from one another, encompassing such concepts as observational learning, imitation, and modeling. Although many species of animals can probably learn by imitation, social learning theory deals primarily with human learning.... Social Learning theories have behaviorist roots, like cognitivism, but social learning rejects both behaviorism and cognitivism for not taking the environment into consideration.
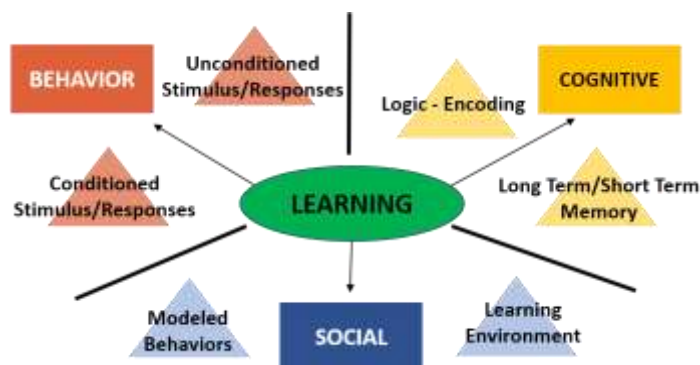
Figure-1: Social Learning Theory (Bandura, A)

General Principles of Social Learning Theory

1. People can learn by observing the behaviors of others and the outcomes of those behaviors.

2. Learning can occur without a change in behavior.

3. The consequences of behavior play a role in learning.

4. Cognition plays a role in learning.

Educational Implications of Social Learning Theory

1. Students often learn a great deal simply by observing other people.

2. Describing the consequences of behaviors can effectively increase appropriate behaviors and decrease inappropriate ones.

3. Modeling provides an alternative to shaping for teaching new behaviors.

4. Teachers and parents must model appropriate behaviors and take care that they don't model inappropriate ones.

5. Teachers should expose students to a variety of other models.

6. Students must believe that they are capable of accomplishing school tasks.

7. Teachers should help students set realistic expectations for their academic accomplishments.

8. Self-regulation techniques provide effective methods for improving behavior.

3.4.2 Sociocultural Theory

The sociocultural theory is a psychological theory which explores the relationships between external and internal processes. The theory focuses on the creation and usage of mediating tools that play a role in how humans think. It helps create a framework that facilitates in systematically investigating cognition, keeping in mind the social context. Human development is viewed as a socially mediated process that varies from culture to culture.

Lev Vygotsky, a Russian literary critic, educator and psychologist is known as the father of sociocultural theory. According to him, social interaction is the source of learning and development which is not found solely in the mind of an individual. Humans can be studied or understood only as a part of society, culture or history and not in isolation. The sociocultural theory is a theory of the mind and is a reflection of Vygotsky's focus on the relationship between the physiological aspects of an individual and the contexts and artifacts that are socially or culturally produced. These relationships transform the mental or cognitive functions of an individual.

Vygotsky played an important role in qualitative descriptions, which became a vital component of experimental findings. This was due to his belief that psychology should be studied as internal processes that are mediated socially and then culturally communicated. He conducted 'on-site' experiments in schools and playgrounds and proved that field testing had more pros than cons and could be used in place of laboratory testing or as a follow-up method.

According to the sociocultural theory, knowledge does not exist inside the head of a human being. Meanings are negotiated where individuals, culture and activity intersect. It tries to explain how social mediation plays a role in the construction, reconstruction and transformation of culturally and historically situated meanings.

According to Vygotsky, when it comes to development, children use collaborative dialogues with the more knowledgeable members of the society to learn various aspects of their culture. This includes values, beliefs, norms and ways to solve different problems. These knowledgeable members may be parents, teachers or more competent peers. The various social interactions of a child influence his/her personal characteristics and social skills. Therefore, the sociocultural environment in which development takes place also influences its form.

Culture and Intellectual Development

Culture plays a role in transforming the elementary functions like perception, sensation, attention and memory that a child is born with into sophisticated mental processes called 'higher mental functions.' Cultures provide their children with distinctive 'tools of intellectual adoption.' These tools help enhance their mental processes that are normally limited by biological constraints. For example, every culture teaches its children different strategies for remembering things. While a western society may impress upon its children the need for taking notes, another society may teach the use of a pictorial memory or another culture may suggest the use of tying strings around one's finger to remind of various tasks. This shows that cultures play a very important role in teaching children how to think and, with their focus on specific beliefs and values, also teach children what to think about.

Social Contribution to Personal Growth

According to Vygotsky, when a child is faced with a range of tasks that seem too complex for him to learn/accomplish alone, he is in a 'zone of proximal development.' In such a scenario, collaborative (guided) learning works best. Here, a more skillful tutor helps the child learn or acquire new skills through cooperative or collaborative dialogues. The child will first try to understand the instructions, then internalizes the information and finally regulates his performance. In some situations, the tutor on observing the development of the child, may customise his instructions and support to meet the needs of the child. This helps the child improve his abilities to grasp and understand the problem better. This willingness to tailor instructions based on need is called 'scaffolding.'

Therefore, guided learning is a socialization process where a child acquires culturally relevant skills and activities by participating hands-on in various tasks. These tasks can range from farming, learning to play tennis, hunting prey, cooking, etc.

3.4.3 Durkheim Functional Theory of Education

Functionalist Sociologist Emile Durkheim saw Education as performing two major functions in advanced industrial societies – transmitting the shared values of society and simultaneously teaching the specialised skills for an economy based on a specialised division of labour.

Durkheim, a French sociologist, was writing at the turn of the twentieth century (late 19th and early 20th) and he believed that schools were one of the few institutions uniquely poised to assist with the transition from traditional society, based on mechanical (face to face) solidarity, to modern society, which was much larger in scale and based on organic (more abstract) solidarity.

Education and the Transmission of Shared Values

According to Durkheim 'Society can survive only if there exists among its members a sufficient degree of homogeneity: education perpetuates and reinforces this homogeneity by fixing in the child from the beginning the essential similarities which collective life demands' (Durkhiem, quoted in Haralambos 2013).

Education does this by instilling a sense of social solidarity in the individual – which involves instilling a sense of belonging to wider society, a sense of commitment to the importance of working towards society's goals and a feeling that the society is more important than the individual.

Durkheim argued that '*to become attached to society, the child must feel in it something that is real, alive and powerful, which dominates the person and to which he owes the best part of himself*' (Durkheim, quoted in Haralambos 2013).

Education, and in particular the teaching of history, provides this link between the individual and society. If history is taught effectively, it 'comes alive' for children, linking them to their social past and developing in them a sense of commitment to the social group.

Education and Social Rules

Durkheim argued that, in complex societies, school serves a function which cannot be fulfilled by either the family, which is based on kinship or friendship, which is based on personal choice, whereas being a member of wider society involves learning to get on with and co-operate with people who are neither our kin or our friends.

School is the only institution capable of preparing children for membership in wider society – it does this by enforcing a set of rules which are applied to all children, and children learn to interact with all other children on the basis of these shared rules – it thus acts like a society in miniature.

Durkhiem argued that school rules should be strictly enforced – with a series of punishments for those who broke the school rules which reflected the seriousness of the damage done to the social group by the child who broke the rules. Durkheim also believed that by explaining why punishments were given for rule breakers, children would come to learn to exercise self-discipline not only because of fear of punishment, but also because they could see the damage their deviant behaviour did to the group as a whole.

According to Durkheim social sciences such as sociology could play a role in making it clear to children the rational basis of social rules:

'It is by respecting the school rules that the child learns to respect rules in general, that he develops the habit of self-control and restraint simply because he should control and restrain himself. It is a first initiation into the austerity of duty. Serious life has now begun'. (Durkhiem, Quoted in Haralambos, 2013).

Education and the Division of Labour

Durkheim argued that a second crucial function for education in an advanced industrial economy is the teaching of specialised skills required for a complex division of labour. In traditional, pre-industrialised societies, skills could be passed on through the family, or through direct apprenticeships, meaning formal education in school was not necessary. However, factory-based production in modern industrial society often involves the application of advanced scientific knowledge, which requires years of formal education to learn, thus schools become much more necessary.

Another factor which makes school necessary in modern societies (according to Durkheim) is that social solidarity in industrial societies is based largely on the interdependence of specialised skills – the manufacture of a single product requires the combination of a variety of specialists. In other words, solidarity is based on co-operation between people with very different skill sets – and school is the perfect place for children to learn to get on with people with different backgrounds.

Taking the above two points together, Durkheim argues that schools provide 'the necessary homogeneity for social survival and the 'necessary diversity for social co-operation'.

3.5 Conclusion

The theoretical part gave me the conception that which theory is more applicable in Bangladesh mainstreaming education of the children with disability field. I have discussed three different theories are suitable for our country. Although I am not testing the theory in the present research, the themes, characteristics, and functions. But in general sense, these theoretical explanations are more or less acceptable in our country context.

CHAPTER FOUR

Mainstreaming Education and Related Concern

4.1 Introduction

4.2 Mainstreaming Education

4.3 Children with Disability

4.4 Types of Disability

    4.4.1 Visual Disability

    4.4.2 Speech and Hearing Disability

    4.4.3 Physical Disability

    4.4.4 Intellectual Disability

    4.4.5 Neurodevelopmental Disabilities

    4.4.6 Multiple Disabilities

4.5 Origin of Mainstreaming Education Concept

4.6 Effects of Mainstreaming Education of the Children with Disability

4.7 Policy and Legislation for Education of Students with Disabilities in Bangladesh

4.8 Practices of Mainstreaming Education in Bangladesh

4.9 Global Scenario of Mainstreaming Education

4.10 Conclusion

4.1 Introduction

Mainstreaming in education means that a school is putting children with disability into classrooms with their peers who have no disabilities without having any discrimination. According to Wikipedia, this is done during specific times of the day based on their skills. At other times, the special needs child may be studying in a resource room or "self-contained classroom." In that environment the student has access to more one-on-one time with special education teachers and aides.

The term "mainstreaming" was first used in the 1970s to describe the practice of educating students with disabilities and non-disabled peers in the same classroom. Traditionally, mainstreamed students with disabilities are held to the same standards as typically developing students. This practice differs from inclusion, where children with disabilities are included in the regular classroom and receive support through comprehensive programming, though the terms are often used interchangeably. Mainstream education is encouraged because it accelerates the normal growth and development of the children with disability. For this reason, all around the world including Bangladesh GO and NGOs are trying to mainstream the children with disability.

4.2 Mainstreaming Education

Mainstreaming, in the context of education, is the practice of placing students with special education services in a general education classroom during specific time periods based on their skills. To clarify, this means students who are a part of the special education classroom will join the regular education classroom at certain times which are fitting for the special education student. These students may attend art or physical education in the regular education classrooms. Sometimes these students will attend

math and science in a self-contained special education classroom, but attend English in a general education classroom. Schools that practice mainstreaming believe that students with special needs who cannot function in a general education classroom to a certain extent belong in the special education environment.

Access to a special education classroom, often called a "self-contained classroom or resource room", is valuable to the student with a disability. Students have the ability to work one-to-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators and parents have advocated the importance of these classrooms amongst political environments that favor their elimination.

Oftentimes mainstreamed students will have certain supports they will bring to the general education classroom. A common support is to bring a one-on-one aide to assist them. Other equipment may be tools from their special education classroom that assist them in keeping up with the demands of the general education classroom. This may be a device that helps a deaf student communicate with their peers, a special chair for a student diagnosed with ADHD or a special desk for a student that is in a wheelchair. Some of these students may need accommodations on assignments or tests.

Proponents of both the philosophy of educational inclusion assert that educating children with disabilities alongside their non-disabled peers fosters understanding and tolerance, better preparing students of all abilities to function in the world beyond school. Children with special needs may face social stigma as a result of being mainstreamed, but also may help them socially develop.

There is often a lot of confusion between the terms mainstreaming and inclusion. Often these terms are used interchangeably, but they mean two very different things. Mainstreamed students are part of the special education classroom. When they enter the

regular education classroom for certain subjects, this is considered mainstreaming. In comparison, inclusion students are regular education classroom students who receive special education services. Usually whether the student's education is mainstreamed or inclusion is based on which is the least restrictive environment, which can be determined in the students' IEP. Dr. Kenneth Shore (2018) comments on the least restrictive environment by claiming, "Determining what is the least restrictive environment for a particular student requires balancing the need for the child to learn to integrate socially with his non-disabled peers with the need for the child to receive instruction appropriate to his abilities.

4.3 Children with Disability

Education is one of the most effective ways to break the cycle of discrimination and poverty that children with disabilities often face. According to the World Report on Disability approximately one billion people in the world are living with a disability, with at least 1 in 10 being children and 80% living in developing countries. Children with disabilities are less likely to start school and if they do, they are unlikely to transition to secondary school. Access to school for children with disabilities is often limited by a lack of understanding about their needs, and a lack of trained teachers, classroom support learning resources and facilities.

Denying children with disabilities their right to education has a lifelong impact on learning, achievement and employment opportunities, hence hindering their potential economic, social and human development.

To ensure that all children enjoy their basic human rights without discrimination, disability inclusion should be mainstreamed in all policies and plans. This applies to education systems, which need to promote inclusion by ensuring the presence, participation and achievement of all children, including children with disabilities.

A disability is the functional consequence of impairment. If a child with polio cannot walk because of this impairment, (s) he has a disability. However, if impairment is corrected (e.g. short sightedness can be corrected with glasses), then the person has no disability (WHO, 2002). Disability is a permanent condition of children. Here we will consider all types of disability like visual, intellectual, physical, hearing and speech, and multiple disabilities. According to the Disability Welfare Act 2001 of Bangladesh (Act no 12 of 2001), Disability means any person who is physically disabled either congenitally or as result of disease or being a victim of an accident, or due to improper or maltreatment or for any other reasons became physically incapacitated or mentally imbalanced, and as a result of such disability or cognitive impairment, - has become incapacitated, either partially or fully [Ministry of Social Welfare, 2001, Section 3(1)].

4.4 Types of Disability

Disability is classified into several categories according to their nature, such as (i) Physical disability, (ii) Visual disability, (iii) Hearing and speech disability, (iv) Intellectual disability, (v) Neurodevelopmental disability, and (vi) Multiple disability. According to the UN report disabled people in Bangladesh comprises of nearly 4.40% of the total population and according to the report, of the Bureau of Statistics in Bangladesh there are 0.44 mentally disabled persons among each 1000 persons (BBS, 2015). Apart from that there are myriad types of physically handicapped persons in this country. The Bureau of Statistics in Bangladesh says that each population of 1000 persons contains 0.16 physically impaired persons 1.02 persons are lame and another 0.84 persons are disabled because of strokes.

When it comes for the blind persons the number is 1.25 whereas according to the report of the WHO 1% of total population is blind. According to the survey report

commissioned by the Helen Keller International, each year 30,000 children lose their eye sight due to the lack of vitamin "A". Other reports say that each 1000 people contain 0.99 and 0.72 dumb and deaf persons respectively.

4.4.1 Visual Disability

Visual disability, also known as vision impairment or vision loss, is a decreased ability to see to a degree that causes problems not fixable by usual means, such as glasses. Some also include those who have a decreased ability to see because they do not have access to glasses or contact lenses. Visual disability is often defined as a best corrected visual acuity of worse than either 20/40 or 20/60. The term blindness is used for complete or nearly complete vision loss. Visual disability may cause people difficulties with normal daily activities such as driving, reading, moving, working, and also leading to normal life.

Total blindness is the inability to tell light from dark, or the total inability to see. Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. Legal blindness (which is actually a severe visual impairment) refers to a best-corrected central vision of 20/200 or worse in the better eye or a visual acuity of better than 20/200 but with a visual field no greater than 20° (e.g., side vision that is so reduced that it appears as if the person is looking through a tunnel).

The World Health Organization (WHO, 2015) defines impaired vision in five categories:

- Low vision 1 is a best corrected visual acuity of 20/70.

- Low vision 2 starts at 20/200.

- Blindness 3 is below 20/400.

- Blindness 4 is worse than 5/300

- Blindness 5 is no light perception at all.

- A visual field between 5° and 10° (compared with a normal visual field of about 120°) goes into category 3; less than 5° into category 4, even if the tiny spot of central vision is perfect.
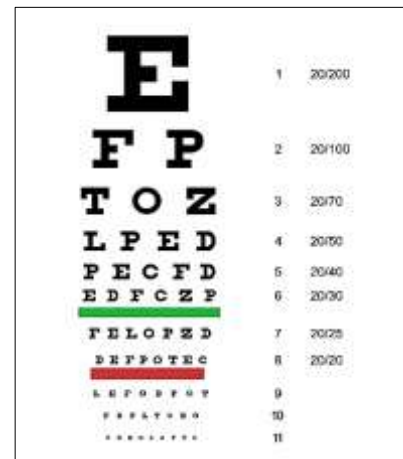
Figure 2: Snellen Chart

Color blindness is the reduced ability to perceive certain colors, usually red and green. It is a hereditary defect and affects very few tasks. Contrast sensitivity describes the ability to distinguish one object from another. A person with reduced contrast sensitivity may have problems seeing things in the fog because of the decrease in contrast between the object and the fog.

According to the WHO there are over forty million people worldwide whose vision is category 3 or worse, 80% of whom live in developing countries. Half of the blind population in the United States is over 65 years of age.

The diopter is the unit of measure for refractive errors such as nearsightedness, farsightedness, and astigmatism and indicates the strength of corrective lenses needed. People do not just see straight ahead; the entire area of vision is called the visual field. Some people have good vision (e.g., see clearly) but have areas of reduced or no vision (blind spots) in parts of their visual field. Others have good vision in the center but poor vision around the edges (peripheral visual field). People with very poor vision may be

able only to count fingers at a given distance from their eyes. This distance becomes the measure of their ability to see.

Visual disability disrupts children's daily life at home and in the community. Sometimes it causes damage to objects or belongings and harms to others or herself or himself. Many children with visual disability face significant stress in their life as well as their family's lives. Children with visual disability have problems in learning. So, many of those face difficulties to enroll in school and or to continue.

4.4.2 Speech and Hearing Disability

Hearing and speech impairments can affect anyone, both children and adults. There are many causes for these impairments, whether it's physical, developmental, or from an illness, and there are many ways to treat them.

Hearing Disability

Hearing disability is a condition in which you can't completely receive sounds through your ears. It can fluctuate or be permanent. The amount of loss can vary from being hard of hearing to complete deafness.

Speech Disability

Speech disability, also called communication disorder, or voice disorder, is a condition in which you have trouble forming sounds. Speech impairments vary, from occasionally not being able to produce sounds, to not being able to produce sound at all. Symptoms of speech impairment include:

- stuttering
- adding extra sounds and words
- elongating words

- distorting sounds when talking

- visible frustration when trying to communicate

- taking frequent pauses when trying to communicate

- problems with articulation

- problems with the voice

Speech impairment can be a problem with the following activities:

- articulation, or making sounds

- phonological processes, or hearing and repeating sound patterns

Speech impairment can be caused by many things, such as:

- developmental disorders

- neurological disorders

- genetic syndromes

- hearing loss

- illness

Some mild speech disorders disappear after time. Treatment aims to improve articulation through speech therapy, and by strengthening vocal cords and other muscles used to make speech.

Children with hearing and speech impairment have numbers of communication problems in their daily life. Some of them suffer with hurdles of communicating clearly around people they live. Many of those face difficulties to enroll in school and or to continue.

4.4.3 Physical Disability

Many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents.

These disabilities may change from day to day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss.

People with mobility and movement impairments may find it difficult to participate when facing social and physical barriers. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance.

Physical disabilities may affect, either temporarily or permanently, a person's physical capacity and/or mobility.

There are many different causes of physical disabilities but they can include inherited or genetic disorders, serious illnesses, and injury.

Types of physical disability

Acquired Brain Injury

Acquired brain injuries are due to damage that happens to the brain after birth. They can be caused through a wide range of factors including a blow to the head, stroke, alcohol or drugs, infection, disease such as AIDs or cancer, or a lack of oxygen.

It is common for many people with a brain injury to have trouble processing information, planning, and solving problems. They may also experience changes to their behaviour and personality, physical and sensory abilities, or thinking and learning. The effects of brain injuries and the disabilities they cause can be temporary or permanent.

Spinal Cord Injury (SCI)

The spinal cord can become injured if too much pressure is applied and/or if the blood and oxygen supply to the spinal cord is cut. When the spinal cord has been damaged, it leads to a loss of function such as mobility or feeling.

For some people, a spinal cord injury results in paraplegia (loss of function below the chest), for others it leads to quadriplegia (loss of function below the neck).

Accidents account for 79% of spinal cord injuries in Australia – mostly caused by motor vehicle accidents and falls. Other causes include cancer, arthritis, infections, blood clots, and degenerative spinal conditions.

As well as affecting the ability to move through paralysis, it may affect many areas of a person's body – such as the cardiovascular and respiratory systems, bladder and bowel function, temperature, and sensory abilities.

Cerebral Palsy

Cerebral palsy is typically due to an injury to the developing brain before or during birth, caused by a reduced blood supply and lack of oxygen to the brain.

Illnesses during pregnancy such as rubella (the German measles), accidental injury to the brain, meningitis in young children, and premature birth can all be causes.

In Australia, over 90% of cerebral palsy was due to a brain injury while the mother was pregnant, or before one month of age, however, 10% of people develop the disability later in life, usually as a result of infections such as meningitis or encephalitis, stroke, or a severe head injury (Cerebral Palsy Alliance).

People with Cerebral palsy may experience weakness, difficulty walking, lack of muscle control, and problems with coordination, involuntary movements, and other symptoms.

Epilepsy

Epilepsy is a neurological condition where a person has a tendency to have recurring seizures due to a sudden burst of electrical activity in the brain. Seizures can cause

unusual movements, odd feelings or sensations, a change in a person's behaviour, or cause them to lose consciousness.

The causes of epilepsy are not always known, however, brain injuries, strokes, cancer, brain infection, structural abnormalities of the brain, and other genetic factors can all cause epilepsy.

