

Creating a role model of Inclusive Education

Bangladesh – Plan International Bangladesh

SUMMARY OF PROJECT

Plan International Bangladesh develops a model of Inclusive Education to generate evidence that within existing systems, facilities, and structures Inclusive Education can be implemented. This is achieved by enhancing a school's capacity to address issues of accessibility; by creating a child-friendly environment; through inclusive pedagogy; and with attention to children's participation, protection, safety, and security. In addition, a support system at the sub-district level administered by local education officials allows schools to be better monitored.

QUOTE

"The project could become like a lighthouse for many international organizations. There are hardly any projects where Inclusive Education principles and practices are evident and where data drive the project- your project is definitely an outlier in that sense!"

- Dr. Umesh Sharma, Associate Professor, Faculty of Education at Monash University

FACTS & FIGURES

- The project includes 50 schools, 50 head teachers, 277 assistant teachers, 50 school management committees, 50 student councils, and 20,000 students.
- On the community level, the project includes 300 groups of parents, 50 community resource teams, 50 children's circles, 872 out-of-school children, 4,500 children between three and five, and some 5,000 parents for the parenting programme.
- At the national level, the project includes 45 professionals from partner organizations.

PROBLEMS TARGETED

Opportunities for quality primary education through mainstream system are still limited for children of diverse social, geographical, or cultural groups and children of poverty stricken families. Children with disabilities and children from ultra-poor families, urban slums, ethnic groups, and hard to reach areas are

largely marginalized and excluded. Lack of understanding and skill regarding Inclusive Education creates barriers to allowing these excluded and marginalized children to participate in the mainstream primary education system.

SOLUTION & METHODOLOGY

The project is working to address all the major challenges and barriers to Inclusive Education at the community, school, and governance level by raising awareness, building capacity and skills, and changing the attitude of the existing system. The project is transformative in nature, following the social model of inclusion. In addition, it is following government policies, strategies, and regulations, thereby increasing the opportunity to scale-up the model. It evaluates local-level challenges based on existing primary education structure, facilities, and interventions; and takes into consideration the activities and views of schools, teachers, and children. Moreover, it is comprehensive in nature, addressing multifaceted challenges and barriers at all levels, while at the same time promoting innovative and alternative solutions.

OUTLOOK & TRANSFERABILITY

In 2016 the project will support some 50 primary schools and more than 20,000 students. The project has already started to influence policies and guidelines, and a number of international organizations are in the process of replicating the project model. Though the initial costs were high because of many foundational activities (e.g., research, programme and intervention designs, etc.), the implementation costs at the individual school level are low as the project works with the existing education system.

Photo: Yes

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