Developing a Model of Inclusive Education in Bangladesh

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Primary Education Context of Bangladesh

- Bangladesh operates one of the largest primary education system in the world with more than 20 million students.
- More than 80% of total primary education provision covered by government.
- Primary education starts from 6 years of age and continue up grade V (5 years of education).
- By constitution, Primary education is free & compulsory for all primary school age children.
- Net enrolment rate in primary: Above 95%.
- Gender parity: 1.06.
- Cycle Dropout rate; 21% (significantly reduced in last few years).
- Contact hour: 3 hours for more than 80% schools.
- Teacher-Student Ratio: 1:47.
But still in Bangladesh…

- 2-9% children are not enrolling
- Among enrolled children, all are not attending regularly
- Those who attends are not actively participating
- All children are not promoting to next grade and not attaining grade wise competencies
- 21% children are not completing primary cycle
- 70% of primary graduates are not attaining all terminal competencies
Children with disability, children from ultra-poor families, urban slums, ethnic groups and hard to reach areas like island, coastal, hilly areas are mostly marginalized and excluded.

Government of Bangladesh is giving its best effort to overcome these challenges through Sector Wide Program named Primary Education Development Program III (PEDP III)
PLAN International Bangladesh in collaboration with Directorate of Primary Education (DPE) is trying to develop a Model of Inclusive Education in Bangladesh.

The project is designed based on two in-depth studies..

- Ensuring Right to Education: An in-depth study for the exploration of educationally excluded children in the selected primary schools catchment areas for developing a model of inclusive education in Bangladesh.

- National Baseline Study on inclusive education based on secondary data.
Conceptual Framework of the Project

[Diagram showing various levels and interventions for the project, including community outreach, primary school, and national level interventions.]

Frame-Work-IE_6x3 - Copy.jpg
Key Features

- Through government school in collaboration with DPE
- Transformative in nature following social model of inclusion
- School as entry point and catchment area as unit
- Following existing policies, strategies & guidelines of govt.
- Using existing facilities and management structure
- Strong community outreach maintaining linkage with school
- Engaging all credible stakeholders from local to national
- Bringing international experiences in to local context
- Making school responsible for education of all children
- Supported by operational research
The interventions

Creating Common Understanding

- Working with Access and Inclusive Education Cell, DPE
- Orientation of Local Managers, Supervisors, SMCs, Head Teachers, Teachers, Student Council, community groups and Trainers.

Building Community Mechanism

- Parents group
- Community Resource Group
- Local network with service providers
- Parenting for conception to 3 years (P to 3)
- Early Learning for 3-5 years (SBK)
- Raising awareness
Interventions

Working with School

- Accessibility Audit and renovation by school and community
- Making schools child friendly (hardware and software)

Empowering Teachers

- In-depth understanding about IE
- What challenges teachers are facing & How to handle those challenges
- Motivation and building confidence
- Inclusive Pedagogy

Creating mentoring and support system

- Explored current challenges and opportunities and developed a mentoring mechanism
- Building professional capacity as Trainers & Mentors
- School database
Interventions

Engaging children

- Activating Student Council
- Child managed classroom library
- Sports and cultural activities
- Opinion box: Children have their own voice to be heard!

Activating SMC

- Five Star School

The whole project is under an operational research to check the effectiveness and efficiency of the interventions
Results so far…

- Significant change in teacher’s knowledge, attitude and practice
- Children’s meaningful participation is strongly visible
- Almost zero drop out rate in last 2 years (OR findings, 2015)
- SMC got their role and thrive for 5 star school
- Structured and functional mentoring mechanism in place
- Tremendous support from community outreach
- Strongly influencing the national initiatives (government and donors)

275 CWD are continuing their education in a child-friendly accessible school environment

45 CWD received assistive device to meet their learning needs after multi-disciplinary team assessment.
Results So far…

- Understanding and motivation changed a lot
- Huge change in accessibility and child friendly environment at school level
- Enrolment of excluded and marginalized group increased significantly
- Attendance and participation increased because of practicing inclusive pedagogy
- Community is now mobilizing resources for school improvement

**An Official from Barguna stated,**

“I have seen many changes among teachers. Teachers are more confident now. They are using different strategies in the classroom which they have learnt from the training.”

**A student from Dhaka said**

“No we all like to come to school more, because ramp facility is available for children with disabilities and they also come to school now a days. Besides, we don’t need to carry drinking water from home as it is available in the school (Stu7,S5_Dhk)”. 
The Way Forward…

It’s yet to go a long way as it’s evolving through the need of addressing all children

Link of Case study: Song of Silence
https://youtu.be/9fiNgijKbA
(3 minutes)
Bringing and generating evidences together to make primary school responsible for all children of its catchment area!

THANK YOU

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