There are many different types of epilepsy and the nature and severity of seizures experienced by people can vary widely. Some people can control their seizures with medication and the condition is not lifelong for every person.

Multiple Sclerosis (MS)

MS occurs when the myelin sheath – protective tissue around nerve fibres in the body becomes damaged, causing random patches or scars. The scars can interfere with messages sent through the central nervous system, affecting the brain, optic nerves, and spinal cord.

The symptoms of MS are very varied but can include fatigue, loss of motor control, tingling, numbness, visual disturbances, memory loss, depression, and cognitive difficulties.

The progress and severity of MS can be difficult to predict – it may progress very slowly for one person, but develop quickly in another.

Muscular Dystrophy

Muscular dystrophy is a group of genetic disorders that lead to progressive and irreversible weakness and loss of muscle mass. There are more than 30 different types of muscular dystrophy, and each has a separate cause. Signs and symptoms can be very varied however can include difficulty walking, trouble breathing or swallowing, restriction in joint motion, and heart and other organ problems.

Symptoms of the most common type of the disease appear in childhood, however, others do not become apparent until middle age or older.

Children with physical disability cannot run or play like others, children with physical disabilities may have a difficult time making friends. If a child's disability is also mental or emotional, communication may also be a problem. Teachers may not understand the child and limit his or her to activities at his or her desk or a table, further isolating his or her. Many of those face difficulties to enroll in school and or to continue.

4.4.4 Intellectual Disability

Intellectual disability (ID), also known as general learning disability and mental retardation (MR), is a generalized neurodevelopmental disorder characterized by significantly impaired intellectual and adaptive functioning. It is defined by an IQ under 70, in addition to deficits in two or more adaptive behaviors that affect every day, general living.

Once focused almost entirely on cognition, the definition now includes both a component relating to mental functioning and one relating to an individual's functional skills in their daily environment. As a result of this focus on the person's abilities in practice, a person with an unusually low IQ may still not be considered to have intellectual disability.

Intellectual disability is subdivided into syndromic intellectual disability, in which intellectual deficits associated with other medical and behavioral signs and symptoms are present, and non-syndromic intellectual disability, in which intellectual deficits appear without other abnormalities. Down syndrome and fragile X syndrome are examples of syndromic intellectual disabilities.

Intellectual disability affects about 2–3% of the general population. Seventy-five to ninety percent of the affected people have mild intellectual disability. Non-syndromic, or idiopathic cases account for 30–50% of these cases. About a quarter of cases are caused by a genetic disorder, and about 5% of cases are inherited from a person's parents. Cases of unknown cause affect about 95 million people as of 2013.

IDs can be mild or more severe. Children with more severe forms typically require more support–particularly in school. Children with milder IDs can gain some independent skills, especially in communities with good teaching and support. There are many programs and resources available to help these children as they grow into adulthood.

Intellectual disability (or ID) is a term used when a person has certain limitations in cognitive functioning and skills, including communication, social and self-care skills. These limitations can cause a child to develop and learn more slowly or differently than a typically developing child. Intellectual disability can happen any time before a child turns 18 years old, even before birth.

Intellectual disability is the most common developmental disability.

According to the American Association of Intellectual and Developmental Disabilities, an individual has intellectual disability if he or she meets three criteria:

1. IQ is below 70-75

2. There are significant limitations in two or more adaptive areas (skills that are needed to live, work, and play in the community, such as communication or self-care)

3. The condition manifests itself before the age of 18

Intellectual disability can be caused by injury, disease, or a problem in the brain. For many children, the cause of their intellectual disability is unknown.

Some causes of intellectual disability—such as Down syndrome, Fetal Alcohol Syndrome, Fragile X syndrome, birth defects, and infections—can happen before birth. Some happen while a baby is being born or soon after birth.

Other causes of intellectual disability do not occur until a child is older; these might include severe head injury, infections or stroke.

The most common causes of intellectual disabilities are:

Genetic Conditions: Sometimes an intellectual disability is caused by abnormal genes inherited from parents, errors when genes combine, or other reasons. Examples of genetic conditions are Down syndrome, Fragile X syndrome, and phenylketonuria (PKU).

Complications during Pregnancy: An intellectual disability can result when the baby does not develop inside the mother properly. For example, there may be a problem with the way the baby's cells divide. A woman who drinks alcohol or gets an infection like rubella during pregnancy may also have a baby with an intellectual disability.

Problems during Birth: If there are complications during labor and birth, such as a baby not getting enough oxygen, he or she may have an intellectual disability.

Diseases or Toxic Exposure: Diseases like whooping cough, the measles, or meningitis can cause intellectual disabilities. They can also be caused by extreme malnutrition, not getting appropriate medical care, or by being exposed to poisons like lead or mercury.

Intellectual Disability in Children

What does an intellectual disability look like in children? Intellectual disabilities manifest in a variety of ways. For instance, intellectually impaired children may:

- Sit up, crawl, or walk later

- Talk later

- Have trouble remembering

- Have difficulty with social rules

- Have difficulty understanding consequences of actions

- Have trouble solving problems and thinking logically

Kids with intellectual disabilities may have impairments in:

- Reasoning

- Planning

- Abstract thought

- Judgment

- Academic judgment

- Experiential learning

There are no cures for intellectual disability. However, children with intellectual disabilities can learn to do many things. They may just need take more time or learn differently than other children.

4.4.5 Neurodevelopmental Disabilities

Neurodevelopmental disorders are a group of disorders which affect the development of the nervous system, leading to abnormal brain function which may affect emotion, learning ability, self-control, and memory. The effects of neurodevelopmental disorders tend to last for a person's entire lifetime.

Neurodevelopmental disorders are "a group of heterogeneous conditions characterized by delay or disturbance in the acquisition of skills in a variety of developmental domains, including motor, social, language, and cognition" (Thapar, Cooper & Rutter, 2016).

The great diversity of neurodevelopmental disorders is reflected in the fact that some of those affected show specific deficits (e.g., difficulty maintaining focus) that do not prevent them from having an independent and fulfilling life. Others, however, will need lifelong assistance with basic living skills necessary for independent living, such as the ability to walk and feed oneself.

Causes of Neurodevelopmental Disorders

Although the etiology remains unknown in many cases, various factors can affect normal brain development. Causes can be classified as follows:

- **Genetic Causes**: for example, genetic mutations and metabolic conditions at conception.
- **Prenatal Causes**: such as nutritional deficiencies and maternal infections during pregnancy.
- **Perinatal Causes**: for example, those due to complications that arise during labor, typically a lack of oxygen (hypoxia).
- **Postnatal Causes:** refer to factors such as traumatic brain injury, infections like meningitis or exposure to environmental toxins after birth.

Types of Neurodevelopmental Disorders

The category of neurodevelopmental disorders, as set out in the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5), includes:

Autism Spectrum Disorder (ASD)

Autism spectrum disorder is a neurological and developmental disorder that begins early in childhood and lasts throughout a person's life. It affects how a person acts and

interacts with others, communicates, and learns. It includes what used to be known as Asperger syndrome and pervasive developmental disorders.

It is called a "spectrum" disorder because people with ASD can have a range of symptoms. People with ASD might have problems talking with you, or they might not look you in the eye when you talk to them. They may also have restricted interests and repetitive behaviors. They may spend a lot of time putting things in order, or they may say the same sentence again and again. They may often seem to be in their "own world." At well-child checkups, the health care provider should check your child's development. If there are signs of ASD, your child will have a comprehensive evaluation. It may include a team of specialists, doing various tests and evaluations to make a diagnosis. The causes of ASD are not known. Research suggests that both genes and environment play important roles.

There is currently no one standard treatment for ASD. There are many ways to increase your child's ability to grow and learn new skills. Starting them early can lead to better results. Treatments include behavior and communication therapies, skills training, and medicines to control symptoms.

Attention-Deficit/Hyperactivity Disorder (ADHD)

Some prevalence studies show that ADHD affects 3% to 7% of school-aged children and 4.4% of working-age adults (Michielsen et al, 2012). Attention deficit hyperactivity disorder is characterized by difficulty sustaining attention and/or hyperactivity—impulsivity.

Other neurodevelopmental disorders included in the DSM-5:

- Specific learning disorders
- Communication disorders
- Global developmental delay

- Unspecified intellectual disability

- Other neurodevelopmental disorders

It is important to note that Individuals may have at least one co-occurring neurodevelopmental disorder, for example, individuals with ASD also have a high prevalence of ADHD and intellectual disability.

Children with neurodevelopmental disabilities (and their parents and caregivers) face many issues and challenges on a day to day basis. Based on the type of neurodevelopmental disability, the challenges range from physical and motor function difficulties to social and communication difficulties. Most children with NDDs struggle to do some of the things that other people may take for granted. For example, they may find it difficult to:

- find the right school or type of education.

- move from school to college or into employment.

- enjoy leisure and recreational opportunities.

- travel safely and independently.

- begin or maintain a friendship or a relationship.

- effectively communicate with others

In addition, they often face exclusion, prejudice and/or bullying.

4.4.6 Multiple Disabilities

"Multiple Disabilities" is a broad umbrella term meaning, simply, that the student has more than one disability. The specifics of this diagnosis are almost endlessly variable, and great care needs to be taken to adjust individual educational support to the child's particular needs.

The cause of multiple disabilities is as varied as the diagnosis itself. The condition may be the result of a traumatic brain injury (TBI), or a genetic disorder, or a chromosomal abnormality, or premature birth, developmental delay, etc.

Children with multiple disabilities have a combination of more than one disability, such as intellectual disability, mobility issues, visual or auditory deficits, language delay, brain injury, and more. The term "multiple disabilities" does not specify which of the many possible disabilities a student has, nor does it specify how severe those disabilities are. The specifics vary greatly by the individual.

The term multiple disability can be identified on the basis of observation and through examination of the person suffering with more than one disability. This can be associated with other course of impairments and or disabilities. In the context of categorization of disability, it is estimated that such disability is the most common one in the categories. However, it is therefore needed to address the areas of the development to a person with multiple disabilities based on the priority of the needs of person.

In many cases, person with multiple disabilities are suffering much because of the associated disorders and in limitation of their performance.

Learners with multiple disabilities faced challenges that ranged from the physical infrastructure of the school (accessibility), the inability of staff to respond effectively to their needs, a lack of differentiated teaching and learning resources (leading to their exclusion from certain learning activities), as well as poorly structured curriculum approaches. Learners with multiple disabilities need to access a curriculum that suits their needs and receive the quality education that they deserve.

4.5 Origin of Mainstreaming Education Concept

A Legal History of Inclusion

Educators continue to debate and determine the best ways to teach students with disabilities. As more children with physical, intellectual, emotional, and other impairments learn alongside typical children, teachers continue to discover how to include these students in their classroom. Challenges, as well as benefits, of inclusion continue to emerge for educators, children with disabilities, and their non-disabled peers. However, nearly everyone agrees that education for students with disabilities has improved greatly. Taking a look at the legal history shows just how much progress has been made in educating students with disabilities in the United States, and how much more is needed.

Inclusive educational practices will not succeed unless educators are willing to put the time and effort into creating such optimal classroom settings. Most important in helping to accomplish this aim is finding out as much as possible about the strengths, talents, and abilities of the children with disabilities who will be included in the mainstream environment. Once a list of strengths has been identified for the child with disabilities, the educator must go to work developing learning strategies that help the student succeed academically, behaviorally, and socially. So, for example, if a student with an autism spectrum disorder has an absorbing interest in a specific area of knowledge (as many students identified with ASD do), then providing time during the classroom day for the student to share that interest with classmates (during, for example, a sharing time) will help him develop much needed social skills. Or, for a student diagnosed with dyslexia who has strong spatial/artistic ability, giving him an opportunity to represent what he's learned in a subject area by drawing it, doing cartoon panels, creating a video, or creating a photograph montage accompanied by written captions, will help him

confront his writing difficulties in the context of an activity he regards as basically enjoyable and interesting.

Another important component that can help students with disabilities succeed in the regular classroom is the judicious use of new technologies. Students who have communication or articulation difficulties, for example, can use an augmentative or alternative communication application such as Proloquo2Go, which translates icon-labeled buttons related to specific needs and requests (e.g. ''I need to go to the bathroom'') into synthesized speech with the push of a button. Similarly, children with sight impairment can make use of apps that translate text on the computer screen into the spoken word (for example, Google Text-to-speech). For students who have difficulties with reading or writing, the use of speech-to-text software (like Dragon Naturally Speaking), can help bridge the gap between oral language strengths and written language problems.

A key ingredient in the success of any inclusion program must involve addressing the social environment in the classroom. Teachers should learn how to draw sociograms for each child (or at least each child with a disability), indicating positive friendships, antagonistic relationships, and potentially supportive connections, both inside and outside of the classroom. In this way, for example destructive relationships can be identified (such as an intimidating bully) and dealt with (through an anti-bullying program). Similarly, potentially constructive connections (such as a ''buddy'' from a higher grade) might be established. The focus needs to be on maximizing the student's positive interpersonal contacts each day while minimizing negative interactions.

Finally, the presentation of positive role models with disabilities and a focus on positive careers tailored to the strengths of people with disabilities represents an important all-class solution to normalizing the experience of being different, an attitudinal modification that can have powerful effects on the behavior and achievement of all

students, but particularly those with disabilities. As students learn about great individuals with disabilities such as Stephen Hawking or Frieda Kahlo (physical disabilities), Temple Grandin (autism spectrum disorders), billionaire businessman Richard Branson (dyslexia), and Chris Burke (a television actor with Down syndrome), or learn about successful people in their local community who have disabilities, they begin to understand that disabilities don't define the totality of a person but rather represent only one aspect of their lives and are less important in many ways than their strengths, wishes, preferences, and interests.

The Beginning of Special Education

As recent as a hundred years ago, children with disabilities received little, if any, formal education. In the tradition of segregating students during the middle to late 19th century, special schools for those with disabilities continued to be created in the early 1900s. These schools claimed to educate children; however, they primarily served as residential facilities and institutions. Even in 1918, as states began creating a nationwide public-school system, children with disabilities were usually excluded.

Between 1850 and 1950, special classes with people trained to care for individuals with disabilities began to develop as teachers noted differences among students. During these years, groups of parents of children with developmental disabilities started schools and programs. Although these developments were sporadic, they began to positively change ideas about teaching these children. Attitudes continued to change in the mid-1920s as educators began to see the value of education and community involvement for individuals with disabilities. Still, children continued being placed in institutions as many parents believed these facilities offered the only educational opportunity available to their child. Special education was typically only offered in large cities.

Improved Educational Opportunities

While the Supreme Court ruled in 1954 that students could not be separated in schools because of race, the parents' movement worked to change the belief that individuals with disabilities could not be taught. The movement additionally improved conditions in state institutions, created educational and employment opportunities, and proposed legislation. In public schools, however, more than a million students were excluded and another 3.5 million did not receive appropriate services. As many laws specifically exclude children with certain disabilities, only one in five have the right to an education.

IDEA

Beginning with the Rehabilitation Act of 1973 and its amendments of 1986 and 1992, employment and educational rights of people with disabilities were guaranteed from institutions receiving federal funding. Then, with the passage of the Individuals with Disabilities Education Act (IDEA), all school districts were required to develop and provide a free, appropriate public education for all children. The first major legislation of its kind, IDEA required that education be provided in the least restrictive environment for each child, meaning that students with disabilities should be taught in neighborhood schools in general education classes.

The U.S. Court of Appeals ruling, with Timothy v. Rochester School District, established that all school districts have the responsibility for educating every child, including those with disabilities. The Americans with Disabilities Act of 1990 further protected school-aged children with disabilities outside of education in employment and access to public and private services.

Inclusion: Another Way to Educate

Although still rare in many school districts, real special education inclusion began in the 1990s when children with physical disabilities gained access to neighborhood schools. For children with developmental disabilities in 1993, though, separate classes remain the norm. The reauthorization of IDEA in 1997 guaranteed more than access to education for students with disabilities; it ensured the rights to a quality education and quality outcomes. Another reauthorization of IDEA occurred in 2004 to align it more closely with the general education No Child Left Behind Act of 2001, while retaining, expanding, and clarifying important elements of the 1997 law.

The onset of inclusion has resulted in over 90% of students with disabilities receiving education in typical schools and almost half were included in the general classroom 80% of the day during the 1999-2000 school year. An increasing number of students with disabilities are graduating from high school, with over half earning a diploma. Full inclusion is still years away, though, as millions with disabilities learn in special education classrooms.

4.6 Effects of Mainstreaming Education of the Children with Disability

Placing students with special needs into the regular education classroom is known as mainstreaming. Provision of mainstream education involving students with disabilities is based on the belief that those with disabilities should not have to depend on specialised services alone, to benefit from educational resources, activities and practices that are otherwise available to all. Time and again, researchers and studies have shown the advantages and disadvantages of inclusion for the non-disabled and for the society at large. The children with disability are as much a part of the society as other children are. It is their RIGHT to be treated in the same way. Just like all the

children going to the school are not alike and have varied abilities and skills, the same applies to our little special brigade as well. They all come with their own skills, strengths and challenges and, it is their right to get the same treatment that their 'neuro-typical' counterparts do.

Advantages for the Children with Disability in Mainstream Education

One of the main advantages of mainstreaming children with special needs is that it allows them to be in a more natural environment than self-contained classrooms do. In the real world, individuals with special needs are expected to function in society alongside typically developing peers. Being in a regular classroom provides opportunities for children with special needs to learn important life skills, especially those involving socialization. Mainstreaming also encourages children with special needs to excel academically by providing challenges. Expectations in traditional classrooms are often higher than those of self-contained classrooms, and students achieve greater success when they are held to higher standards.

Challenges for the Children with Disability in Mainstream Education

While mainstreaming is mostly thought to be a positive practice, those who argue against it have valid concerns. By definition, special education students who are mainstreamed are unlikely to receive the specialized services they need. Some view mainstreaming as a way for schools to save money by downsizing special education services. There is also the issue of the appropriateness of the education children with special needs may receive in a traditional classroom. Many regular classroom teachers have little to no training in special education teaching and assessment methods, and they may place unrealistic demands on special needs children as a result.

Advantages Non-disabled Children

Having children with special needs as classmates can be beneficial to typically developing children in many ways. Mainstreaming prepares non-disabled students for the real world by teaching them about diversity and helping them develop empathy. The practice of mainstreaming provides typically developing students with opportunities to form meaningful relationships with students with special needs. Non-disabled children can also benefit from mainstreaming when peer-tutoring models are put in place. Teaching or helping a child with special needs practice certain skills gives non-disabled students increased exposure to the subject. Besides, students with disability are exposed to quality teaching which ultimately benefit non-disabled children in similar setting.

Limitations for Non-disabled Children

Mainstreaming can be seen as a practice that is unfair to typically developing students. In some mainstreamed classrooms, teachers tend to give more time and attention to children with special needs, leaving regular students who may be struggling with little to no help. In terms of socialization, mainstreaming could lead to children developing negative attitudes about peers with special needs, especially if they feel they are receiving more attention from the teacher and other students.

Non-disabled children are advance in coping with the learning which is not possible by a child with disability. So, they have to go slow which influence much on their learning flow.

4.7 Policy and Legislation for Education of Children with Disabilities in Bangladesh

There are the policy and legislation for education of children with disabilities in Bangladesh. Various existing laws for children with disability in Bangladesh are given below:

Constitution of Bangladesh on Education of the Children with Disability:

In the constitution of Bangladesh has clearly spelled in its article 17 on 'Free and compulsory education.   The State shall adopt effective measures for the purpose of - (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law ; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; removing illiteracy within such time as may be determined by law'.

In article 28 (3) 'No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution'.

The National Education policy 2010 on Education of the Children with Disability:

The National Education policy 2010 set up the aims, objectives, goals and principles of the Education Policy. In serial 24 it stated 'to ensure the education of the physically and mentally challenged learners; Further more 'Equal opportunities have to be ensured for all kinds of disabled and underprivileged children'. This policy emphasized on the

education for children with disability in the general education system'. It stated on Physically challenged students that 'The facilities of the lavatories and the scope of smooth movement will be adequately designed and created with special attention in order to fulfill the special needs of the physically challenged learners and Special and preferential attention will be given to their needs. At least one trainer will be recruited in each of the PTIs to facilitate the special teaching methods and needs of various types of challenged learners.'

Primary Education Development Program-III (PEDP-III):

In PEDP-III, inclusive education emphasizes the "all" in "Education for All." This sub-component addresses the particular needs in formal schools of tribal children, ethnic minorities, children with learning disabilities, and disabled children. The intention is to create an inclusive culture based on the principle that all learners have a right to education irrespective of their individual characteristics or differences. Under PEDP-III, the interventions initiated under PEDP-II will be continued: an integrated strategy has been prepared and will be implemented. Block funds will now be provided through UPEPs to assist school's mainstream inclusive education with mild to moderately disabled children. Issues of inclusion will be integrated into all training activities. School level focal persons trained under PEDP-II will be supported, and all children will be screened for learning difficulties (as well as health problems) on entry to school and every year. Thereafter, the SLIPs can be used to improve the quality of teaching and learning and to ensure the participation of all children. This sub-component includes study and block grants to UPEP (PEDP-III).

Persons with Disabilities' Rights and the Protection Act 2013:

This Act is in line with the principles of the United Nations Convention on the Rights of Persons with Disabilities (CRPD). The Parliament members and the President of Bangladesh passed the Persons with Disabilities Rights and Protection Act 2013 on 9 October 2013. The Disabled Welfare Act 2001 was revoked with the support of the Charter of the United Nations when Bangladesh activated its new law on disability in 2013.

According to the Constitution of Bangladesh, all citizens of the country have the right to enjoy their dignity, fundamental human rights and have social equality. It does not give new rights to persons with disabilities. But the Constitution says that Bangladesh should make sure persons with disabilities have equal rights like everyone else.

These include the right to:

- Recognition of equal citizenship

- Right to proper health service

- Right to use sign/own language and communication

- Right to accessibility in the community

- Right to use accessible transportation

- Right to education and training

- Right to discrimination-free employment opportunities

In this act "Inclusive Education" refers to general schools mandated to include education for persons with any type of disability.

