

**Inclusive education model(Kulaura) enables children with disabilities to participate and retain in education successfully**

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**CBM Bangladesh Disability Inclusion  
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# Acknowledgement

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# Introduction to CBM Global Disability Inclusion **cbm**



Global Disability Inclusion

CBM Global Disability Inclusion works alongside and is accountable to people with disabilities in the world's poorest places. We draw on more than 110 years' experience to fight poverty, exclusion and to transform lives. We work with the most marginalized people in society to:

- Break the cycle of poverty and disability.
- Treat and prevent conditions that lead to disability.
- Build inclusive communities where everyone can enjoy their human rights and achieve their full potential.
- Our approach does not only seek to bring about change and transformation at an individual level but also to challenge systemic exclusion and discrimination faced by people with disabilities - a stark reality that the COVID-19 pandemic has exposed.
- We maximize our impact by delivering a combination of inclusive community-based programs, advocacy for national as well as global policy change and inclusion advice to other organizations.

# Facts on Inclusive Education

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- In Bangladesh, an estimated 6,738,000 (15% of the total 44,920,000 children) children with disabilities from pre-school to secondary school age live in Bangladesh (Global Education Monitoring Report , 2020).
- In primary School level, of 1.6 million children with disabilities, only 4% have access to education.

- The UNCRPD includes [Article 24: A Right to Inclusive Education](#). This guarantees all Disabled pupils and students a right to participate in all forms of mainstream education with appropriate support.
- SDG 4 is "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".
- The Rights and Protection Act of Persons with Disabilities 2013 of Bangladesh clearly mentioned that Children with disabilities, in any circumstances, cannot be kept out of education because of their disability.

# Background

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CBMG jointly with implementing partner “The Centre for Disability in Development” (CDD) has been implementing a project titled “Promotion for the rights of people with disabilities in Bangladesh” (PHRPBD) since 2018 covering 8 districts.

One of the result areas (3) of the project is “Local government, NGO partner and community demonstrate commitment and support to increase access of children with disabilities into inclusive education”.

# Methodology:

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- An evaluation, following the methodologies of desk review and field visit of the project was conducted in 2021.
- The purpose of the evaluation is to determine the effectiveness, efficiency, and impact of the project interventions along with extracting learnings and sustainability of the project.

## Methodologies of the evaluation:

- 17 FGDs,
- 40 in-depth Key Informant Interviews (KIIs),
- 3 ACTON workshops were conducted with project officials from partner NGOs, CDD and CBM

# Major Intervention for Inclusive Education



Global Disability Inclusion

## **A) Capacity development and support to create enabling environment for inclusive education-**

- Accessibility Assessment and adaption plan (classroom adaption, accessibility of WASH facilities, education materials, etc.) in primary schools and secondary schools.
- Teachers from selected schools were trained in inclusive education, motivation and pedagogy in two phases (Foundation and Refreshers' training);
- Workshop on pedagogy with primary education and secondary education departments and review/development of inclusive education module conducted ;
- Training on Bangla sign language and Braille for teachers (Foundation and Refreshers training) imparted;
- Training on eye and hearing screening and child safeguarding for teachers.



# Major Intervention for IE

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## **B) Strengthen the collaboration between SHGs, local government and local education authority to improve access and quality of education-**

- Outreach level vision sharing meeting/workshop with key stakeholders;
- Coordinated monitoring and follow up of Inclusive education by Community and persons with disabilities;
- Meeting and orientation sessions with stakeholders including SMCs, students, education authorities, guardians, student councils, support staff, clubs at schools;
- National level advocacy workshops/dialogues to promote the inclusive education model;
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- Exposure and cross learning visits on inclusive education (current practices) for educational officials and authorities of government.

# Evaluation findings:

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- 66 government teachers are skilled to deliver inclusive education efficiently (accessible teaching learning mechanism, communication, dealing with different types with disabilities).
- 10 government primary schools and 2 government supported high schools have created disability friendly environment.
- Local education authorities and community people contributed (62%) for creating inclusive environment in 10 primary and 2 secondary schools.
- 162 children with disabilities (incl. 20 with severe disability out of 70) and children from other marginalized communities (tea garden workers, dalit, and so on) are enrolled and provided with necessary support for continuing education, which is 222% target achievement is reported.
- members of the apex bodies created Linkages between the local government and students with disabilities and their parent.

# Evaluation findings:

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The project's interventions caused certain visible changes in school infrastructure

- Accessible entrance of school building, compound, classroom/office room/library;
- Accessible Toilet/washroom, Water sources (tube-well/faucet);
- Signage, Tactile paving; and
- Accessible classroom environment (switch-board, black-board, lighting, sitting arrangements etc.)

People with disability and their caregivers consider that community local government's attitudes to disability have been changed over last three years.

- *Interaction between students with disabilities and without disabilities has been improved.*
- *Government has shown interest to adopt this model in 193 government primary schools.*
- *--- Organization in Nepal has already adopted and replicated this model*

# Challenges

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- Schools could not accommodate children with severe disability as expected.
- Ensuring accessibility was challenging in local schools beyond physical infrastructure.
- Information and resources for assistive devices are not available and adequate.
- Children with disabilities need preparatory support and grooming at home before starting schools.
- SHG members, Students particularly users of assistive devices (wheelchairs or crutches) should have training and simple user manual on how to use their devices.
- The scope of our project work was limited to only primary schools.
- It was difficult to engage teachers in fifteen days long training.

# Recommendations

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Based on the research findings, CBM proposes following key intervention areas for consideration by policy actors at local, national and international levels:

- At least 2-3 trained teachers should be available designated to deal with students with hearing and speech impairment and deaf blind. (L)
- Sign Language training is essential for both the teachers and the students for effective inclusion of children with severe disabilities.
- Specific resources and intervention are essential for the inclusion of children with severe disabilities.
- Inclusive education model should be included in future programming upto national level (M)
- National level advocacy is needed for mainstreaming the inclusive education model in all educational institutions.

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