Rights of persons with disabilities:

These include any existing laws that work with the current Persons with Disabilities Rights and Protection Act 2013, which is listed below:

- Equal lawful recognition and justice

- In all levels of education, favorable facilities in the institution and participation in general and coeducation

According to this Act, five types of committees will be established based on their responsibilities and process of work from national to town levels.

- National Coordinating Committee
- National Executive Committee
- District Committee
- Upazila Committee
- City Committee

According to this act responsibilities of government on education of the student with disabilities:

Government will take necessary steps to ensure education is inclusive and provides reasonable accommodation to students with disabilities in educational institutions.

United Nation Convention on the Rights of Persons with Disabilities (UNCRPD)

As a member of UN Bangladesh should obey the convention given by The UNCRPD on article 24 – Education. This convention is given below:

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

c. Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

c) Reasonable accommodation of the individual's requirements is provided;

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

Protection of Persons with Neuro-developmental Disability Trust Act, 2013

In this act in Chapter Three Establishment of Trust, its purposes, etc. mentioned in section (10) Aims and objectives of the Trust.- To make the persons with neurodevelopmental disability capable to survive as a part of the society, the aims and objectives of the Trust are- (a) as far as possible, to give them physical, mental and financial support ; (b) to provide them appropriate knowledge and education; (c) to empower them in society.

4.8 Practices of Mainstreaming Education in Bangladesh

According to the policy, legislation and act Bangladesh is trying to implement mainstreaming education of the children with disability. Subsequently Bangladesh taken following steps to execute mainstreaming education:

- Children with disabilities are enrolling in mainstream primary school. According to Annual Primary School Census 2018, 45977 children with disability enrolled at Government Primary School. The Table is given below:

Types of Disability	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total
Physical Handicap	3399	3296	3384	3109	2366	15554
Poor Eyesight	1039	1177	1385	1344	1215	6160
Short of Hearing	265	249	327	313	249	1403
Problem in Speech	2001	1817	1758	1561	1094	8231
Intellectual/ Mental	3357	3015	2523	2096	1436	12427
Autistics	430	278	225	166	154	1253
Others	194	212	199	189	155	949
Total	10685	10044	9801	8778	6669	45977

Table 1: Enrolment of CWD in Government Primary School in 2018 (APSC-2018)

- Making School infrastructure disability friendly

- Support to accessibility (provide assistive devices through especial fund) allocated by SLIP (School Level Improvement Plan)

- Teaches and staff recruitment policy changed which has impact on recruiting people with disability

- Teachers training on disability in short course

- Diploma in primary education curriculum and text have been changed to included disability technical matter to trainer the teacher comprehensively

- School text has been changed to use disabled friendly word/sentences

- School curriculum changed and included disability matter on how to deliver the lessons

- Stipend for children with disability 400 BDT per month

- Quota system for admission of the children with disability

- Provide additional time during exam (30 minutes) for the children with disability

- Additional help from script writer for the children with visual disability

- Regular monitoring and reporting of the mainstream system

- School catchment area survey which also include the data of children with disability

- Job description of teacher and supervisor have been changed

- Establishment of School for children with neurodevelopmental disorder (e.g. PROYASH)

Teacher Training Program on Inclusive Education

Most of in-service teachers' training program is executed by some NGOs. In the training program the activities covered are mainly: i) Training of teachers involved in teaching students with disabilities, ii) Follow-up activities of trained teachers at their working places and iii) Development and dissemination of information and communication materials (CSID, 2009). In the govt. sector, Directorate of Primary Education provide field level in-   service training for the classroom teachers on students with disabilities and how to teach them in the ordinary classroom with some additional arrangement. The Instructors of URC and other officials act as trainers of the 2 to 3 days training. But there is no effective follow-up and the manual used for the training is not well organized to meet the learning needs of students with disabilities.

Role of NGOs

Although the Ministry of Social Welfare, the Department of Social Services and the National Foundation for Development of the Persons with Disabilities, the three

government bodies, cater to the needs of persons with disabilities, a good number of NGOs are also working in this area. Out of 40,000 NGOs in Bangladesh approximately 400 state that they are working in the field of disabilities (Nasreen and Tate 2007). One estimate is that out of the approximately 2.6 million children having disabilities in Bangladesh, 'fewer than 1500 have access to an education in special schools sponsored by the Government of Bangladesh' and 'only those with selected disabilities (hearing impairment, visual impairment and mental retardation) are served' (Ackerman *et al.*, 2005).

The National Coordination Committee (NCC) on Disability was set up to provide a forum for open dialogue between the government and NGOs in order to promote mutual understanding and cooperation and to identify and discuss issues that impede cooperation on disability issues between the government and NGOs**.** The NCC, which was started in 1993, works in close cooperation with the National Forum of Organizations Working with the Disabled (NFOWD), which is the umbrella organization of the NGOs in Bangladesh. The National Foundation for the Development of the Disabled is an organization established to provide necessary guidance and support to the government and NGOs regarding disability issues. The NGOs work mainly on orientation of disabilities and their different implication for inclusion, in-service training for teachers, social awareness, and mobility training for the students with disabilities and so on.

Though there is absent of information officially about how many of non-government organizations are providing mainstream education for children with disability but as it is known there are some non-government organizations are also providing mainstream education, such as-

Kalyani

Runs inclusive school and an inclusive education school teacher's training program on special education prospect.

SWID-Bangladesh

• Special Education Teachers Training College:

This division caters various programs for the improvement of human resource development. Teachers and other staff of SWID, other NGOs, and parents are trained.

• Laboratory Model School:

A Laboratory Model School for the intellectually disabled is running now and an Inclusive school will start functioning very soon to facilitate practice of teaching and research programs within the operations and activities of Laboratory Model School (proposed).

• Research and Publication:

Different information and disability related educational materials are published and researches are conducted on the different issues of intellectual disability.

• Special Education Programs:

One of the main objectives of SWID Bangladesh is to create facilities for education of the intellectually disabled children. Intellectually disabled children need special education and no mainstream organization of the country is capable of providing such education to them, so SWID Bangladesh itself has organized Schools for the Intellectually Disabled for catering special education to the intellectually disabled children.

4.9 Global Scenario of Mainstreaming Education

Japan

Under the Basic Act on Education (2007) Japan has signed to provide equal opportunity in education including individuals with disabilities. Along with the Basic Act on Education, the Convention on the Rights of Persons with Disabilities (CRPD) was passed in 2007, and was ratified in 2014 as part of welfare. These two acts promised that the national and local government would provide special needs education program with adequate accommodation according to their level of disability. The purpose of the Special Needs Education is to help individuals develop their potential under their capabilities in order to gain independence and to gain vocational training in special fields. Some schools accommodate students with disability under traditional school settings, but in certain cases, students are placed in independent schools specialized in special needs education program. This program supports students with visual impairment, hearing impairment, physical disability, emotional behavioral disorder, learning disabilities, speech-language impairment (communication disorder), health impairment and development delay.

Children with disabilities, along with their parents, did not have a voice until in the 1990s when special needs education started to receive public attention. Before then, children with disability were recognized as "slow learners" or "difficult to blend in". The education department of the Japanese government slowly started to focus on giving equal rights to children with disability, and the first major reform began as an introduction of a "Resource Room System", which served as a supplemental special need program for students with disabilities attending traditional school settings. Further in 2006, a greater educational reform took place to promote the notion of "inclusive

education". The inclusion education program came into act due to an influence of three political factors; the international movement for school inclusion, the reform of welfare on people with disabilities, and a general reform of the education system in Japan. The purpose of this act was to avoid isolation of students with disability with the rest of the mainstream society, and integrate special need education with traditional education system by providing a more universal and diverse classroom settings. In recent years, the Japanese government continues to pass equal rights to children with disability under special need education and inclusive education as public welfare.

India

Central and state governments have taken a number of initiatives to improve the enrolment, retention and achievement of children with disabilities (UNICEF, 2003). The National Action Plan for Inclusion in Education of Children and Youth with Disabilities developed by the MHRD in November, 2005 emphasizes the inclusion of children and young persons with disability in all general educational settings from Early Childhood to Higher Education (Gov of India, 2006).The goal of the Action Plan was to ensure the inclusion of children and youth with disabilities in all available general educational settings, by providing them with a learning environment that is available, accessible, affordable and appropriate. From April 2009, The IEDC scheme has been replaced by the scheme of Inclusive Education for the Disabled at Secondary Stage (IEDSS). The objective of IEDSS is to enable the disabled children who have completed eight years education to continue their education at the secondary stage in an inclusive environment in regular schools. This scheme allows 100 percent assistance from Government of India to States and Union Territories. The IEDSS Scheme is mainly aimed to provide educational opportunities and facilities to students with disabilities in the general education system at the secondary level (classes IX to XII).

There is a need to establish interlinks and collaborations among various organizations to prevent overlapping, duplication and contradictions in programme implementation. In 2011 Ministry of Social Justice and Empowerment (MSJE), Govt. of India step ahead for formulation of a new rights-based Act for Persons with Disabilities in the line with United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

Australia

It has been estimated that in the year of 2009 there has been 292,600 children attending school within Australia that has been diagnosed with a disability also within this year it has been seen that there had been a higher rate of participation within school activities coming from children with a disability compared to children without one. It has been shown that almost one in ten boys within schools (186,000) had been diagnosed with a disability where the level of girls within a school (106,600) diagnosed with a disability was around one in sixteen. Within mainstream schools it has been shown that primary schools had a higher number of students with disabilities with a high 9.1% where students within secondary schools where only 7.4% had a disability. Out of the 71,000 students attending school with a disability 64.7% have been known to have a severe or core-activated limitation. It has also been proven that special needs children within Australia demonstrate higher academic outcomes when in a mainstream school where they have been given opportunities to engage in higher academic levels and activities. Having children with a disability in a mainstream school has also been shown to increase in independent communication and motor skills.

In Australia there has been a slight shift away from mainstream schools since 2003. Students with disability have begun to attend specials schools at an increasing rate instead of participating in mainstream programs in schools. By 2015, there was an increase of 33% of students with disability attended a special school. Students with

disability attending mainstream schools had decreased by 22% in the same time frame. This change in school attendance is likely a reflection of experiences students with disability are having in each respective type of school. Students with disability could be finding special schools to have more adequate support for the severity or type of disability they have. Students with disability are still more commonly attending mainstreaming schools, despite the current shift towards special schools. This preference could be accredited to the improvement within the Australian education system when mainstreaming students regarding providing students with resources and tailored supports (Australian Institute of Health and Welfare, 2017).

Sri Lanka

Access to special education for students with disabilities were introduced to Sri Lanka with the General Education Reforms of 1997. This piece of legislation includes 19 reforms that improved the development of curricula and teacher training, in addition to special education access. The changes made in Sri Lanka's education system that were created by this reform were to allow students to have wider spread access to special education using mainstreaming programs. In 2000, the majority of classes offered for students with disabilities were only accessible in special education units. During the same time period, children with disabilities who were of school age did not or were not able to access education at very high rates. Boys with disabilities accessed education at a higher rate than girls, with boys having a rate of 59.5% and only 40.5% for girls.

The Convention on the Rights of Persons with Disabilities (CRPD) was finally ratified in Sri Lanka in 2016, which was a step in the right direction regarding the importance and rights of disabled students in the classroom. Though Sri Lanka mainstreaming programs have the intention for inclusion of students with disabilities to mainstream education, the country of Sri Lanka has not yet made enough considerable progress to

implement any type of effective disability rights law. This has led to a lack of framework for mainstreaming programs, as well as rights, for disabled students in this country.

A major issue in Sri Lanka when attempting to implement mainstreaming education is the confusion regarding what mainstreaming is. There is a lack of clarity regarding the terminology including how terms such as inclusion and integration are used interchangeably. The issues regarding the lack of direction and understanding with mainstreaming programs stems from the newness of such programs in Sri Lanka. Teachers in Sri Lanka find that when working in mainstreaming classrooms they are underprepared to manage students with disabilities as they were not taught mainstreaming strategies when they were pre-service or in-service training. The education system in Sri Lanka is additionally lacking in teaching support in the classroom and little collaboration between teachers and special education teachers in schools. To create a productive mainstreaming environment, these factors must be addressed and corrected in order to improve on mainstreaming programs in Sri Lanka (Das, A. K, Daston-Attanayake, L., Hettiaarachi, S., Ranaweera, M., & Walisundara, D., 2018).

China

The idea of inclusive education became the approach and primary focus in education toward the end of Mao Tse-tung's era. This reform came with many challenges, such as non-accepting school cultures, inadequate teacher preparation, and lack of or insufficient resources. This geographic area had been subjected to so many issues dealing with the economy and socialization. The issues were due to the rapid changes that were being made within the country. The attempts that were made during this

reform in education caused problems because the country was so unique with its history, politics, and culture.

China did not have schools for individuals with disabilities until the American and European missionaries established institutions for the blind and deaf. This started in Beijing and Shandong Province in the nineteenth century. In 1949, the People's Republic of China (PRC) was founded and had a population of over 450 million. There were only 42 special schools with around 2000 students attending. The students attending these special schools had hearing or vision impairments. Thirty-four of the schools were private and were managed by religious or charitable organizations. These facilities represented more of a residential home environment. During the 1950s education became the challenge of focus and during the next twenty-five years the specials schools increased as well as the student population attending a special school. In 1965, 266 special schools were available, and 22,850 students attended these schools. During the next ten years, which was during the Cultural Revolution, education was a standstill and only three more schools were established. At this time, these schools were restricted to those with hearing and visual impairments, but with the influence of communism, things started to change in these special schools and the idea of special education.

The new focus of special education was to align it with the national educational goal and that was to nurture individuals to succeed as laborers and socialists. Medicine was taking a leap with a new perspective about remedial education and deficit compensation and focused on the rehabilitation of students' psychological and physiological deficits. With all the new changes, in 1979 China began to recognize that intellectually disabled children should attend these special schools. In 1987, a national survey was done and acknowledged that about 51 million people as well as 8.17 million school aged children

had disabilities. China had expanded the ideas of what disabilities need special schooling and resulted in six categories: hearing and speech impaired, visual impairments, physical disabilities, intellectual disabilities, psychiatric disabilities, and multiple disabilities.

In the later part of the 80s, Deng Xiaoping led the nation and demanded that the focus be economic development. The result of this growth of economics was more resources for education and in return, the education serves the community. Science and technology were how the education system was driven to success. The reform suggested that greater autonomy needed to be present within the schools and that implementation of compulsory education was a must for all children. Provisions for special education were a main part of the reform. The speed of placing students who had been denied in the past into schools had increased. There were so many children needing education and they found out how to get it to them effectively.

Goals like equal opportunities and excellence for all was the focus post-Mao-China. In 1982, new laws mandated education and social support for those with special educational needs. In 1986, The Compulsory Education Law of the People's Republic of China was passed by the National People's Congress. This supported the idea that states had to establish special schools or classes for those that had disabilities in hearing, vision, or intellect. This law started the foundation for special education in China.

Since the 80s, China has included children with disabilities in to the general education classrooms within the districts that they reside. This idea is termed, sui ban jiu du and this simply means "learning in a regular classroom". The students needing special education services are placed in general education classrooms for more reasons than one. It helped to resolve the issues of low enrollment rates of children with disabilities and the lack of special education teachers. It has become very successful and effective

education approach in China. The Salamanca Statement asked that nations to investigate the idea of inclusive education and adopt it to help achieve Education for All. Inclusion was an idea that helped people envision that everyone possessed the right to learn and to participate fully in the classroom. This empowered everyone involved and embraced difference and diversity. It is about equal opportunities for effective education. It is about children having the opportunity to receive services in high-quality and age appropriate general education classrooms. It is about having support from all around and knowing that they are accepted and belong in that community. It is about reaching and meeting the needs of all learners and that is the goal of the education system in China (Yu, Lizhong; Su, Xueyun; Liu, Chunling, 2011).

United Kingdom

Before early 1970s, children with disabilities in the UK were treated as uneducable and it was the responsibility of health authorities to provide training for these children (Vaughan, 2002). The 1970 Education Act, for the first time, included these children in the education programs a consequence of enacting this new law, 24000 children with disabilities from different training centres and 8000 children with disabilities from 100 hospitals were enrolled in education (Vaughan, 2002). This was the first formal legal initiative in the UK to ensure that all school age children were enrolled in education (Vaughan, 2002). The 1976 amendments of the Education Act gave responsibilities to the Local Education Authorities (LEA) to include children with disabilities into mainstream school, but the law was not practiced much at that stage (Vaughan, 2002). However, the Warnock Report on special education in England, Scotland and Wales (1978) raised the integration of children with special needs into education as a national agenda, as this was not considered a human rights issue, the report simply suggested that special education would be better for some children (Vaughan, 2002). In 1981, the

Education Act was reformed and the new Act gave formal authority to the LEAs to integrate children with disabilities into mainstream, but faced huge opposition from a range of professionals (Vaughan, 2002). In 1992, the Audit Commission and Her Majesty's Inspectorate report found that a number of malpractices had occurred in the field in providing educational opportunities for children with disabilities, these included the time took for assessments to be conducted by LEA; some articles in previous laws were so vague that LEAs became confused in decision making, specific procedures for placement in educational settings were not clearly stated; a lack of resources in regular schools caused problems in some placements; annual review and inspections were not satisfactory, and there was lack of accountability in schools and LEAs (Vaughan, 2002). Then, in 1993, a new education Act was passed in England that tried to overcome the limitations of previous Acts and this law was revised again in 1996 to make a consolidated mass education Act in favour of inclusion (Vaughan, 2002). The Disability Discrimination Act-1995 outlawed any discriminatory approach towards people with disabilities in any sector of development, including education (Vaughan, 2002). In 1997, the new Labour Government published the Green Paper on Special Education in which they provided major support for all mainstream schools to become more inclusive, while the Human Rights Act 1998 confirmed that education of children with disabilities is a human rights issue (Vaughan, 2002). In 2001, The Special Educational Needs and Disability Act (SENDA) Part 1 was enacted which ensured parents' rights to choose appropriate educational provision for their children and gave importance to the quality of education for other children in these schools; SENDA Part 2 was enacted in 2002 with the object to develop more accessible curriculum, physical environment and information interchange for children with disabilities (Vaughan, 2002).

The Department of Education of England and Wales (1994) developed guidelines for identifying and assessing child with special educational needs (SEN); this document does not formally establish inclusive education, but provides statements in support of inclusion:

Children with special education needs, including those children with statements of special educational needs, should, where appropriate and taking into account the wishes of their parents, be educated alongside their peers in mainstream schools. (Department of Education, 1994 in Florin & Florin, 1998: 2)

In establishing these laws relevant to inclusive education, The UK education system has also taken a number of initiatives to make it more inclusive. It now has a sound policy framework and additional funding to implement inclusive education (Mittler, 2004). All regular schools, special schools and college of further education had to develop inclusion policies for next eight years (Mittler, 2004). However, there is a huge range of variations in the activities of LEAs in implementing inclusion legislations as different schools need different specialist services according to individual needs, and variations are also visible even within the same LEA due to lack of clear policy guidelines for defining future roles of special schools (Mittler, 2004; Florin & Florin, 1998). However, the number of special schools in the UK has decreased within the last few decades and 60% of all school aged children attend mainstream schools at the moment (Mittler, 2004). LEAs provide additional resources including funding and multi-professional support for assessment and intervention needs to make inclusion effective (Mittler, 2004). The UK government is also facilitating collaboration between mainstream and special schools and 80% of special schools are now under this link-program (Department for Education and Employment, 2000 in Mittler, 2004).

Some special schools in the UK developed a linked program with the nearest primary schools and small groups of students with disabilities were sent to those primary schools to attend classes with support from a teacher or teaching assistance about three hours a week on average, while mainstream students also visit special schools on a regular basis (Mittler, 2004). LEAs provide additional funding and human resource support, and other resources to selected schools to include children with special needs, with the aim of developing those schools as resource centres or model schools (Mittler, 2004). The UK government conducted a restructure to make the regular schools more inclusive and this includes curriculum reform; revision of pupil-assessment techniques; appropriate distribution of responsibilities and funding in all schools; development of obligatory special needs Code of Practice for all schools, development of school-based identification and assessment tools; providing appropriate support services; facilitating student learning through teaching assistant support, adding inclusion issues to staff development programs; and ensuring parental participation in inclusive program planning and in their implication strategies (Mittler, 2004). In summary, in the UK, the legal authority and responsibility for providing education to children with special educational needs lies mostly in the activities of the LEAs and variations can be observed in the service delivery approaches of the LEAs as some are extremely inclusive, while others practice segregation. An Index for Inclusion has been developed in the UK to conduct self-evaluation of different inclusion related programs and to update information for other bodies involved in inclusion movements (CSIE, 2000 in Mittler, 2004). Therefore, the dominance of inclusion is visible in the UK education sector while segregated settings are decreasing.

United States of America

In the US, the education of children with disabilities is defined by different federal laws as well as state laws, as well as by civil rights movements and legal determinations of court cases (Friend & Bursuck, 1996 in Florin & Florin, 1998). The movement from segregation towards inclusion in the US began in the early 1970s (Croser, 2004). Section 504 of the Vocational Rehabilitation Act, enacted in 1973, described the anti-discrimination view towards people with disabilities and two years later in 1975, the fundamental law for establishing inclusive education the Education of All Handicapped Children Act or PL94-142 was passed (Florin & Florin, 1998). This Act established, for the first time, the right of all children to access their local school and ensured the least restrictive environment (LRE) for learners in the classroom (Croser, 2004; Florin & Florin, 1998). In 1990, this Act was revised and renamed the Individuals with Disabilities Education Act (IEDA) or PL101-476, this new version of the law replaced the term 'handicapped' with the new one 'disabilities' and defined inclusive education more clearly as well as introducing the Individualized Education Plan (IEP) into schools (Florin & Florin, 1998: 2; Croser, 2004). Moreover, the Assistive Technology Act (1998) ensured the necessity of technological supports in inclusive settings (Croser, 2004). Therefore, the legal framework for inclusive education in the US was well organized from the very beginning.

The US Constitution acts as the basis of all the anti-discrimination laws enacted in different stages, the Fourteenth Amendment of the US constitution clearly stated about the protection of individual rights irrespective of diversity factors, such as race, class, ethnicity, physical appearance and traits; this amendment also gives clarification about the position of the state in relation to educational discrimination (Devine, 2002). However, the IEDA 1997 has left an option of specialized education together with inclusive schooling for those children who are not capable of being enrolled in regular education, as Section 612 (a) (5)(A) demonstrates:

to the maximum extent appropriate, children with disabilities are educated with children who are non-disabled; and that removal from the regular education environment occurs only if the nature of severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily.(Koltz, 2003: 1; CSIE, 2002)

As a consequence of this option for segregation, many regular schools in the US have special classes that are criticized for discriminatory practices (Mittler, 2004). Hence, several court cases have shaped the district education systems as well as enriched the IEDA into more inclusive approaches (Devine, 2002). The IEDA was revised again in 2002 (CSIE, 2002). Nevertheless, in practice, the aims and objectives of inclusive education go beyond federal mandates; and the benefits that all children gain in inclusive schools as a result of learning to respect individual differences are highly valued (Koltz, 2003). As a result of these holistic initiatives, the US Department of Education states that over 95% of children with disabilities are now enrolled and served by regular schools in an inclusive environment (Koltz, 2003). Clearly, this is a positive outcome of the inclusive philosophy.

Canada

Canada has made significant progress in making schools inclusive in the last few decades. Indeed, our country is seen as one of the most advanced in this effort. However, the progress has not been uniforming and many parts of the country remain entrenched in the traditional models of special education. Sadly, thousands of children with intellectual disabilities face discrimination and segregation in schools every day. They are unable to participate in the common learning environment with their siblings and peers. Their schools and classrooms have not been structured or supported to make inclusion a reality for them.

- Fewer than 50% of children with intellectual disabilities are in fully inclusive school settings.

- Children with an intellectual disability are four times more likely than other children with disabilities to be attending special education schools (16% vs. 4%).

- Approximately 30% of children with an intellectual disability had to leave their community school or neighbourhood school in order to receive an education.

- Of the more than 1,300 Ontario elementary and secondary school principals surveyed – between 40 and 50% had at times asked parents to keep their children with disabilities at home.

Segregated, special classrooms, limited access to teams and lowered expectations are just some of the ways that children with intellectual disabilities are excluded in Canadian schools.

4.10 Conclusion

Mainstream education is currently one of the most discussed educational topics all over the world. The world has got a number of Declarations and Agreements in favour of mainstream and inclusive society for all as an output of mainstream and inclusive education. Children with disability are increasingly being educated alongside their mainstream peers. It's a practice which, if done correctly, can benefit both the child and society as a whole. Bangladesh is not behind the developed countries in enacting Acts and Policies regarding special education or mainstream and inclusive education. Bangladesh needs to develop required strategies based on experiences of advanced countries in regard to mainstream and inclusive education. Financial assistance from international organizations will expedite the process of mainstream and inclusion in the education system.

CHAPTER FIVE

Methodology

5.1 Introduction

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5.1 Introduction

This study investigates the present scenario of the mainstreaming education of the children with disability in Bangladesh. In this chapter, the qualitative approach used to address the study goal is presented. The methodological choices are discussed and justified and the steps and procedures followed during the research process are made explicit. The techniques used to select the research sample are explained and the data creation and analysis practices are presented. The steps taken to strengthen quality within the research are appraised. Finally, ethical factors are considered and the merits and limitations of the research design are discussed.

5.2 Methodology

Methodology refers to the theory of the research and the reasons for the way the research has been designed. Methodology explains the research question and why the question is important. It explains the starting point of the research, the directions of the research and the possible implications of the research when it is completed. Methodology explains the literature the researcher is using, the language and terminology, the other theories and explanations being used, the methods and the type of analysis that will be used to interpret the data and information collected.

"The methods and procedures are really the heart of the research activities should be described with as much detail as possible and the continuity between them should be apparent" (Weirsma and Jurs, 2005, p. 416). Research methodology refers to the process, principles and procedures by which we approach problems and seek answers. Methods are of prime importance in a research process. They describe the various steps of the plan of attack to be adopted in solving a research problem, such as the manner in which the problems are formulated, the definition of terms, the choice of subjects for

investigation, analysis and interpretation of data, and the process of inferences and generalization.

Research is also categorized in terms of traditional methodology it employs. The three different categories of research methods used in educational research are qualitative, quantitative and mixed methods (Mertler & Charles 2011).

There are two research styles in social research, qualitative and quantitative. Although both styles share basic principle of science, but the two approaches differ in significant way. Each has its strength and limitations, topics and issues where it glitters and classic studies that provide remarkable insights into social life (Neuman and Kreuger, 2003, p. 16). Both types of research can generate valuable, needed knowledge for the practitioner.

Choosing Qualitative Method

To address the research aims and objectives in this study an overarching qualitative approach has been selected. Originating from a naturalistic enquiry perspective, qualitative research is underpinned by a desire to understand a phenomenon, event or process from the point of view of those experiencing it (Pistrang & Barker, 2012). Research questions that focus on the how and why of processes occurring in complex contexts and including the perspectives of multiple stakeholders are well suited to a qualitative methodology (Trainor & Graue, 2014).

Within the qualitative approach, there are several qualitative enquiry frameworks. Patton (Patton, 2015) has referred to "a rich menu of alternative possibilities" p96. Qualitative research methods are used to address research questions that require explanation or understanding of social phenomena and their contexts (Snape and Spencer, 2003).

In designing this research, certain methodologies were excluded at an early stage.

Ethnography is most suited towards developing an understanding of how behaviour reflect the culture and characteristics of a group (Finlay, 2006). As this type of knowledge was not central to the current study, this approach was excluded. Phenomenology examines situations in the everyday world from the perspective of the research participant with view to synthesizing the reported experiences into a 'typical experience' (Leedy & Ormrod, 2010). This approach was also excluded because of concerns that it's focus on individual experiences would not enable the researcher to adequately important capture aspects of the mainstream school process.

Qualitative Research Approach

Qualitative research approach is a method of naturalistic inquiry that enables the researcher to provide a clear, recognizable account of the varied, overlapping and shared experiences, events, and processes (Lincoln & Guba, 1985; Sullivan-Bolyai, Bova, & Harper, 2005). The mainstreaming education of the children with disability in Bangladesh is complex, involves multiple stages and interactions, such as opinion of schoolteachers and parents of children with disability, school enrolment, changing behavior of the children with disability, challenges and barrier of mainstreaming education. Qualitative research seeks instead to provide a rich description of the experience depicted in easily understood language (Sullivan-Bolyai et al., 2005). The researcher seeks to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved (Caelli et al., 2003). A qualitative description approach, therefore, offers the opportunity to gather rich descriptions about a phenomenon which little may be known about. Within the process, the researcher strives to stay close to the "surface of the data and events" (Sandelowski, 2000, p. 336), where the experience is described from the viewpoint of the participants (Sullivan-Bolyai et al., 2005). While Neergaard, Olesen, Andersen, and Sondergaard (2009) note

that the analytical process and presentation of data, using qualitative research approach stay closer to the data interpretation at the level of the researcher is also critical to its use. This view is supported by Sandelowski (2010). She emphasises that the data never speaks for itself and that it is the duty of the researcher to make something of the data. In the present research, this was achieved by clustering together common ideas from multiple participants to form themes and subthemes (Willis, Sullivan-Bolyai, Knafl, & Cohen, 2016).

Research Design

According to Hancock and Algozzine (2006), the selection of a research design is determined by how well it allows full investigation of a particular research question. For the purpose of this study, a qualitative research design was chosen. The main goal of qualitative research is to understand the situation that is being investigated from the participant's perspective rather than the researcher's perspective - this is referred to as the 'emic', or insider's perspective (Hancock and Algozzine, 2006). Thus, a qualitative approach was adopted as it best supports the aim of gaining greater understanding of mainstreaming education, from the perspectives and experiences of those involved, namely teachers and parents of children with particular disabilities. Hegarty (1989, as cited in Punch 2006, p.110), maintains that many topics in special education are best explored by means of qualitative methods of inquiry.

The qualitative methods employed in this study are primarily phenomenological in nature, whereby human 'lived experience' is examined, providing a deeper understanding of a particular way of life and how it is experienced by those being studied (Creswell, 2011). Hancock and Algozzine (2006) describe phenomenological studies as those which "explore the meaning of several people's lived experiences around a specific issue or phenomenon". The experiences of different people are

analyzed to describe the essence or central meaning of a phenomenon, such as the essence of being a minority group in a demographic majority setting. Hence this study sets out to explore the essence of mainstreaming education for a minority group of children with disabilities in a demographic majority mainstream school.

5.3 Area of the Study

In a research study selection of the study area is very important stage. The study has been carried out in different places of Bangladesh. The primary school both urban and rural area of Bangladesh has been considered as the area of the study.

5.4 Population and Unit of the Study

All of the parents, and teachers of the children with disability in Bangladesh are the population of the study. Among this population every parents and teachers of the children with disability are considered as the unit of analysis.

5.5 Sampling Techniques

In a qualitative study where the researcher seeks to generate an in-depth understanding a sampling procedure that allows this is required (Braun & Clarke, 2013). In this study, the researcher wanted to generate an in-depth understanding of the mainstreaming education of the children with disability in Bangladesh, a purposeful sample approach was used.

Purposive technique was employed as the researcher wanted to gain insight from teachers who were (i) in a mainstream school and (ii) had experience of working with children with disabilities within their mainstream class groups. The study also required insight from parents who (i) had a child with disability, whom was (ii) attending a mainstream school setting. As parents and the teacher would be in close daily contact

with the child, over the course of the process, they were positioned to provide in-depth and ongoing information on the research topic.

The inclusion of participants with a variety of roles and professional and personal experience aims to identify shared experiences or concerns that cut across participant roles. Shared patterns arising in this way have significance from having emerged out of participant heterogeneity within a small sample size (Patton, 2015).

Recruiting of Participants

In order to invite respondents to take part in the study, contact was made initially with the head teacher or assistant head teacher of the schools. Contact was made with each school in person, whereby a letter from the researcher, along with an information sheet outlining the purpose of the study and details of participation were provided for teachers and parents to consider. Researcher assured confidentiality to all research participants. Participation of the teachers of this school was sought, as this was deemed as a potentially valuable source of insight into methods of mainstream and the organization of educational provision for children with disabilities in mainstream school.

A small-scale sample of five parents was also selected by the researcher. The participants were contacted through the school head teachers. As with the school staff, a letter of introduction, along with an information sheet was provided for each parent. It was important to approach parent-participants in a sensitive manner and provide detailed information about the purpose and content of the research, as information about their children would be presented in the study. Confidentiality and anonymity of children, family and school was reiterated to all participants at this point.

Sample Size

Sample One

The sample of five teachers for individual interviews consisted of schoolteachers, three of whom were female, and two were male. All teachers had experience of working with children with disability within a mainstream classroom. In addition, all the teachers were selected from four school from Nilfamari, Dinajpur and Dhaka district where mainstream education is being practiced.

Sample Two

The sample of five parents consisted of three females and two males. For all parents, their children were already attending mainstream school. Children's ages ranged from five years to thirteen years among them one had intellectual disability, one had physical disability, one had vision impairment, and two had hearing and speech impairment.

Children-1 (Female)	**Children-2 (Female)**	**Children-3 (Male)**
-Intellectual Disabilty	-Physical Disability	-Vision impairment
-Mother	-Mother	-Mother
-Class Teacher	-Class Teacher	-Class Teacher

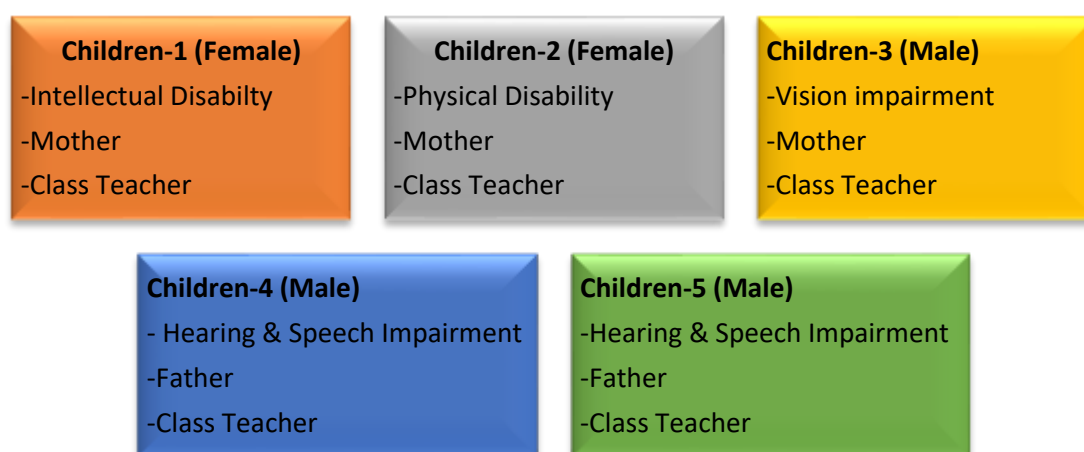| **Children-4 (Male)**	**Children-5 (Male)**
- Hearing & Speech Impairment	-Hearing & Speech Impairment
-Father	-Father
-Class Teacher	-Class Teacher

Figure 3. Research Participants for each child.

5.6 Semi-Structured Interview Guideline

In order to gain an honest and deep understanding of the reality of mainstreaming education, it is essential to obtain personal insight. "Interviews yield rich insights into

people's biographies, experiences, opinions, values, aspirations, attitudes and feelings" (May, 2001, p.120). More than just an interesting conversation, Dexter (1970, cited in Bell, 2010) describes an interview as 'a conversation with a purpose'. A semi-structured rather than structured interview was used by the researcher as it was thought to allow more freedom within the conversation, for both interviewer and interviewee, yet still allow for comparability when analyzing the data.

A semi-structured interview is a qualitative method of inquiry that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further. According to Bryman and Bell (2007) semi-structured interview is define as that "typically refers to a context in which the interviewer has a series of questions that are in the general form of an interview schedule but is able to vary the sequence of questions." Semi-structured interviews use a "guide" with topics that the interviewer wants to explore but questions asked based on the guide are open and, while the interviewer has a guide, he is encouraged to let the respondent lead.

Conducting semi-structured interviews proved to be a valuable research tool. It allowed for detailed responses from participants, and afforded the researcher adaptability to clarify or expand on certain responses, or to change the order of questions if necessary. Themes and topics for discussion, consistent with the research objectives of this study. Although the interviews followed a similar pattern, naturally the emphasis for teachers was on the demands of providing mainstreaming education within the school setting, from a professional point of view. For parents however, responses were more emotive in nature as participants discussed children's particular needs and their personal experiences of mainstream education, in terms of their progress and achievements, but also in terms of the challenges that having a disability can pose for individuals.

All interviews were in Bengali and written in paper carefully by the interviewer, with permission of participants and transcribed these later on verbatim to understand the real theme of our respondent's information and experiences.

In conducting the present research, I have prepared a semi-structured interview guide to obtain general information relevant to the issue of mainstreaming education. The semi-structured interview is believed to be one of the most useful methods to capture what the interviewees think on a particular way as it helps to express the conceptions on the particular topic in more detail. Therefore, it was the most suitable method for answering the research questions in this particular topic. It allowed me focused, conversational, two-way communication and to receive reliable, comparable qualitative data.

5.7 Sources and Techniques of Data Collection

Researchers need to consider the sources on which to base and confirm their research and findings. They have a choice between primary data and secondary sources and the use of both, which is termed triangulation, or dual methodology. Both primary and secondary sources of data have been collected to cover every aspect of the present study.

- The primary sources of data consisted of teachers and parents of children with disability those are studying in primary school in Nilphamari, Dinajpur district and Dhaka city in Bangladesh.

- The secondary sources included previous research, official statistics, government reports, web information, daily newspapers, journals and books, which have published news about mainstreaming education of the children with disability.

The choice of data collection techniques is dependent on the needs of the research. Within each general research approach, one or many data collection techniques may be used. The basic tools and techniques of data collection for research include observation, questionnaire, interview, projective technique, etcetera. Interview and observation techniques were used in conducting this study. The data were collected through face-to-face in-depth interviews using semi-structured interview guide prepared for the purpose of this study, supplemented by observation. Data was collected by using semi-structured Responses from the respondents were written in paper and transcribed these later on verbatim to understand the real theme of our respondent's information and experiences. Their verbal expression and emotional status were also observed at the time of interview.

5.8 Analysis and Interpretation of Data

Qualitative analysis is a very time consuming and demanding process. Qualitative data consist of words and observations, not numbers. As with all data, analysis and interpretation are required to bring order and understanding. Neuman and Kreuger (2003, p.434) mentioned that – "qualitative analysis does not draw on a large, well-established body of formal knowledge from mathematics and statistics. The data are in the form of words, which are relatively imprecise, diffuse, and context-based, and can have more than one meaning. Therefore, the data from transcripts of individual interviews was collated by the researcher and thematically analyzed. To do so, the researcher began by reading the transcripts repeatedly, in order to gain greater understanding of the common themes that were emerging. The data was then coded by topic or question, as opposed to coding by participant, as this allowed the researcher to identify common responses and themes. The coded data was then grouped under five

main themes deemed appropriate and consistent with the main aims and objectives of the study. These themes are; enrollment process to the school of the children with disability on mainstream in education, dropping out from school, challenges and barriers those outlines the realities that exist for teachers and parents which outlines the individual and social effects of mainstreaming education on all children. Researcher conducted analyzes data by organizing it into categories on the basis of themes, concepts, or similar features and develops new concepts, formulates conceptual definitions, and examines the relationships among concepts." Therefore, the collected data were checked and organized to look across all respondents and their answers in order to identify consistencies and differences. The written words were transcribed verbatim to understand the respondents exact and actual views. Obtained information were classified, categorized and coded in different subheading according to the objectives as well as easily retrievable sections. The main findings of the study, under each of these themes, are presented in chapter six and discussed further in chapter seven, in line with the literature review.

5.9 Validity, Reliability, and Generatability

Validity, in qualitative research, refers to whether the findings of a study are true and certain— "true" in the sense that research findings accurately reflect the situation, and "certain" in the sense that research findings are supported by the evidence. Robert L. Barker (2003) defines validity as: the concept concerned with the extent to which a procedure is able to measure the quality it is intended to measure. There are two main types of validity, internal and external. Internal validity refers to the validity of the measurement and test itself, whereas external validity refers to the ability to generalize the findings to the target population. Both are very important in analyzing the

appropriateness, meaningfulness and usefulness of a research study. If the results of a study are not deemed to be valid then they are meaningless to our study. If it does not measure what we want it to measure then the results cannot be used to answer the research question, which is the main aim of the study. These results cannot then be used to generalize any findings and become a waste of time and effort. It is important to remember that just because a study is valid in one instance it does not mean that it is valid for measuring something else.

Validity means 'having some foundation based on truth' whilst the term reliability means 'able to be trusted, predictable or dependable'. Reliability is most closely related to the concept of consistency. Joppe (2000) defines reliability as: …The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable (p.1). The objective of data collection is to collect data that is "reliable data". The data will then be the same overtime and place. "Reliability of research concerns the replicability and consistency of the methods, conditions and results. "Reliability is a necessary characteristic for validity. Essentially, reliability and validity establish the credibility of the research" (Wiersma, 2000, p. 9).

To generalize is to claim that what is the case in one place or time, will be so elsewhere or in another time. The goal of qualitative work is not to generalize across a population. Rather a qualitative approach seeks to provide understanding from the respondent's perspective. It tries to answer the questions: "What is unique about this individual, group, situation or issue? Why?" Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives. In this sense, multiple methods, such as,

observation, interviews and recordings has been employed towards the generalizability of the present research that is to enhance the reliability and validity of the research and to improve the analysis and understanding of construction of other research studies.

5.10 Ethical Consideration of the Study

Ethics has become a cornerstone for conducting effective and meaningful research. The dignity, rights, safety and well-being of participants are the primary consideration in any research study. Ethical issues are related to the characteristics of qualitative or field methodology which usually include long-term and close personal involvement, interviewing and participant observation. The difficulties inherent in qualitative research can be alleviated by awareness and use of well-established ethical principles. Ethical principles can be used to guide the research in addressing the initial and ongoing issues arising from qualitative research in order to meet the goals of the research as well as to maintain the rights of the research participants. These principles cannot ensure ethical research but they can contribute to an understanding that ethical responsibility in qualitative research is an ongoing process. Thus, qualitative researchers should report the incidents and ethical issues encountered in their studies to ensure discussion, analysis, and prevention of future mistakes.

Qualitative research involves data that are written in narrative descriptions, not numbers. Researchers use qualitative methods to observe and describe conditions rather than control them. A basic ethical principle for qualitative researchers is this: *Do not tamper with the natural setting under study.* Participant and nonparticipant observations are integral components of qualitative research and are used widely in the fields of education, sociology, and anthropology. Each presents unique ethical issues in regard to consent, privacy, and deception (Brinkmann & Kvale, 2005; Haverkamp, 2005).

Ethics can be thought of as the study of good conduct and of the grounds for making judgments about what is good conduct. The ethical issues that have been addressed in the present study included informed consent, confidentiality and anonymity. As informed consent is one of the most important tools for ensuring respect for persons during research, everyone who participated in the study was freely consented to participation, without being coerced or unfairly pressurized. Research ethics deals primarily with the interaction between researchers and the people they study. Because qualitative research is conversational, it is important for data collectors to maintain clear boundaries between what they are told by participants and what they tell to participants. Therefore, the sensitivity of the data in the view of the individual being studied was considered and data were treated with appropriate confidentiality in conducting the research. In cases where the participants were willing to be interviewed but did not prefer the tape recording, writing down exact quotations supplemented by comments was followed. Again, responses from one interviewee have been kept confidential from the other. In addition, it is necessary to assure the participants that the data will be held in strict confidence to protect anonymity. So, in considering the research ethics, confidentiality and anonymity, the respondents have given pseudonym as for parent P1, P2, P3, P4, and P5 and for the teacher T1, T2, T3, T4, and T5. It was also ensured that research participants are protected from undue intrusion, distress, indignity, physical discomfort, personal embarrassment, or psychological or other harm.

Limitations of the Methodology in this study

In-depth interview method is a time-consuming method. It took more than one hour to complete an interview session in this study.

Due to the small-scale sample of this study, it cannot be assumed that the findings are representative of all school settings in the country, or representative of the attitude or

experience of all teachers. It certainly cannot be said to be representative of the experience of all children with disability. In addition, the needs and the abilities of the children under discussion in this research varied greatly, meaning their experiences of mainstreaming also varied. It was not the intention of the researcher however, to make generalizations but rather to portray the reality of mainstreaming education as experienced by a chosen group of participants, in this way allowing the reader to explore more "subjective patterns of personal, group or organizational experience" (Davies 2007, p.148). The aim of this research was to gain teachers' and parents' views on the concept of mainstreaming education, and gain personal insight into the reality of mainstreaming education of the children with disabilities within the mainstream school system. Despite the small-scale sample therefore, and varying levels of ability of the children, the researcher is confident that this study adequately represents both the positive and challenging aspects of mainstreaming education as experienced by teachers and parents of children with disabilities.

5.11 Conclusion

This chapter has detailed the chosen research design and provided justification for the methods employed by the researcher in order to carry out this study. The sampling procedure and data collection and analysis techniques were discussed and the reasons for their use was rationalized. The researcher also provided an ethical framework for the reader, and acknowledged the limitations of the study. The following chapter will present the findings from the group and individual interviews, using direct quotations from participants.

CHAPTER SIX

Findings and Analysis

A. Findings Related to the Parents of the Children with Disability

A.1 Introduction

A.2 Findings and Analysis

A.2.1 Parents Awareness is Needed

A.2.2 Facilities and services are Insufficient

A.2.3 Attitudes of Relatives and Neighbors

A.2.4 Transportation Problems

A.2.5 Benefits of Mainstreaming Education

A.2.6 Recommendation to Overcome the Problems

A.1 Introduction

Disability issue is no more neglected matter in recent year in Bangladesh as elsewhere. In fact, the issue emerged in seventies and gradually evolving considering its importance in the society as one of the essential development issues of the country. Bangladesh government as well as educational institutes and non-government development organization are also feeling interested to work for such a humanitarian and human rights issue. Gradually, the issue became prominent and come to the forefront from behind the screen. The more the society is developed the more focus on such issues are became get preference. This chapter is outlining the predominant findings that emerged from data collected and analysis of individual interviews carried out with parents of the children with disabilities currently in the school system. The study also considered a good amount of information from secondary data gathered from the literature review relevant to mainstream education for children with disabilities. These findings are illustrated by the viewpoints of respondents and are related to the various aspects of mainstreaming education of the children with disability such as; the facilities of mainstreaming education, accessibility to education both in school/education institute and outside school/education institute and the problems of mainstreaming education of children with disability, providing necessary support to cope with the education hurdle to achieve and how to reduce dropping out of the children with disabilities from education, and draw some recommendations, all of which correlate with the aims and objectives of this study.

A.2 Findings and Analysis

I, the researcher collected the data through in-depth interviews from five parents who have children with disability in current mainstream primary school. I used to introduce

in-depth interviews allowed me to get adequate answers to complex questions and helped uncover relevant information needed for the study. Among the parents, two were from Dhaka city and three were from Nilphamari and Dinajpur district respectively. Among the respondents four have poor economic condition and two are from lower middle class in economic status. The study was also triangulated as a qualitative cross-validation applied to assess the sufficiency of the data. In this regard, data from primary sources has been blended together with secondary sources of data. In considering the research ethics, confidentiality and anonymity, the respondents have given pseudonym as for parent P1, P2, P3, P4, and P5. A thematic analysis has been followed that looks across all the data to identify the common issues that recur, and identify the main themes that summarize all the views that have been collected.

For effective analysis the findings of this study from parents of the children with disability have been categorize according to the following themes. All the themes are correlated with the aims and objectives of this study.

A.2.1. Parents Awareness is Needed

A.2.2. Facilities and Services are Insufficient

A.2.3. Attitudes of Relatives and Neighbors

A.2.4. Transportation Problems

A.2.5. Benefits of Mainstreaming Education

A.2.6 Recommendation to Overcome the Problems

To maintain the aim of the study, I, the researcher analyze the empirical data in relation with mainstreaming education of the children with disabilities. Mainly, I am trying to draw an existing scenario of mainstreaming education system in the context of Bangladesh. Besides these, I am trying to explore the situation of children with disabilities according to their parents responses through empirical data. In this case, I used the empirical data which I collected from the respondents but for every theme. I

didn't use all the respondents' responses, while I used maximum relevant arguments for the analysis.

A.2.1 Parents Awareness is Needed

Children are the natural learner in the universe. Children learn from the way people treat them and from what they see, touch, hear and experience. In past, it is thought that children with disability are the burden of a family even society. By advancing the education system it is proven that the lifestyle of children with disability can enhance and they may be self-dependent through getting education. As education can change human beings' behavioral and thinking pattern, it is obvious education can also help to change behavior of a person with disability. Children learn though imitating what they see the others are doing.

Education for children with disability in mainstream education system could provide facilities to the children with disability to see what the so-called normal children are doing in terms of behavior, showing attitude, and communicating with others. This will be an additional learning option for children with disability besides the regular curriculum.

Since the parents are the key concern for the family as well as for their children. So, parents have to think of the possibility to developing their children including children with disability if there is any. Possibility of special school for children with disability is so limited in any context even in Europe and America. Mostly, student with severe disability are going such special school. In many cases children with mild to moderate disability are need not to go to special school. They can manage even easily in mainstream school.

Respondent (P5) mentioned that. . ..

"We live in the village in an upzila of Nilphamary district. I have a child with hearing impairment age around 7 years. He has hard of hearing. We identified the problem of my son when he was 3 years old. While talking to him from aside he cannot follow. Often, he failed to recognize the sound or meaning of the sound. We brought him to a doctor at upazila level. But there were no solutions. Later we brought him to Rangpur Medical Collage Hospital to see a specialist doctor. Finally, he diagnoses with hearing impairment. Doctor suggested us to provide an assistive device for him like hearing aid. We tried a bit to collect one set of hearing aid but unfortunately, we didn't. In the local market it is hard to find any such hearing aid available. Since he was growing, we thought he should admit to the school. We discussed the matter with one of the local NGO workers and he suggested me to send my child to a mainstream school. Accordingly, we help to get admitted in a local government primary school as we heard about that the teacher of mainstream school has already been trained on Inclusive Education".

Since then the child is in a mainstream school. He can follow the instruction of the teacher if he sits straight to the face of the teacher in the class. He misses a significant part of teacher's instructions but still he is doing better. However, if he provided with the hearing aid, he could manage better to follow the instruction of the teacher and can also follow the activities of the peers.

Result of annual performance assessment of the child was below average. But in regards to socialization it is proven that the child can learning from behavior of others in the school as his social skills are improving. Parents are very happy to see the progress.

Getting him admitted in mainstream school is easy although it was seen that some of the teachers of the school were unhappy of him for admission. The reason behind is if a child with disability is not performing well then, the performance of teacher become questionable to its authority.

Respondent (P4) mentioned that. . ..

> *"As my child has hearing disability, he cannot hear well so teacher has to talk clearly and loudly enough to make his recognize the sound. In this case, other student in the class feel disturbed of noise pollution and teacher feels tired within a short period of time. On the other hand, teacher ask question to him (the child with hearing impairment), he try to reply to the question but mostly it is not a complete sentence rather it is broken sentence which make the other children to laugh that also makes him embarrass to the whole class. Other students in the class make him jokes and funs which makes him upsets. Sometimes it become out of control and breaks the discipline of the whole class and makes the other sufferer. So, parents of the other children should be aware to convince their children not to laugh at this situation".*

It is a regular phenomenon; that the children without disability make fun with the children with disability targeting his/her impairments as most of our society is doing. The young children have learnt from their seniors in the society to make fun with vulnerable people. The majority of children in mainstream school are also doing same like their senior in the society.

Generally, while teacher is in the classroom it is not happening to make fun. But when the teacher is out of classroom the other children take privilege of making funs. Teachers and parents are suffering with such humiliating situation creating by the other

peers of the school. Teachers are also trying to make the other peers to understand and do not make fun. But it is not easy to change them. Parents awareness will accelerated to change this attitudes of the non-disabled children.

Respondent (P3) mentioned that. . ..

> *"I am happy that my child is improving especially in the areas of socialization which is really important for him and for us too. We don't bother if he does not manage to get education fully with all the competencies, we expect only half of the academic achievement is enough for him but social skills are mostly important for him to learn. He has to survive within the society with those skills. Achieving social skills and behavior are not much difficult to obtain. Understanding and visual observation is the key for him to get to learn. Mainstreaming school is the place where he can achieve skills on socialization".*

Some more parents have the same opinion that mainstream school is the place to get the skills on socialization. They are happy to have such achievements. Besides, according to the parents of the children with disabilities are also achieving education as per their capability it's because of mainstream education.

Analysis of Parents Awareness is Needed

Education is the key tool to empower people at the end forever for their life. Children with disability also needed education to empower them. It is obviously a human right issue. Since the option of especial school for children with disability is not available so the alternative option could be the mainstream school which is available within a kilometer distance highly. But finding an especial school is absolutely impossible around. Hardly that can be found only in the big cities or even not. So, there is option

to send a child is mainstream school. Secondly, nowadays mainstream primary school is also providing inclusive education within the regular setup. Gradually the quality of service is improving. Parent are feeling comfortable to send their children with disability in the mainstream school because of easy accessibility, getting service from trained teacher, cheap considering extra education expenses, family can also support them to and from school. So mainstream education is better but it has to be fully capable to promote education for children with disability no matter what kind of disability he or she has.

Conclusion

Consciousness of parents is very much important for educating their children no matter he/she is a child with disability or not. In case of disability there are numbers of limitations that create the situation more vulnerability to a child with disability. Thus, he/she needs much support than other children without disability. Facilities are also important for education. Mainstream school with necessary adjustment to include children with disability is always better other than establishing especial school. Mainstream school has mainstream curriculum which is important for a person with disability to compete in the society.

A.2.2 Facilities and Services are Insufficient

There are some facilities and services are available for children with disability, like disability allowance, polices to enroll them in the mainstream school instead of special school. Like other children, they also get free of cost learning opportunity in the government school. But in the private school education is not free of cost. The number of schools are available almost everywhere but most of those are not prepared to ensure admission of the children with disabilities. Half of the interviewed parents mentioned that although they want to admit the children with disability to primary school but they

feel that the school does not have proper facilities and services to meet the required need of the children.

Respondent (P2) mentioned that. . ..

> *"There is no teacher to teach my child apart. Moreover, there is no suitable sports facility for children with disability. Teachers don't even have time to think about my child's education. There are no people to sit them in the class or to bring them out during tiffin time. Even they don't provide proper Braille Books for my child with vision impairment. Medical facilities are also needed".*

While interviewing of another respondent, she mentioned that her child has hearing and speech disability and need assistive devices to hear teacher classroom delivery. In this regard respondents (P4) opined that,

> *"My husband is a day laborer and we have not enough money to buy a hearing aid. My daughter cannot hear well his teacher in the class. So, she cannot learn well in the school".*

Analysis of Facilities and Services are Insufficient

To make mainstreaming education of the children with disability successful, the Government of Bangladesh has to ensure the required facilities. In the mainstreaming school children need varieties of services. If these school cannot able to provide the student will not be benefited and parents will lose their interest to send their children in the school. For this reason, dropout rate will remain high and they will remain neglected in the society.

Conclusion

The government of Bangladesh is concern to the education of the children with disability in the mainstream school. But make it fully functional it requires time to develop. As the children with disability are some extent slow learner, they should be given extra effort to teach them. But in the current system teachers take as extra burden.

A.2.3 Attitudes of Relatives and Neighbors

Final destination of a child is to his/her family as well as community. Human being cannot live without society. A student is going to school as routine to follow of his/her academic calendar. She/he starts from his family/community to going to school, staying the required period of time for schooling purpose and then returning to home to the family/community. While getting to job, starts a new journey but still remain in the family and community. Even if the person moves or migrates to any other new places for job or any other reason, he/she remains in-touch with the family and community. So, family as well as community is the regular final home for any person to live with and to grow with. The first and final school is also the family for each and every individual.

Humans rely heavily on learning for child development. Because we are not born knowing how to behave in society, we have to learn many of the behaviors from the environment around us growing up. For most of us, this learning starts with the family at home and later from the community.

Learning comes in many forms. Sometimes children learn by being told something directly. However, the most common way children learn is by observation of everyday life. A child's learning and socialization are most influenced by their family since the family is the child's primary social group.

Child development happens physically, emotionally, socially, and intellectually during this time. If the foundation is not strong, the building will have trouble standing on its own. Just like people, if our foundations are not solid, we find it more difficult to be successful in our relationships with others, work, health, and ourselves. So, it cannot be stressed enough how important the family and community are in development of a child. Ultimately, the family will be responsible for shaping a child and developing their values, skills, socialization, and security.

Respondent (P2) mentioned that. . ..

> *"When my child was born, she looks very much normal physically. Gradually, she was growing and at the age of 3 years we found she was already delay in standing by her own. Both of her legs were skinny and not strong enough to hold her up. He had been trying to role on her foot but as soon as she was fall down it became an issue of afraid of doing so. We brought her to a local doctor and she diagnose that she has been suffering from a kind of poliomyelitis. Then we can recognize that she had been severely suffering from sudden high temperature with 104° - 105° Fahrenheit temperature. She was almost unconscious. Prior to that sickness we have forgotten to provide him proper vaccination. At the age of 5 she can stand up and walk one or two steps. At the age of 7 she improved a bit further but not like we are. She has still the walking problem and she can manage only a very short distance by walking. Family member and relative around some are too sensitive to her and some are too peculiar to her. Similarly, we found the community people are in two groups; one group is very sympathetic to her and the other*

group is very unfriendly to her and making joke out of her physical impairment".

This is obviously important to be sympathetic to her, which will help her to grow. It is a kind of support of the surrounding to its member in the society and as well as in the family. It is full of encouragement for him to overcome the impairment as much as she can. These positive people were helping her even doing some kind of exercise. They insisted her to read and write. They insisted specially to the parents to get her admitted to the school.

However, some of the extended family member who for any family reason annoyed to the child also make fun to her and try to make the family hopeless and dishearten. Some people in the community are also making fun with the child for his physical disability. They are further being unfriendly and very negative to her and sometimes look like society is too harsh to her. This makes her and his family frustrated while thinking the future of the child.

Respondent (P1) mentioned that. . ..

"I was too shock to know that one of my neighbors told me 'don't invest for educating your child because he is incapable to do things in his life, if you invest this will be fully wastage'. At school my son was often become offended by the peers and also on the way to and from the school by the people around the road. It mostly makes my child frustrated and makes him ill motivated. We are trying hard to recover as much as we can but the systems around us force us to stop doing anything for him to grow".

In many schools it is evident that children are making fun with the children with disabilities. At the beginning of any new admission of a child with disability in any

school, other children are used to play with pain of a child with disability. Such act is never be a good thing either. Behavior of so-called normal children as they behave negatively to the child with disability proven that they did not grow with normal level of human emotion. It is not normal if someone gets hurt, and others make laugh to the pain a person with disability. So, it seems that our children are not growing with natural character and manner like 'when they need to be shocked, they should be shocked', and 'when they need to be laugh, they should be laugh. Sometimes children with disability are attacked by bulling by the peers. So, they lost their interest not to come to the school. Respondent (P5) mentioned that. . ..

> *"I have observed that so called normal children at school sometimes behave badly to their cohort if they found him/her innocent and vulnerable. They make fun with the person with disability. When there is no teacher in the classroom or during the lunch break, they sometimes bulling with the children with disability. Often, they tortured him/her badly. Occasionally injure is also happening".*

So, it's not only the responsibility of the teacher but also the student of same class and same school, and the society and family which the child with disability belongs. We have to change their mind-set. They should see him/her (child with disability) as human being like others in the society. They also have to be motivated to look into the possibility of the child with disability that they can grow further if we are able to provide them appropriate environment and with adequate support.

Analysis of Attitudes of Relatives and Neighbors

Human being is social element. Human being is a social animal. A person has a natural urge to live an associated life with others. Individual needs society for his existence or survival. The human child depends on his/her parents and others for its survival and

growth. The inherent capacities of the child can develop only in the society. The ultimate goal of society is to promote good and happy life for its individuals. It creates conditions and opportunities for the all-round development of individual personality. Society ensures harmony and cooperation among individuals. If society helps the individuals in numerous ways, great people also contribute to society by their wisdom and experience. Thus, society and individuals are bound by an intimate and harmonious bond. In a well-ordered society, there would be lasting harmony between the two.

One of the most important things the society can do to help a disabled individual is to talk to them just like you would speak with any other person. The truth is that disabled individuals are not any less competent, creative, intelligent, or capable than any other person. Ask the individual what it is you can do to help them. This is the role of the individual, relative and the society to act positively to the persons with disability to make them show their potential. We have to make the relatives and society sensitive to the person with disability so that they become accessible to all the necessary support to develop with their full capacities. It is not necessarily needed to help them to grow rather it is expected that the society should behave with person with disability like what they are doing with others.

Conclusion

Children with disabilities are one of the most marginalized and excluded groups in society. Facing daily discrimination in the form of negative attitudes from the relative within and outside family and from the society, lack of adequate policies, legislation and infrastructure, they are effectively barred from realizing their rights to education, health and even survival.

They are often likely to be among the poorest members of the population. They are less likely to attend school, access medical services, or have their voices heard in society.

Their disabilities also place them at a higher risk of physical abuse, and often exclude them from receiving proper care.

Relatives and neighbors are the close associates of an individual even if he/she has disability. However, a person with disability is directly affected by the society because of their negative mind-set. To make a progressive society we have to help and support each other to grow rather not to exclude anyone in case education, health and for survival.

A.2.4 Transportation Problems

Transportation is an important support to the person with disability to reach value destinations. Limitation in mobility occurs when a person cannot move between an origin and a desired destination because of external or individual factors. People with physical disabilities and people with developmental disabilities has limited mobility access. Limitation in mobility may affect physical, social, education, economic and psychological well-being. Transportation is considered one of the main means to determine the level of independence and self-determination.

Children with disability for their accessibility to the education they may need transport to and from school. In case of children with disability like physical disability, intellectual disability, cerebral palsy and some other forms of multiple disabilities are in need of transportation support for their movement. In Bangladesh there is no facility of transport provided by any single mainstream school for student either disability or not. In the town and adjoining areas there few private local transport providers generally providing support with Rickshaw Pulling Van. A van carrying six to eight students from different corners and brings them to the school and later transport them back to home. Sending children with disability to mainstream school by the local transport is individual arrangement. Family has to pay for the Rickshaw Pulling Van in monthly

basis. There is also daily basis transport are also available in most part of the country. One has to pay per trip basis.

In some cases, parent has to accompany to their children to and from the school because of the severity of disability and lack of management capacity by him or her. It is also more expensive for the family. Because paying for transport and also giving productive time during the day is loss of income.

Only a very few special schools have its own transport support for the students which are mostly private or NGO supported school. Some of those are free and some may need to pay a bit of token amount as participation.

However, without transport support some children with disability will not be able to go to mainstream school.

Respondent (P1) mentioned that. . ..

> *"I cannot send my child with disability to school every day because of transport problems. I know a guardian who is also face same problem. The reason behind for their absenteeism and late attendance are to manage transport every day is a bit difficult to and from the school. Our children cannot come to school alone, they need someone to support to get them ride on to the transport".*

Since there is no fixed transport for them, it is difficult to manage the daily schedule of school in time and in regularly manner. No public transport support is also available in many places targeting to the mainstream school. Irregular attendance and frequent absenteeism hampered their regular progress to follow school learning. Ultimate result is negative impact to their performance at school. They remain partially excluded in the school.

If the facility for regular transport is available for them their performances obviously improve.

Respondent (P3) mentioned that. . ..

> *"My son who has visual impairment cannot ensure regular school attendance. It is expensive for me to manage transport cost every school day. The amount is almost 100 taka per day amounting take 2600 per month, which is expensive for us and hard to manage within our capacity".*

Mainstream school in Bangladesh is free of cost including free text book. No admission cost is also required. But managing transport is expensive to send a child with disability to and from school. So, result is irregularity to school. On the other hand, teachers are also facing more difficulties to provide them education because of regular gaps in learning chain. Academic, social and behavioral performance of the student with disability could be better if they are attending school on regularly basis. There is no such transport facility is provided by the state or by the family either.

Analysis of Transportation Problems

Transport support especially for the children with disability is very important. Any severity in disability may hampered and restrict the movement of the person. The far the distance is the more difficult it is for them to reach the school. In many cases managing to come to school from faraway to the school for a person with disability is impossible or need special arrangement to come. Transport is the only means to manage. If the family earning is not enough it is again difficult for them to send the child with disability to the school.

In a very few schools run by the NGOs for the person with disability may have transport support to and from the school with very nominal payment. But the facility of transport is so inadequate which is covering less than 1% of whole country.

Conclusion

Transport facility is very much needed for the children with disability for their schooling. Some of the disabled children even are not able to go to the school alone because of safety reason going alone by Van or Rickshaw. Some of them may also need accompanying person for their incapability to manage to sit. If the proper transport facility is available for each and every mainstream school the gross enrolment, attendance and completion rate will be jumped especially for the person with disability. Many parents are trying to pay the transport cost for their children to send them to the school. But it is obviously costly. Bearing cost for transport on a regularly basis is not an easy matter for a family with minimum income. Government of Bangladesh and respective community can come forward to provide the transport support to the children with disability to ensure better schooling support and better academic achievement and to make them able to contribute to the society.

A.2.5 Benefits of Mainstreaming Education

For the students with disabilities, mainstream education is more important than special education. There may be disagreements about how much they are getting in curricular education at school. For them, the school may lack adequate facilities. But still they benefit more from mainstream schools than special education institutions. The children learn a lot by seeing others. The respondents of the study stated that they have opportunity to learn a lot by observing the daily activities of non-disabled children in mainstream system. On the contrary, it is not possible for all children with disabilities

to learn normal behaviors in special education institutes. But imitating a non-disabled child from mainstream schools, they can learn many of their life skills. Respondents (P1) mentioned that….

> *"My daughter is an autistic child. She is reading in this school for three years. She has improved a lot. Now she Can buy food from the canteen herself and can eat his own food. In the past, there was a sudden rage, but now the anger has decreased. But if someone bothers, she gets angry. Her studies did not improve. However, when the teacher comes to the class, she stands up like others. Earlier, she used to get out of class, now she gets a little less".*

Similarly, respondents (P4) mentioned that….

> *"As my son does not hear well so he cannot speak well. For this reason, he has no friend and nobody wants to make him friend. We were worried about his development. Then by the help of an NGO worker we admitted him in this school. After few months of mainstreaming we notice that he can do many things and can easily mix with people".*

The study found that there are certain progressions on conduct of the children with disabilities and some of capacities escalating. They learn how to buy food from shop, how to eat it. They also learn some social behaviour like respecting others, be with the friends and surroundings. These skills will help them to maintain their own life and to become social.

Analysis of Benefits of Mainstreaming Education

Around the world, children are excluded from schools where they belong because of disability, race, language, religion, gender, and poverty. But every child has the right to be supported by their parents and community to grow, learn, and develop in the early

years, and, upon reaching school age, to go to school and be welcomed and included by teachers and peers alike. When all children, regardless of their differences, are educated together, everyone benefits—this is the cornerstone of mainstream education. Mainstream education systems provide a better-quality education for children with disability. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together.

Conclusion

Children with disability will be more benefitted be with the mainstreaming education system rather than special education system. It has vast opportunity to learn social behaviour by watching behaviour and daily activities of non-disabled children.

A.2.6 Recommendation to Overcome the Problems

To maintain the aim of the study, researcher asked to the parents for recommendations to overcome the problems of the mainstreaming education of the children with disability in Bangladesh. Most of the parents wants extra time teaching effort separately in a fixed room by a trained teacher for children with disability.

Respondent (P5) mentioned that …….

> *"My child with disability is a very slow learner and if he gets special care besides his main class by a trained teacher in mainstreaming education, then he will learn his things more comfortably. Because he cannot go with the nondisabled children in a same way".*

Similarly, respondent (P2) recommended that ……

> *"Math, English and Science class will be effective for my child with disability if teacher help them separately".*

Another respondent (P1) stated that ……

> *"To make mainstreaming education effective, school has to have a trained teacher who only take care about learning of children with disability. Otherwise these children will not be able to learn things for their life".*

Analysis of Recommendation to Overcome the Problems

Children with disability are not normal learner. They need special learning materials and trained teachers to teach them well. Separately they teach them and help them to learn. Most formal curriculum do not have the teachable design that any mainstream teachers could adapt to include children with disabilities in the regular classroom. In particular, diagrammatic learning concepts and tactile/visual-based items in any subject is usually difficult for these students to learn. Therefore, Inclusive Education in the mainstream education system is not practical unless the curriculum has the content and pedagogy designed for inclusion. So, for the student with disability curriculum should be marginalized on the basis of their ability.

Conclusion

Make mainstreaming education successful, every school should have trained teacher to teach the separately and adapt curriculum that is befitting with them.

B. Findings: Opinions of Teachers Regarding Children with Disability

B.1 Introduction

B.2 Findings and Analysis

    B.2.1 Resources and Opportunities yet to Develop

    B.2.2 Status of Teacher's Training and Preparation

    B.2.3 Infrastructure Facilities yet to Develop

    B.2.4 Friendly Environment & Friendship with Classmates and Peers

    B.2.5 Lack of Disability Friendly Learning Materials

    B.2.6 Recommendation to Overcome the Problems

B.1 Introduction

This section is outlining the predominant findings that emerged from data collected and analysis of individual interviews carried out with teachers at mainstream primary school. The study also considered a good amount of information from secondary data gathered from the literature review relevant to mainstream education for children with disabilities. These findings are illustrated by the viewpoints of respondents and are related to the various aspects of mainstreaming education of the children with disability, which correlate with the aims and objectives of this study.

B.2 Findings and Analysis

The researcher collected the data through in-depth interviews of five school teachers of mainstreaming primary school. For maintaining the hetero generosity, researcher took different sex, age level, experience, area etcetera. Researcher used to introduce in-depth interviews allowed me to get adequate answers to complex questions and helped uncover relevant information needed for the study. Among the teachers, two were from Dhaka city and three were from Nilphamari and Dinajpur district respectively. The study was also triangulated as a qualitative cross-validation applied to assess the sufficiency of the data. In this regard, data from primary sources has been blended together with secondary sources of data. In considering the research ethics, confidentiality and anonymity, the respondents have given pseudonym as for the teacher T1, T2, T3, T4, and T5. A thematic analysis has been followed that looks across all the data to identify the common issues that recur, and identify the main themes that summarize all the views that have been collected.

For effective analysis of the finding of this study have been categorize according to the following themes. All the themes are correlated with the aims and objectives of this study.

B.2.1 Resources and Opportunities yet to Develop

B.2.2 Status of Teacher's Training and Preparation

B.2.3 Infrastructure Facilities yet to Develop

B.2.4 Friendly Environment & Friendship with Classmates and Peers

B.2.5 Lack of Disability Friendly Learning Materials

B.2.6 Benefits of Mainstreaming Education

B.2.7 Recommendation to Overcome the Problems

B.2.1 Resources and Opportunities yet to Develop

Education is a right of every child no matter who is he/she irrespective to religion, cast, age, or any other identity and whether she/he has disability or not. Education equips children to meet the challenges of the life. Education is the key to empower a person through providing information, options for earning, skills for living, and contributing to the society. Education involves growing up knowing the environment in which we live in. It is a human right with immense power to transform the environment in which people are living, as it is a powerful instrument of social change and often initiates upward movement in the social structure. In order to make education for all a reality, every child must have access to education first and then quality education. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties like the Universal Declaration of Human Rights (1946), Convention on the Rights of Child (1989), and UN Convention on the Rights of Persons with Disabilities (2006) prohibit any sort of exclusion from educational opportunities on the basis of sex, ethnic origin, language, religion, nationality, socio-

economic conditions, abilities etc. However, millions of children continue to experience exclusion within (and from) education systems across the world. The study shows that the opportunity of mainstream education for the person with disability is yet to grow. The number of schools are available almost everywhere but most of those are not prepared to ensure admission of the children with disabilities. Half of the interviewed teachers mentioned that although they want to admit the children with disability to their school but they feel that the school does not have proper facilities to meet the required need of the children.

The school has its own curriculum and text to deliver the education but since the children need additional support to be taught in the classroom, most of those supports are absent.

Respondent (T1) mentioned that. . ..

> *"I have got the training on Inclusive Education from our department*
> *which has provided me lots of ideas on how to include a child with*
> *disability in the class together with other children. We also learned*
> *that each and every individual child with disability has special*
> *education needs, accordingly he/she required the support for his/her*
> *accessibility to learn. But most of the support are absent".*

A teacher is a person to deliver the education using different methods and teaching aids considering to the needs of individual children but if those aids are missing than what to do? Especially in case of children with disability!

Respondent (T5) has opined that......

> *"Only ramp in the school for accessibility within the school campus to*
> *enter into the classroom. But the question is that 'what about classroom*
> *accessibility as well as inclusion'? Two of my students have physical*

disability with an impairment of movement. Unless the accessibility is ensured from home to school again there is no use of inclusion at school level. I need assistive devices for meet up the individual requirement while classroom delivery. But it is not provided",

For taking class effectively teacher has to speak loudly to listen to her well by the student. It makes teacher tired within very short time. So, she needs assistive device. Besides, student with physical disability need transport facility to and from home to school. Both case resources and opportunities are absent in the mainstream school.

Respondent (T2) mentioned that. . ..

"In the school it is difficult make a child with disability to adjust with other children in the class. Almost all the children in the class except the person with disability feel a bit separate and feel they are different from the child with disability. This made him feel excluded of his own. However, being a teacher, he wanted to make the other students understand, but since they are influence by the society and culture. This is very common in our society to make fun with person with disability. Even they are child but still they are influenced by the society to make fun with whom need much support from other in the society."

There are numbers of problems for children with disability not only on learning but also on social adjustment. There are external factors to make them excluded. For this reason, it is not enough to enroll in the mainstream school, but have to give them quality time to reach the goal. So, inclusive education even though officially introduced but it should take more time to have fully inclusive system.

Analysis of Resources and Opportunities yet to Develop

Bangladesh government announced inclusive education facility in its all mainstream primary schools in Bangladesh in 2008. Gradually, government tried hard to provide necessary support to facilitate inclusive education throughout the country.

Children with disability have the right to education no matter what their disabilities are, sex, ethnic origin, language, religion, nationality, socio-economic conditions, abilities etc. Necessary facilities required for inclusive school is yet to fulfilled. Nowadays children with disabilities are going to school but since the facilities are not as required by the need of individual student with disability, later they loss their interest to continue schooling.

There are some other problems that also influence the children with disability for losing their interest to go to school. Some of the teachers are not really committed to hold the responsibility to promote inclusive education. They think it is an extra burden for them to work for inclusive education. Gradually, it influences the parents to make them understand that there is no improvement of the children sending to the school. Since the lost the interest, they stop sending their children to school. Secondly, it is also incurring extra expenditure for the family. Finally, children with disability left behind and remain out of school.

Conclusion

Mainstream education for children with disability is ultimately promotion of inclusive education. Government is very positive to include children to its mainstream education system. But to make it fully functional including children with disability is yet to developed. Very little infrastructural development has been initiated so far but other facilities remains absent. Adequate resource allocation is absent, but gradually improving, teachers have been trained but still not fully capable and skills enough to

manage individual special needs of a child with disability. And above all the mind-set of the system is the big challenge.

B.2.2 Status of Teacher's Training and Preparation

In Bangladesh we have around 63000 government primary schools. Besides, we have around 35000 primary schools like madrasa, and kindergarten covering all the primary age group of children. For 63000 government primary schools it is declared that those schools will promote inclusive education. Government already has taken several initiatives to make those schools capable to promote inclusive education. By the time some adjustments were made like installation of ram of all the new school buildings and also in old school building. At least one teacher from each government primary school has given training on inclusive education management. Training outlined was developed. All together the course was for 5 days each. The teachers' training institute for primary school teacher is yet to adopt inclusive education training as a full package of inclusion. The short-term courses should also be upgraded considering the new skills and ideas.

So far only one teacher was considered from each school for such training which is ideally only one sixth of total number of teachers in a school or as a whole. A primary school has 6 classless including pre-primary classes. If we count only one teacher from one school trained on inclusive education, meaning 5 classes have untrained teachers on inclusive education. Inclusive education is obviously a very technical skill. The training on inclusive education was only for 5 days for the teacher. It was not enough in any case. And only one teacher out of six teachers trained on inclusive education in a school. As an example, when only one teacher is trained than there is no trained teacher in other five classes.

There are other challenges as well. If there are five students with disability in any single school, there are chances of each of the student might has different type of disability and each type of disability needs individual methods and techniques to be taught. For successful implementation of inclusive education, each teacher of the school should have sufficient training to handle the children with disability does not matter what type of disability he/she has.

Respondent (T3) mentioned that. . ..

> *"Being a teacher, I cannot do any separate arrangement for the child who has low vision. Since I do not have training on how to handle a child with disability, I don't know how to meet her especial education needs. I have been working as teacher since last ten years in the primary school. I have some short courses by the time including Dip-in-Ed but I never have chance to received training on inclusive education. Except the low vision girl in my class, rests of the students are so called normal (they are not disabled) student. I have to take care of the majority of students. So, I don't have time to take care of the poor girl who has been suffering from low vision. In our school we have almost no facility to provide to the child with disability. The other children in the class make fun out of her impairment. Sometimes it makes us upset".*

A low vision child needs especial care and supports. For correction of her vision she should go to especial doctor to see what the doctor can advise. She might get spectacle or special glass. Or she might need magnifying glass to see and read the books. In the classroom she needs to sit in the front of the classroom so she can see things better and follow the teacher better. She should be placed straight to the blackboard and not against the light to avoid reflection on the blackboard and follow the blackboard better.

Teacher should write use to write deep and wider line on the blackboard while writing. Teacher should explain a bit louder while writing on the blackboard. Teacher should divide her/his class time in two parts, one is for all the students together and the other part of the time is for the girl with low vision to meet the special requirements of her. Since the teacher does not have training on inclusive education it is obviously difficult for her to provide proper support as required by the poor low vision girl in her class. Gradually, the girl became less achieving in the class compare to other peers of her class.

Respondent (T4) mentioned that. . ..

> *"I am also teaching in class two, where the girl is also sitting in the class. I understand I am not doing appropriately what she wants. I feel shocked as my contribution to her is too poor to her requirement. I heard that Braille book is the solution for her. Unfortunately, there is no teacher trained on Braille book. On the other hand, I heard that Braille material is also expensive and not easy to find. Unless we have expertise on Braille materials how can we suggest the family to manage a set of Braille material. Since I don't have any training on teaching to the person with disability, I feel sorry for not being able to do anything for them".*

There are four to six periods for each grade in primary school. If only one teacher is trained on inclusive education it is easy to understand that except him/her none can help the child better as per standard protocol. As an example, if only one teacher is trained on inclusive education in a primary school. Say, the trained teacher is responsible for math. While she/he is in that specific class where a child with disability is there, he/she can help the child more appropriately then the other teacher. What about the

performance of other teachers in that school in regards to inclusive education? Without training it is obviously impossible to provide support and deliver the class appropriately.

Respondent (T1) mentioned that. . ..

> *"A student with disability has been suffering from low vision impairment since she born. She has problem to see things clearly. She can see things haggy. If the object is in light color she can even see very less even sometimes not, more unclear, invisible. She cannot see small letter in the book. She cannot follow things if light is less and not bright enough, and less in the dark. When she was 7 years old, parents get her admitted to this primary school. She complete grade one and promoted to grade two. I compare with the progress of my nephew as they are in same class; this children with disability is performing very less. We are trying to make her learnt but not that much compare to other student in her class. And most of the teachers of this school do not have training on how to work with student with disability".*

For a low vision student in school with mainstream primary education system if the school does not have adequate facilities supporting to fulfill her need, how can she get learned fully although she does not have any intellectual disability. She needs trained teacher, assistive devices, supporting infrastructure, adjustment of internal arrangement, inclusive environment where she can accept as she is. Only then she can learn better and can perform better.

Analysis of Status of Teacher's Training and Preparation

According to 'Protibondhi Baktider Audiker O Surokkha Ain 2013' there are 13 types of disability, which each of the type has its own different needs and requirements? Disability itself is a complex matter. Numbers of specialists are needed even for a single person with complex disabilities. As an example, a child with cerebral palsy may need at least a physiotherapist, a speech therapist, a Neurologist, and a clinical psychologist. And besides all he/she needs an educationist appropriate to teach him/her. So far in our mainstream school system there is no scope to have such facilities.

According to the law, it is said that each school should take measures to accommodate the children with any special education needs.

Conclusion

There are scarcities of number of trained teachers in mainstream school. So far, each school has only one teacher who is trained on inclusive education. It is not enough for a teacher to provide support to the educational requirements of a child with disability. Training should the given to all the teachers not only on inclusive education but also on special education since every individual has requirements of some special needs to be addressed. If all the teacher of mainstream education will be sufficiently trained on inclusive education and on special education it is easy to cover them under education support.

B.2.3 Infrastructure Facilities yet to Develop

In many mainstream schools do not have proper infrastructure facilities for children with disability. The floor is not smooth and leveled enough to go from one room to another or going from veranda to classroom. Height of the sitting benches are not in proper measurement. Block board is not placed on the proper site on the wall. Many of

those blackboards are slippery which are too difficult to use chalk-stick. Some of the boards are also reflecting light because of improper placement straight to the light. Placement of the toilet is not friendly and also the design is not friendly to the person with disability. Many of those basements are very high for sitting. No one can go with wheel chair to use the toilet. In case of multistoried building, it is difficult for a physically challenged person to cross the satire to go to first or second floor.

Useable toilet is very important for the student to continue for whole day during the school hours. Children with disability are more vulnerable to use the toilet if it is not properly accessible for them. Similarly sitting arrangement is also important to use in comfortable manner during the class.

Respondent (T1) mentioned that. . ..

> *"In our school we have twin latrine which one is for girls and the other is for boys. We do not have toilet marked for children with disability. When a student with disability wants to go to toilet, he has to go to the same toilet installed for other students. In our school we do not have English commode which is better to use by the student with disability. Bangla pan (Bangladeshi toilet model) toilet is a difficult one to use by the student with disability. Unfortunately, we do not have other option".*

Toilet is an important facility for a place where 150 to 300 children (students) including teachers have to stay for 6 to 7 hours in a day and round the year. If it is not useable or hard to use for some persons, how he/she can manage to stay long 6 to 7 hours comfortably! So, in each mainstream school should have at least one toilet especially design and installed for children with disability.

On the other hand, in every mainstream school there are sitting arrangements in the form of seat bench for sitting and high bench to put the book on and work on it. Measurement of the seat bench specifically height of the bench is important to sit comfortably. Height should be based on the height of the student. Children with disability generally suffer with numbers of associated problem together with their disability. Some of the children with disability are short in height and some may have different kinds of physical deformities. If the height of the seat bench is taller than the height of the student, there will be gap between foot and the floor. If that happen than there will be pain in back thy muscle. It also influences to more physical deformity.

Respondent (T4) mentioned that. . ..

> *"A student with physical disability has got admitted in our mainstream primary school. He is short in height than usual. He refused to sit on the bench at school because he has got pain on his back and hip. He lost his interest to go to school. He told me that it is difficult for him to sit on the bench with such height".*

Furniture with appropriate height is important for the body to use comfortably. Otherwise it will be painful and also will stimulate to grow with physical deformity. So, accessible and useable toilet and bench are important for children with disability. It is not difficult to manage. Only the thing is that we have to plan ahead of time of customization of the infrastructure. A common size of shoe cannot fit everyone's foot.

There are other infrastructural adjustments issues are there in every school not only for children with disability but also for others. The placement of the blackboard, floor level, ram, school ground, road, door and window, placement of classroom (first floor/second floor etc.) for children with disability.

Analyses of Infrastructure Facilities yet to Develop

Toilet facility is important to meet the need of natural call. Most of the toilets are built considering for general student not for any special or challenged person. So, how can a wheel chair user or a white can user or a blind person, or children with partially paralyzed can use? It is not a difficult task to manage. Even it is not costly but needed proper planning and understanding about individual need. We should have to think beyond the usual box on how to fit.

Similarly, for seating arrangement, we have to think of proper height of a child. There might be common size but there should also be especial size and height of the bench to sit.

Can we memories of a fact either in our own life or experience of any body's life regarding uncomfortable sitting arrangement? Do we think similarly for our children? If we are not providing comfortable seat bench how can a child pass whole day with peace and can follow well to the teacher rather, we can expect unusual physical deformity which will be grown gradually.

Conclusion

In the mainstream school government is investing huge amount of money for school infrastructure. It is only the need of thinking about everyone cannot equally fit for one single size, definitely not. So, we should think how best we can design the infrastructure including sitting arrangement and toilet that will fit better to serve everyone's need and will be comfortable to use. Without having those facilities appropriately addressed, children face difficulties during the school days especially children with disabilities. The school authority should think of the matter while going to invest for construction of the infrastructure for school.

B.2.4 Friendly Environment and Friendship with Classmates and Peers

It is hard to get admitted in the mainstream school for children with disabilities because of accessibility challenges they generally faced. It might happen that some of the children with disability face speech and hearing problem, some face intellectual disability, some suffer with cerebral palsy (CP), while some other has physical disability, some might have visual impairment etc. Again, the school curriculum, books and materials, infrastructure like seating arrangement, writing board, lighting and ventilation, toilet facilities, floor and rooms, stair, drinking water supply etc. if those are not comfortable and user friendly than accessibility is a big question. Similarly, the school environment including teachers and students are also important to provide comfortable accessibility to the children with disability then they will feel excluded. Accessibility questions are not limited for children with disability. It's not always materialistic but also importantly the school society. If the teacher does not have sufficient understanding about the disability for a particular student, it is obviously impossible for him/her to provide need-based support. No matter of what kind of support the children with disability is needed.

Teachers' classroom delivery of the lessons at the school if not address the need and requirement of a children with disability than certainly they feel excluded. As an example- a child with visual impairment admitted at school in any grade. He/she may need support at home for to and from school. He/she may need either transport support or someone to accompany to him/her to school and back. If that problem is overcome or minimize the second problem for him/her starts at school. He/she need smooth entrance to go inside the classroom. He/she may need support to sit on the bench. However, when teacher starts his/her classroom delivery of the lessons the first problem

the boy/girl with disability suffers with visual problems. May be, he/she cannot see the teacher, cannot follow the blackboard, cannot see the book and printing, use of teaching learning aids. What will happen on the very first day at school? What will happen by a month or two or three or more? Every day he/she become excluded and he/she can assume that he/she will be excluded the next day because of his/her experience at school. What the boy/girl with visual impairment is needed? He needs friendly infrastructure including human infrastructure.

Respondent (T5) mentioned that. . ..

> *"One of my students has got admitted in this school in grade one. Parents come to us in several occasions to convince us to allow their daughter to school. Finally, we accepted to get her admitted. Parents had to manage her transport to and from school because she cannot come alone for her impairment. Now her parents complain that she learned nothing so far although she has been passed almost six months. I tried to find out the reasons, and found there are numbers of reasons that she has been suffering with in particular class performance and learning, such as teachers are not cordial about her learning and her classmates bulling her. So, the girl feels frustrated".*

School is for learning for student. If someone is not learning there is no use of school even what is the version and how good the school is. However, government primary schools in the village are almost all of them are with Bangla version. In several occasions the little daughter tries to make understand of the teacher but nothing happened.

On the contrary teachers are also suffering from techniques and methods of delivery and also necessary teaching equipment or aids necessary for the little girl. School needs

braille book, slate and stylus are also needed to use to write. Special paper is also needed. And above all the teachers are also needed how to use the braille book, slate and stylus. Supply of braille book and other required tools are not available in mainstream schools in Bangladesh. So, the only thing the girl with visual impairment is getting is every day she has to come to school and fulfill the attendance at school.

On the other hand, some children at school make fun with children with disability which forced them to feel excluded at school. During the leaser time and between the class other children are making in the same class are making fun with the children with disability. A child with stammered problem has been suffering from jokes seriously by the other students at the class. So, gradually he stopped to speak in the class. He knows whenever he starts speaking in the class the other children make laugh out of it because he has been suffering with stuttered. Children make funny grimace with him immediately. Stop talking means stop learning.

Sometimes they also try to beat him which is humiliating to him although the child is not responsible for that.

He tries to make complain of it but no solution is being resulted rather torturing is increased day by day.

Respondent (T2) mentioned that. . ..

"In fact, this is part of our culture that people make fun out of those children suffering from disability. We do not find any reason of being making fun with anyone who has been such disability which the person is not responsible. We know in the school the other children try to make pleasure to the disability of the child. It is because she cannot prevent or protect herself from the humiliation".

Student seems they are playing with the disability like any game to enjoy which is not good in any case. Children should grow with humanity not as inhuman nature. But unfortunately, that is happening in many schools and also in the community. Social awareness is important to grow among the children to be sympathetic to other. Exercise on empathy to cultivate within the society is much urgent in particular to the life of children who become future citizen of a country. Some form of humiliation targeting to inability for a person is not accepted and welcome.

Analyses of Friendly Environment and Friendship with Classmates and Peers

Children with disability have the similar rights like others in the society. As per constitution of Bangladesh everyone has equal rights in the eye of law. No one should be discriminated for any reason like religion, cast, and culture and believe. As right holder, they should have the right for education and living with dignity.

Children with disability are marginalized for their impairments, although they have the equal rights like others in the society. It is the duty of the state to provide and take all necessary measures to extend cooperation through ensuring friendly accessibility to those are suffering with disability.

Since the children with disability are suffering with numbers of obstacles because of the inappropriate infrastructure, facilities and finally understanding of the society around, it is therefore not easy to provide accessibility support as required. The main obstacle is the people's mindset. Many of us never feel concern about others in particular with people with disability.

Since the children with disability have the right to education, living with dignity and freedom from any exploitation, abuse and torcher, it is the role of the duty bearer to provide all out support to them.

Conclusion

It is true that the children with disability are not getting support as human being. People around with them are not sensitive enough to understand the sufferings of the children with disability rather many of them are making fun and some of them are showing abusing behavior.

It is important to provide awareness programme among the children at the school and the community around. The duty bearer should also be sensitive to them. Only then they can grow with more potentiality in the society and can contribute much and they should not be burden anymore to the society as well as for the family.

B.2.5 Lack of Disability Friendly Learning Materials

Children with disabilities are suffering with mostly accessibility problem. Going to school and come back after school hours does not mean someone as student is reading, understanding and learning! Learning is a process of use of sense organs through which perception is made. Every child in a regular set up use those sense organs like eye, ear, mouth, touch and finally process information coming through those sense organs and he/she draw an understanding about what it is, and what it is not.

A child with disability with any sense organ may have difficulty to get the information about the matter. Children with anyone of following disability will have some kind of accessibility problem.

- Children with vision impairment
- Children with hearing impairment and speech problem

- Children with paralysis

- Children with intellectual disability etc.

The above types of disabilities have numbers of challenges those are sighted below-

Children with Vision Impairment

Children with vision impairment cannot see things like others. They are fully unknown about the colour, shape, size, height, length, weight, classroom and its environment, books, teachers, blackboard etc. The child needs to be acquainted with those items to learn. He/she needs to know in any way all those by any means. There are ways to build the bridge between the child and the learning environment.

It is believed that up to 80% of what children without visual impairments learn is through visual cues. Reduced vision often results in a low motivation to explore the environment, initiate social interaction, and manipulate objects. The limited ability to explore the environment may affect early motor development. Visual loss imposes three basic limitations on children. These limitations include the range and variety of experiences, the ability to get about and the limitations in the ability to control the environment and oneself. The stated restrictions adversely affect the learning of children with visual impairments. Most of the current educational curriculum is oriented towards the use of eyesight, hence, individuals, who are visually impaired experience challenges when acquiring education. The challenges experienced by visually impaired can be resolved by the use of technologies, materials, devices and equipment. The availability of human assistance in making them understand the concepts and taking exams is vital.

However, the child with visual impairment needs additional support to get acquainted with information of the curriculum and to learn. Learners with visual impairments are

the heterogeneous group with varied nature of problems and difficulties that require appropriate attention in the implementation of curriculum and instructional systems in order to perform well academically. The academic performance of the visually impaired students is in a deprived state, they experience problems in not only understanding of academic concepts, but also in the performance of assignments and in taking exams. The problems and difficulties experienced by these students calls for more teachers in special needs education, who are skilled and proficient in the implementation of their job duties.

Respondent (T3) mentioned that. . ..

> *"I have been working as teacher in mainstream primary school since last 17 years. I have seen numbers of children with disabilities were admitted in my school. Most of them were left the school after one or two years of their admission. There were many reasons why they were not be able to continue. It was not their fault but the school authority did not manage to provide teaching and learning appropriate for them. Going to the school for them is always more expensive than the others. But if they don't get education why should they come to the school. The main reason was that the teacher did not have adequate capability to provide appropriate methods of teaching for them and secondly, they were in need of appropriate assistive devices and learning aid that were absent in the school. so, we were unable to provide education."*

Generally, the printed textbooks and instructional materials used in classrooms are not accessible to students and create barriers to learning. Students must be provided with materials in a format that they can access to participate and achieve in the general curriculum. Many students with visual impairments may require one or more

specialized formats including braille, large print, audio and/or digital. When specialized formats, paired with support for proper use, are matched to a student's unique learning needs and combined with effective instruction in reading, the result can mean the difference between exclusion and achievement across the curriculum.

A set of teachers is also needed experienced and skilled on using different teaching learning aids in a class where children with visual impairment attending together with other students. Both the skill teacher and appropriate teaching learning materials is absent in most of the mainstream primary schools in Bangladesh. So, the children with visual impairment feel excluded because of the appropriate aids and skills teacher.

Children with Hearing and Speech Impairment

Loss of hearing is a problem restricts to the sounds around. It is difficult for the child to recognize the sound and later meaning of the sound. Oral communication is hampered because of the loss of hearing. There are numbers of ways that affects the learning however it is said that there are four major ways in which hearing loss affects children.

There are four major ways affects children with hearing loss; (i) It causes delay in the development of receptive and expressive communication skills (speech and language). (ii) The language deficit causes learning problems that result in reduced academic achievement. (iii) Communication difficulties often lead to social isolation and poor self-concept. (iv) It may have an impact on vocational choices.

Effects on Vocabulary and Sentence Structure

Vocabulary develops more slowly in children who have hearing impairment. Without extra intervention children with hearing loss do not catch up what has been taught

around. They have difficulties to understand words with multiple meanings. Children with hearing loss cannot manage to make big sentences because they do not have many words to make it clear. They usually use shorter and simpler sentences than children with another group. Children with hearing loss often have difficulty understanding and writing complex sentences. Some of the words they cannot hear.

Respondent (T4) mentioned that. . ..

> *"A boy with age about 8 years old was often come to my school where I was teaching. The boy has been suffering with hearing impairment. It seems to me, he was only managed to recognize a bit sound only, not the word or sentence fully. It seems to me he was too motivated to learn. He had been to the school almost every day. But being a teacher, we failed to provide him education. We did not know how to communicate with him to make him understand, alphabet, words, sentences. What happened at the end gradually he lost his interest to school and stopped to come to the school? He was in need of hearing aid and we the teachers were in need of proper training on how to use appropriate methods to make him learned."*

Some of the sounds the children with hearing loss often cannot hear quiet speech therefore they are unable to include them while talking. Thus, speech may be difficult for other to understand. They cannot hear their own voice while speaking. They may speak either too loudly or not loud enough.

Children with hearing impairment have lots of difficulties with all the areas of academic achievement, especially reading and mathematical concept. Their achievements are always less than that of their peers at school because of their hearing impairment.

Children with severely hearing impairment have much problem than that of the mild hearing loss.

How to Minimize: Children with hearing impairment might need special devices to minimize their loss of hearing. Hearing aid and cochlear implant may be help to improve the situation to minimize the gaps. Besides, skilled teachers are very important to provide delivery of the class. The teachers should have enough skills to demonstrate on how to use all the teaching learning aids, how to speak to the child with hearing impairment, use of leap leading techniques.

Children with Paralysis

Palsy describes the paralysis of voluntary movement in certain parts of the body. Some children with CP also have coexisting conditions, such as vision and hearing impairment. These disorders are caused by brain damage and are not a direct result of one's cerebral palsy. Cerebral palsy can affect a person's posture, balance and ability to move, communicate, eat, sleep and learn. People with severe cerebral palsy may also have difficulties with swallowing, breathing, head and neck control, bladder and bowel control, eating and have dental and digestive problems.

Strategies for Learning and Teaching

Remove obstacles so that the student can move freely from lesson to lesson. Consider physical access issues such as ramps, toilets and classroom layout. Incorporate advice from the occupational therapist in the student's program. Use computers and audio-visual aids in the student's learning and teaching program. Specialized equipment may also be necessary such as adapted keyboards, page turners, word boards or special desks. If writing is difficult consider using a tape recorder. If students use wheelchairs, where possible place yourself at their eyelevel when talking to them. Table-type desks

with adequate leg space will need to be considered if the student has a wheelchair. The board in the classroom may have to be lowered if the student is in a wheelchair.

Respondent (T1) mentioned that…...

> *"I do not know how to teach student with cerebral palsy. We do not have the necessary training and teaching-learning aids to teach them. So, we will not carefully think about their learning from our classroom".*

Children with Intellectual Disability

It is not easy to teach children with disability in the class. Sometimes techniques and efforts teachers follow in the class do not work for them. So, teachers lose their interest to teach them. Respondent (T5) opined that …….

> *"We face problems to teach children with intellectual disability in the class. We do not have the knowledge of techniques or methods to attract them to lessons. Most of the time they do not express interest to the learning aids we provide in the class. They usually cannot sit in the classroom continuously. Knowing how to teach them and how to sit in class would have taught them well".*

Children with intellectual disability might have numbers of learning difficulties. Many of them cannot follow the instructions given by usual classroom setting. They have difficulty of understanding like trouble with remembering what someone just said, fails to comprehend what he reads, delayed speech development, struggles to express ideas in writing, transposes math symbols and numbers, very messy handwriting, significant difficulty in spelling, lacks coordination in walking and sports etc.

Students with intellectual disabilities may have trouble with only a couple of these listed items, or they may show problems with several of them. If you see one or more of these signs in your child, you may want to investigate further by having a professional assess your child for an intellectual disability.

One such strategy is to break down learning tasks into small steps. Each learning task is introduced, one step at a time. This avoids overwhelming the student. Once the student has mastered one step, the next step is introduced. This is a progressive, step-wise, learning approach. It is characteristic of many learning models. The only difference is the number and size of the sequential steps.

A second strategy is to modify the teaching approach. Lengthy verbal directions and abstract lectures are ineffective teaching methods for most audiences. Most people are kinesthetic learners. This means they learn best by performing a task "hands-on." This is in contrast to thinking about performing it in the abstract. A hands-on approach is particularly helpful for students with ID. They learn best when information is concrete and observed. For example, there are several ways to teach the concept of gravity. Teachers can talk about gravity in the abstract. They can describe the force of gravitational pull. Second, teachers could demonstrate how gravity works by dropping something. Third, teachers can ask students directly experience gravity by performing an exercise. The students might be asked to jump up (and subsequently down), or to drop a pen. Most students retain more information from experiencing gravity firsthand. This concrete experience of gravity is easier to understand than abstract explanations.

Third, people with ID do best in learning environments where visual aids are used. This might include charts, pictures, and graphs. These visual tools are also useful for helping students to understand what behaviors are expected of them. For instance, using charts

to map students' progress is very effective. Charts can also be used as a means of providing positive reinforcement for appropriate, on-task behavior.

A fourth teaching strategy is to provide direct and immediate feedback. Individuals with ID require immediate feedback. This enables them to make a connection between their behavior and the teacher's response. A delay in providing feedback makes it difficult to form connection between cause and effect. As a result, the learning point may be missed.

Conclusion

Student with disability in many cases they are in need of numbers of assistive devices and as well as proper methods to learn. The teachers and school authority they don't have the capacity to provide any such assistive devices in one end, on the other hand teachers are not sufficiently skill enough to provide appropriate methods and material for make them learning. Without those requirements it is absolutely impossible to include them in the learning system. and without proper learning system how a person can learn.

It is not the fault of the students, why they were not learning, it the fault of the system failed to provide appropriate learning.

Disability is not the responsibility of the person to blame. It is the responsibility of the state to provide adequate accessibility for them to learn. The main problem is that the authority does not understand what to do, how to do, and importance to do. Mindset of the school authority as well as the state is that they do not feel educating all is our joint responsibility. We have also resource scarcity to provide appropriate assistive devices to the children who is in need. But above all, we don't feel the responsibility that we

the duty bearer cannot excuse ourselves that we did not have capacity to manage rather the true matter was that we never feel that it is the right of the child to get educated.

B.2.6 Benefits of Mainstreaming Education

In the context of Bangladesh mainstreaming education is yet to develop to make it effective for children with disabilities. Lack of trained teachers, bullying by the peers and people of the community, lack of disability friendly learning materials, infrastructure is the problems of mainstreaming education of the children with disability. But there are some good things in the mainstream school for children with disabilities, such as socialization and imitate the behavioral pattern of nondisabled children that is absent in the special school.

Respondents (T3) mentioned that….

> *"I observed some students with disabilities from the very beginning of their schooling and I feel that after few months there are some changes in their behavior. They now more comfortable it the school with their classmates and peers. They also learn some manners and apply it regularly. One of my students learn to give salaam to the teachers to watch their classmate".*

Similarly, respondents (T4) mentioned that….

> *"I received training in inclusive education. In our school there are three students with disabilities. Of these, one has vision impairment, one with physical impairment and another one with intellectual disability. The student with Physical impairment is improving his education. The student with vision impairment can listen to the teacher and memorize*

many things. But the student with intellectual disability do not understand that much. So, he is not getting education to say. But he learns to do some of his own activities to stay with others. There is a slight change in behavior. It is good to be able to mix with people. Above all it is very good to come to school rather than stay at home".

The study found that there are certain progressions on conduct of the children with disabilities and some of capacities escalating. They learn how to buy food from shop, how to eat it. They also learn some social behaviour like respecting others, be with the friends and surroundings. These skills will help them to maintain their own life and to become social.

Analysis of Benefits of Mainstreaming Education

Around the world, children are excluded from schools where they belong because of disability, race, language, religion, gender, and poverty. But every child has the right to be supported by their parents and community to grow, learn, and develop in the early years, and, upon reaching school age, to go to school and be welcomed and included by teachers and peers alike. When all children, regardless of their differences, are educated together, everyone benefits—this is the cornerstone of mainstream education. Mainstream education systems provide a better-quality education for children with disability. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together.

Conclusion

Children with disability will be more benefitted be with the mainstreaming education system rather than special education system. It has vast opportunity to learn social behaviour by watching behaviour and daily activities of non-disabled children.

B.2.7 Recommendation to Overcome the Problems

Teachers are asked to recommendation to overcome the problems of mainstreaming education of the children with disability in Bangladesh.

The respondent (T3) mentioned that ……..

> *"The common challenge to overcome is debunking the myths and misunderstandings of inclusive education in mainstream system. We need to provide educators, schools and communities with accurate, up-to-date information".*

Similarly, respondent (T5) recommended that ….

> *"In the mainstream school there will be a teacher who only work for the children with disability for their betterment. Infrastructure will have to be disability friendly and curriculum will be limited for the children with disability. Besides, proper recreation facility will make them interested to come to school regularly".*

To make a significant benefit to the entire school community in mainstreaming school systerm, there will have to make sure some facilities including trained teacher, separate room friendly infrastructure and curriculum.

Analysis of Recommendation to Overcome the Problems

Mainstreaming education of the children with disability is a challenge and to overcome it we need to arrange proper facilities for the children with disability. There may be some need for focused instruction outside of the classroom, which usually happens during the least disruptive time of day. In addition to curriculum, materials and resources are made accessible to all students. Varying levels of text, visual supports, manipulatives and assistive technology are woven into the class program. Children of the disabilities are not normal learner so more research is needed to find out the suitable method for making is successful.

Conclusion

Inclusion the children with disability in mainstreaming education is a belief system that values a child's abilities first, not their disabilities. Because it involves the entire school community, there are challenges that can be faced. However, knowledge, discussion, access to resources and support, along with ongoing communication, can help those challenges feel surmountable. Children of all abilities can then truly have equal access to a free and appropriate education.

CHAPTER SEVEN

Discussion

7.1 Introduction

7.2 Discussion

7.3 Conclusion

7.1 Introduction

The researches on mainstreaming education of the children with disability have made important contributions to promote this system for large numbers of children who have disability but right to get education and to lead a better life. Also, researches provide important baselines and as such must become a regular component of monitoring education standards. Research findings are helping to define strategies to ensure specific target groups are reached, (UNICEF, 2015). This study involved an investigation into the needs of children with disability to continue their education through mainstreaming education system. The present research has uncovered many important aspects of mainstreaming education of the children with disability in Bangladesh. The following discussion will address the major findings of the study in relation to the experiences that were recounted to us by the respondents in the research. The main themes that emerged from the findings of the study will be discussed in this chapter and commonalities and contradictions will be drawn in relation to the literature reviewed in chapter two.

7.2 Discussion

Children with disabilities face multiple forms of discrimination which leads to their exclusion from society and school. Attitudes toward children with disabilities, as well as a lack of resources to accommodate them, compound the challenges they face in accessing education. While lack of access to school is an issue, an equal concern is the inability of the education system to ensure quality education for children with disabilities, (UNICEF, 2015). In Bangladesh mainstreaming education of the children with disability is in practice mode. Researchers on mainstream education system have identified the population of this group, the facilities, resources, services and

opportunities of mainstream school system, reason of dropout, attitudes, problems and recommendations of mainstreaming education of the children with disability. But present study attempted to disclose the far more issues and information related to mainstreaming education of the children with disability that may help the country to advocate this system.

The study shows that the opportunity of mainstream education for the person with disability is yet to progress. The number of schools are available almost everywhere but most of those are not prepared to ensure admission of the children with disabilities. Half of the interviewed teachers mentioned that although they want to admit the children with disability to their school but they feel that the school does not have proper facilities to meet the required need of the children. The Government of Bangladesh is certain to incorporate children to its mainstream education system. But there are very little appropriate teaching aids, assistive devices, and learning materials. For this reason, trained teacher could not attend children with disability properly during classroom delivery. Very little infrastructural development has been initiated so far but other facilities remains absent. Adequate resource allocation is absent, but gradually improving, teachers have been trained but still not fully capable and skills enough to manage individual special needs of a child with disability. And above all the mind-set of the system is the big challenge. Non-disabled children different from children with disability. They can do many things whatever they want. So, children with disability remain isolate in the class room. As a result, they face social adjustment problem and later they loss of interest and drop out from school. Some teacher thinks this is an extra burden and behave like this. So, parent feel their child has no improvement in this system. Besides, it is incurred extra expenditure for the family. So, they stop sending their child to school. This finding is consistent with the findings from the study of

Human Rights Watch (August, 2011) and Sandhya Limaye (2016). They showed in their research respectively that insufficient opportunities are barrier to continue mainstreaming education of the children with disability.

Children learn through imitating what they see the others are doing. So, in mainstreaming education system the children with disability get the opportunity to learn things from watching non-disabled children's activity besides their curriculum. Parents are being conscious send their children with disability to mainstream education school. According to Cumming and Wong (2010), research suggests that inclusion provides children with disabilities with more challenging learning settings and the chance to watch, learn and interact with more competent peers. Though some teachers are positive about this system and some are not. Though some humiliation situation creates by non-disabled children in the class parents are conscious about their child's education as the think it is better than special school. According to Ruijs and Peetsma (2009), also maintains that special schools are important, as they offer a choice for parents. In relation to this point, the findings of Gail Ferguson's (2014) study highlight a general consensus that parents should avail of their options and try mainstream school first.

There are very limited trained teachers in mainstream school. So far, each school has only one teacher who is trained on inclusive education. It is not enough for a teacher to provide support to the educational requirements of a child with disability. This study shows that training should the given to all the teachers not only on inclusive education but also on special education since every individual has requirements of some special needs to be addressed. If all the teacher of mainstream education will be sufficiently trained on inclusive education and on special education it is easy to cover them under education support to the children with disability. This result is consistent with the study

by Sifiso L. Zwane1 and Matome M. Malale (2018). They said that Lack of facilities in the governments' schools and teachers' incompetence in identifying learners facing learning challenges in their classrooms are some barriers to inclusivity. According to Bagree and Lewis (2013) teachers are often simply not trained or supported to teach children with LD, which makes these children among the most marginalised in terms of educational opportunity and attainment. National standards for teacher training can vary considerably between countries and are often inadequate. Teacher training for regular teachers also rarely prepares teachers for working in diverse classrooms and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities. This is a key reason why so many children with disabilities remain out of school or excluded from the learning process within school. Bagree and Lewis (2013) further argue that if we are to reignite progress towards quality basic education (early childhood, primary and lower secondary schooling) for all, then regular teachers need to be prepared to meet the learning and participation needs of children with disabilities. To do this they need to be given appropriate initial training, ongoing training and professional development, and ongoing access to adequate high-quality support and advice from specialist personnel. So, all teachers should get training to make mainstream education successful.

In a study Margaret Denny, Suzanne Denieffe and Majda Pajnkihar (2017), found that Children with disabilities living in the community strive for meaningful social inclusion and integration. The attitudes of society to such individuals living in communities continues to be the catalyst that will enable them to achieve genuine social inclusion and integration. This finding is consistent with the present research findings that revealed people in the society behave negatively to the children with disability. They make fun to the children with disability and try to make the family hopeless and

dishearten. Sometimes children with disability are attacked by bulling by the peers. So, they lost their interest not to come to the school. Society ensures harmony and cooperation among individuals. If society helps the individuals in numerous ways, great people also contribute to society by their wisdom and experience. Thus, society and individuals are bound by an intimate and harmonious bond. In a well-ordered society, there would be lasting harmony between the two. One of the most important things the society can do to help a disabled individual is to talk to them just like you would speak with any other person. The truth is that disabled individuals are not any less competent, creative, intelligent, or capable than any other person. This finding is consistent with the Indian Journal of Law and Public Policy (IJLPP) in an article on 'barriers to the implementation of inclusive education for children with intellectual disability in India, (2019)'. This article mentioned that the acceptance of children with special needs or intellectual disability is very low in the Indian society. Some parents find it shameful to introduce intellectually disabled children or suffer from the notion that they are the outcomes of their past sins. Sometimes even if the parents are supportive, other family members of the joint family system in India or neighbors might not willingly accept such a child with open minds and arms.

In a study Banks, L.M. & Zuurmond, M. (2015) found the challenges of getting to school due to long distances, lack of transport and unmet assistive device or other support needs.

Another article on 'Disability barriers to inclusion' by National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention (2019) stated that transportation barriers are due to a lack of adequate transportation that interferes with a person's ability to be independent and to function in society. Examples of transportation barriers include; lack of access to accessible or convenient

transportation for people who are not able to drive because of vision or cognitive impairments, and public transportation may be unavailable or at inconvenient distances or locations. This research also found the similar issue that transport support especially for the children with disability is very important. Any severity in disability may hampered and restrict the movement of the person. The far the distance is the more difficult it is for them to reach the school. In many cases managing to come to school from faraway to the school for a person with disability is impossible or need special arrangement to come. Transport is the only means to manage. If the family earning is not enough it is again difficult for them to send the child with disability to the school.

According to this study toilet facility is important to meet the need of natural call. Most of the toilets are built considering for general student not for any special or challenged person. So, children with disability face difficulties to use it. Besides, seating arrangement for the child with disability is not suitable to sit comfortably. We have to think of proper height of a child. There might be common size but there should also be especial size and height of the bench to sit. Similarly, Indian Journal of Law and Public Policy (IJLPP) in an article on 'barriers to the implementation of inclusive education for children with intellectual disability in India, (2019)' mentioned that transportation and infrastructure form a major problem in successful implementation of Inclusive Education in India. The schools must bring about infrastructural changes to provide a comfortable and safe environment for children with special needs.

This study found that the children with disability are not getting support as individual. Classmates around with them are not touchy enough to comprehend the sufferings of them somewhat a significant number of classmates are making fun and some of them are showing abusing behavior. This finding is consistent with the findings from the study of Indian Journal of Law and Public Policy (IJLPP) on 'Barriers to the

implementation of inclusive education for children with intellectual disability in India, (2019)'. IJLPP showed children with disabilities are often bullied by their peers or kept segregated from all social activities in schools. Similarly, in a study Eleni Didaskalou, Eleni Andreou and Anastasia Vlachou (2009) found that classmates and peers were actively involved in both bullying and victimization with higher rates in victimization. Bullying was mainly related to physical aggressiveness, humiliating and racist behaviors towards others and social isolation from peers, while victimization included destruction of personal belongings and being attacked.

This study found that there are few disability friendly learning aids. Also, classroom and books are not favorable to the children with disability. For this reason, the target of mainstream education system is not fulfilling. Similarly, in the study of Noman & Zaman (2011) stated diverse prerequisite for mainstreaming children with disabilities in education which include adequate arrangement to accommodate different types of children with disabilities in one class room, appropriate teaching learning materials, proper educational materials, and other preparations required for inclusion.

According to Wills & Jackson (2000), in mainstreaming school students with disabilities have regular peers as models of behaviour, problem-solving and other cognitive skills in cooperative groupings. These normal interactions are less likely if the students are being transported to a school some distance away. Gail Ferguson (2014) found that while inclusive education is beneficial for children with and without disabilities, particularly in terms of social development, oftentimes opportunity for genuine inclusion of children with intellectual disabilities is compromised by challenges and barriers that exist within the education system. Similarly, this study found that children with disabilities are benefited from mainstream schools, especially mainstream education methods are more effective in developing their social skills.

This study found that education of the children with disabilities in mainstreaming system will be enhancing if trained teacher will be appointed for special take care of the children with disability.

7.3 Conclusion

It is evident that a number of issues that emerged from the findings of this study correspond with literature reviewed in chapter four. Correlation exists in terms of the social benefits of a mainstream education system for all children for example, and the concept of what inclusion ought to mean for children with disabilities attending mainstream school. On the other hand, discrepancies can be identified in terms of the reality of its implementation and how it can be accessed. It is obvious that various issues that rose up out of the discoveries of this investigation relate with literature reviewed in chapter four. Connection exists as far as the social advantages of mainstream education framework for children with disability for instance, and the idea of what incorporation should mean for children with disability going to mainstream school. Then again, inconsistencies can be recognized regarding the truth of its execution and how it can be accessed.

CHAPTER EIGHT

Summary, Recommendations and Conclusion

8.1 Summary

8.2 Recommendations

8.3 Conclusion

This study set out to explore the subject of mainstreaming education of the children with disability in Bangladesh. It wanted to investigate personal experiences relating to the inclusion of children with disabilities in mainstream education settings, from the perspectives of primary school teachers and parents of children with disabilities. Following analysis and discussion of the findings, summary of the study, the final conclusions and recommendations of the study will now be presented.

8.1 Summary

Education is the right to children with disability. So, need to find out the effective ways of teaching them. Globally, it is burning issue and all the country is in the way to include these children in the mainstream system. Bangladesh is also trying to practice mainstream education system. This study tried to know the present scenario of mainstream education of the children with disability. To attain this goal, researcher adopt qualitative methodology. There are five mainstreaming primary school teacher and five parents of the children with disabilities as respondents of the study from different places of Bangladesh. Findings of the study revealed that adequate resource allocation is absent to continue mainstreaming education system, but gradually improving. The study showed that insufficient trained teachers, transport problem and extra expenditure for children with disabilities make parents stop sending their children to school. The study also revealed that classmates, peer and people of the society some extent behave rude with the children with disabilities, though there are some people support much to continue their education. The study further revealed that poor academic improvement of the children with intellectual disability, discourage the parents to send their child to the mainstream school. Besides, the social skills of the children with disabilities are improving through this system. The major findings of study showed that the school does not have proper facilities to meet the required need of the children with disabilities. The researcher recommended that more research is needed to adapt

curriculum for fruitful mainstreaming education system. Also, infrastructure and facilities are yet to develop.

8.2 Recommendations

This study suggests the following recommendations for taking consideration to execute the mainstreaming education of the children with disability in Bangladesh:

- Although it is virtually impossible to create a curriculum to suit every child, in order to address inclusive policy on a deeper level, it should be examined to see how the curriculum could be adapted to include guidelines or an adapted set of aims and objectives for children with disabilities.

- More research is need on the continuity of support for children with disability. Findings from individual interviews with parents highlighted the issue of a child's entitlement to Special Need Assistant support in pre-school settings. Although this may be considered a separate area of research, it is one that directly affects the issue of inclusion into primary school, as a child's enrolment in mainstream primary is determined by that child's attendance of a mainstream pre-school setting. Yet, there is no entitlement to Special Need Assistant support for children attending pre-school.

- Again, in terms of continuity, while primary school offered one participant of this study the option of a special autism unit within mainstream school for her son, there was no similar option available for secondary school. Further exploration on the transition from primary to secondary school for children with disability would therefore be valuable.

- Education is basic right. So, education of the children with disability is their right and should treat them as it is.

- There are limited developmentally appropriate teaching-learning materials for both children with and without disabilities. The teaching-learning process does not address the individual learning needs of students.

- Teachers lack training and experience in teaching and handling students with disabilities. So, mainstream education system should be addressed in both pre-service and in-service training for teachers and head teachers. Classroom teachers should be trained on use of curriculum with regards to learning needs of children with disabilities. And, in-service teachers training on inclusion should be classroom practice orientated and appropriate teaching methods and materials should be incorporated in the training manuals.

- As education of children with disabilities requires comprehensive and strategic involvement and coordination among ministries, departments, NGOs and others catering to disability, an inter-agency coordination structure should be developed to facilitate responses to the special needs of the students with disabilities.

- Attitudes from different level are also big obstacles to effective implementation of inclusion in mainstreaming. To overcome this issue the teacher training institutions, school administrators, and all staff in the system need to be updated with the positive aspects of inclusion. Awareness raising on disability issues with regard their educational needs should be systematically initiated at all level.

- It is not normal if someone gets hurt, and others make laugh to the pain a person with disability. So, it seems that our children are not growing with natural character and manner like 'when they need to be shocked, they should be shocked', and 'when they need to be laugh, they should be laugh. So, people of family and society can take care of our youngster's normal mind set and manner like this.

- Evaluation and feedback processes are needed for assessing academic performance of children with disabilities. The focus of evaluation needs to go beyond academic achievement, especially for children with disabilities. Suitable provisions to

existing approaches and practices of examination and evaluation should be introduced (e.g., extra time, writer facility for students with visual impairment, etc.).

- Quality of infrastructure is another problem for inclusion of students with disabilities - easy to enter and accommodate, in particular for students with physical disabilities. Accessibility to school should be improved by making minor modifications to the physical structure of schools (buildings ramps, accessible toilets, wide doorways, more space in classrooms, sitting arrangements, height of the benches etc.).

- Children with disabilities are less likely to attend school than other children. This is due to a tangled web of poverty and many other factors, of which transportation is one key. So, from the rural area to urban should have proper transport facility for the children with disability. It will reduce dropout rate.

Although there were some limitations, this study has been able to find out present scenario of mainstreaming education of the children with disability in Bangladesh. For further study, this research will create guideline for the researchers to explore the latent areas of mainstream education system. It will also help for improving the mainstreaming education setting in Bangladesh.

8.3 Conclusion

The main objective of this study was to explore the present scenario of the mainstreaming education of the children with disability in Bangladesh. In order to fulfill this aim researcher investigated personal experiences of primary school teachers and parents of children with disabilities. Researcher wanted to know whether the day to day reality of including children with disabilities in mainstream education conformed to contemporary policy on inclusion. The study also targeted to find out facilities of the mainstreaming education and reason of drop out of the children with disabilities in a mainstream education system. Ultimately, the study aimed to identify the positive

aspects of mainstream education for children with disability, but also highlight the problems exist for those involved in implementing it within the school setting and those who access it on behalf of the children with disability needs.

National and International literature pertaining to the inclusion and education of children with disabilities was reviewed. Also, legislation, policies and the area of children's rights in relation to education of children with disabilities in inclusive mainstream settings were examined. From a theoretical point of view, there was much agreement between the above literature and the findings of this study on the merits of inclusion, and indeed the social benefits for all children, with and without disabilities, have been put forward in this and other studies cited within the literature review. Where the discrepancy lies is in the gap between policy and the reality of its implementation. Namely the supports put in place to allow genuine opportunities for inclusion of children with special educational needs into all aspects of education. In terms of a child's right to be educated in mainstream school, and where the choice lies with the parent, this study found much evidence where this right was fundamentally undermined by the existing system.

The rewards of a mainstream education setting can be high and the benefits are far reaching, and this cannot be denied. Nonetheless the area of inclusion of the mainstreaming education is complex. Although the sample for this research was small in scale, the researcher is confident that the aims and objectives of the study have been successfully achieved, and that the findings presented to the reader are representative of the positive aspects of mainstreaming education, as experienced by teachers and parents of children with disabilities, but also the problems that threaten to undermine it.

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Appendices

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Appendix I

Letter of Informed Consent

The following is a presentation of how I will use the data collection during the interview.

The research work is a part of M Phil dissertation, Institute of Social welfare and Research, University of Dhaka, Bangladesh. In order to ensure that my work meets the ethical requirements for good research, I promise to adhere to the following principles:

- Interviewees in the research will be given clear conception about the purpose of the study.
- Interviewees have the right to decide whether he or she will participate in the study, even after the interview has been concluded.
- The collected data will be handled confidentially and will be kept in such a way that no unauthorized person can get or access it.

The interview will be recorded as this makes it easier for me to the document what is said during the interview and also help me in the continuing work with the study. In this analyze some data may be changed so, that no interviewees will be recognized. After finishing the work, the data will be erased. The data I collect will only be used for this study. You have the right to decline answering any questions, or terminate the interview without giving an explanation.

You are welcome to contact me or my supervisor in case you have any questions (e-mail addresses below).

M Phil Researcher's Name & E-mail	**Supervisor's Name & E-mail**
A.K.M. Mohibbul Islam	Dr. Sk. Tauhidul Islam
mohibbulcsw@gmail.com	sktauhidul@du.ac.bd

Appendix II

Interview Guideline for the parents of the children with disability

Research Topic: Mainstreaming Education of the Children with Disability in Bangladesh

Serial No. **Date:**

Consent and confidentiality: This is a questionnaire for exploring present scenario of mainstreaming education of the children with disability. It is an academic research work. Please share your own views, experience as you want. Your proper answer will help the researcher to understand the themes better. It is your desire to continue it or not. Your help will be highly appreciated to all corners. This statement will only use for academic purpose and confidentiality and anonymity will maintain accurately.

A. Socio-demographic Information Related Guideline

1) Could you please tell me about your child (Name, Age, Education status, disability of your child, etc.).

2) Tell me something about your family.

3) Say about the expenses for your child with disability.

4) Explain your own economic condition.

5) Tell me about your profession.

B. Facilities and Opportunities Related Guideline

6) Talk about your child's admission to this school instead of the special school.

7) Say something about the transport facilities to commute home to school regularly.

8) Tell me about the support you received from the school.

9) Talk about your child's education facilities getting from this school.

10) Mention the facilities of sports and recreation for your child.

11) Say about the support you received from the GO or NGOs.

C. The Problems of Mainstreaming Education Related Guideline

12) Talk about the behavior and attitude of teachers and classmates towards your child with disability.

13) Tell about the cooperation of teachers and staffs.

14) Say the problems faced by your child after the admission in this school.

15) Tell us about your child's difficulties that face in the classroom learning.

16) Express the views of neighbors and relatives about your child's schooling.

17) Mention your child's school infrastructure.

18) Talk about how your child has changed so far.

D. Dropout Tendencies Related Guideline

19) Tell about the disadvantages of having your child's schooling.

20) Talk your child's regular schooling.

21) Tell about the things you need sending your child to school regularly.

22) Tell about the classroom and sitting arrangement.

23) Talk about the teacher's interest in your child's education.

24) Talk about your child's attitude toward school.

25) Talk about your child's achievements in education.

26) Tell us about your child's difficulties that face in the classroom learning.

27) Talk about the educational aspects of this school.

28) Describe the reason of dropping out.

29) Describe how effective this school is for your child with disability.

E. Recommendation Related Guideline

30) Tell your own comments and recommendation that how to minimize problems of mainstreaming education of the children with disabilities.

31) Mention your own recommendation that how we can change the overall attitudes towards schooling of the children disabilities.

32) Mark your own judgments how we can facilitate the mainstreaming education of the children with disability.

33) Your overall comments that we may add.

Thank You very much for your Kind participation in our interview.

Appendix III

Interview Guideline for The Teachers of Mainstreaming Primary School

Research Topic: Mainstreaming Education of the Children with Disability in Bangladesh

Serial No.   **Date:**

Consent and confidentiality: This is a questionnaire for exploring present scenario of Mainstreaming Education of the Children with Disability. It is an academic research work. Please share your own views, experience as you want. Your proper answer will help the researcher to understand the themes better. It is your desire to continue it or not. Your help will be highly appreciated to all corners. This statement will only use for academic purpose and confidentiality and anonymity will maintain accurately.

A. Socio-demographic Information Related Guideline

1) Tell me about yourself (Name, age, experience, subject of teaching, etc)

2) Say something about children with disability in your school.

3) Talk about the necessities of mainstream education system.

B. Facilities and Opportunities Related Guideline

4) Describe the opportunities provided by the school for effective mainstream teaching.

5) Talk about the services are provided by GO and NGO for the children with disability.

6) Tell me what are the things you need to make mainstream system successful.

7) Tell about the benefits of mainstreaming education for the children with disability and non-disability.

8) Talk about the behavioral changes of children with disability so far.

C. The Problems of Mainstreaming Education Related Guideline

9) Say something about behaviour of nondisabled children toward children with disability.

10) Tell us about the problems you face during the class time to deal with them.

11) Tell me about your training for mainstreaming education system.

12) Tell about the problems face by children with disabilities in the school.

13) Talk about infrastructure issues (toilet, sitting arrangement, staircase, ramp etc.).

14) Tell what else can be done for the betterment of the children with disabilities.

15) Tell the effectiveness of mainstreaming education system.

D. Dropout Tendencies Related Guideline

16) Talk about your activities in the classroom.

17) Give your opinion about the reasons of dropping out of the children with disability from mainstreaming school.

18) Tell us about what matters is turning them away from school.

E. Recommendation Related Guideline

19) Talk about supports should provide to the teacher and to the children with disability.

20) Mention your suggestion how to minimize the problems regarding mainstreaming education.

21) Tell your suggestion how we can decrease the rate of dropping out.

22) Tell your own comments and recommendation that how to teach them effectively.

23) Mention your own recommendation that how we can change the overall attitudes of classmates, peers and people of the community towards children with disabilities.

Thank You very much for your Kind participation in our interview.

Appendix IV

Some Directives of Bangladesh Constitution relating to Education

17. The State shall adopt effective measures for the purpose of-

(a) Establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law;

(b) Relating education to the needs of society and producing properly trained and motivated citizens to serve those needs;

(c) Removing illiteracy within such time as may be determined by law;

28. Discrimination on grounds of religion, etc.

(1) The State shall not discriminate against any citizen on grounds only of religion, race caste, sex or place of birth.

(2) Women shall have equal rights with men in all spheres of the State and of public life.

(3) No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution.

41. Freedom of religion

No person attending any educational institution shall be required to receive religious instruction, or to take part in or to attend any religious ceremony or worship, if that instruction, ceremony or worship relates to a religion other than his own.

Appendix V

Persons with Disabilities Rights and Protection Act 2013

Some acts related to education of the children with disability

Definition of this Act

2**. "Inclusive Education**" refers to equal education given to students with disabilities in every school in Bangladesh. No institution can omit the admission of any student with disabilities for any reason.

17. "**Inclusive Education**" refers to general schools mandated to include education for persons with any type of disability.

Types of Disability

Autism

Autism is a difficulty in development of brain growth that reveals itself within six months to three years of a child being born. Persons with autism can appear extremely excited and often display unnatural physical gestures.

Physical

Physical disability refers to a person who does not have one or both hands or legs, or is partly or fully paralyzed in hand or leg function and/or cannot balance themselves without support.

Psychosocial

Psychosocial refers to schizophrenia or other disabilities such as clinical depression, bipolar disorder, post-traumatic stress, anxiety or phobic disorders that prevent persons from engaging in daily activities.

Visual Impaired

According to this Act, there are 3 different kinds of visual disabilities:

1) Fully Visual: No visual function in both eyes. Vision below 6/60 or 20/200 is considered fully blind.

2) Partially Visual: One eye is completely sightless or blind.

3) Indistinct Visual: Vision within 6/18 or 20/60 and 6/60 or 20/200 (between 20 degrees to 40 degrees out of 60 is considered as insufficient blindness).

Speech Disability

According to this Act, persons with speech disabilities cannot speak well due to difficulties in the palate.

Intellectual Disability

According to this Act, Intellectual Disability refers to the incapability of doing something on the basis of age and cognitive ability that create barriers to work efficiently, as well as carry out own daily activities without relying on others for help.

Hearing Disability

This refers to the incapability of hearing below 60 decibels (dB), the range of human hearing. The three kinds of hearing disabilities are:

1) Totally Inaudible: Both ears are inaudible. 2) Partially Inaudible: One ear is fully inaudible. 3) Weaken Inaudible: Both ears can hear very little or sometimes fully inaudible.

Hearing-Visual Disability

Hearing-visual disability refers to persons who are incapable of hearing fully or partially, as well as incapable of seeing fully or partially. There are four divisions among persons with hearing-visual disability type:

1) Medium to severe position of hearing and visual disability, 2) Medium to severe position of hearing, visual and other disabilities, 3) Limitation of vision and hearing level, 4) Decreasing vulnerability of vision and hearing capacity

Cerebral Palsy

Cerebral palsy refers to the incapability to function generally, or the limitation of performing daily activities due to brain damage.

Down Syndrome

This is a disability passing from generation to generation where the 21st pair of chromosomes has an extra chromosome, which weakens the muscular system, and develops short stature and a circular face, which are considered to be characteristics of a person with Down Syndrome.

Multiple Disabilities

Multiple disabilities refer to having more than one disability.

Rights of Persons with Disabilities

2. In all levels of education, favorable facilities in the institution and participation in general and coeducation

Government will take proper steps of legal, administrative, social, educational or other perspectives of freedom for persons with disabilities from all types of torture and violence, including sexual violence and rape regardless of gender, in or outside the family.

Appendix - VI

Convention on the Rights of Persons with Disabilities (CRPD)

Article 24 – Education

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
c. Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
c) Reasonable accommodation of the individual's requirements is provided;

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.