



NEWS LETTER

March 2014

*Inclusive Education...
An effective initiative towards development*



This project is funded by
The European Union



A project implemented by
Leonard Cheshire Disability and Gana Unnayan Kendra (GUK)



Progress at a Glance

Basic Information

- There are 2128 CWDs enrolled in schools so far.
- 262 mainstream primary schools come under the project.

Formation of Social Groups

- 100 child clubs are formed.
- 100 parents groups are formed.
- Seven alliance groups formed with 165 members of NGO, Disabled People Organisations (DPOs), Journalist associations, teachers' association, parents' group leaders and Union Parishad Chairmen association representatives at six upazila and district level.

Capacity Building Support

- Provide training to 299 school teachers on inclusive education.
- Provide training to 164 Hearing impaired and their parents on sign language.
- Provide training for 162 caregivers, mainly parents.
- Provide training to 18 Primary Training Institute instructors (12 male, 6 female).
- Trained up 100 facilitators of child to child clubs to conduct meetings.
- 10 IERCs are set up in selected schools in the project area.

Advocacy and Sensitization

- Organize workshops with govt. officials and local govt. (49 primary education officers; male-37, female-12) 59 representatives of UP (56 male, 3 female).
- Linkage established with district level Department of Social Welfare, Primary Education and Health; NGOs like CDD, Sight Savers International etc.
- Development of Inclusive Education Guidelines in Bangla.

- To support primary school teachers in the provision of quality accessible education for all children, including those with disabilities, the project initiated a review of the teacher training and national curriculum in discussion with concerned government officials.

Barrier free Accessibility

- 45 primary schools are fully accessible in terms of installation of ramps and railings, set up water and sanitation facilities, blackboard extension, painting and colour contrasting, improved lighting, widening of doors.

Support for Education and Mobility

- Tools of Learning Materials are distributed among 150 primary schools.
- 768 CWDs receive support of health and functional ability.
- CWDs receive assistive devices (183; boys-100, girls-83), therapy support (479; boys -268, girls-211) and transportation support (429; boys-232, girls-197).
- 1,092 CWDs (620 boys, 472 girls) receive extra coaching support.



Contents

| | |
|---|---------|
| Review of Primary Education Curriculum : Need to be Prioritized CWDs | Page 04 |
| Review of Primary School Textbooks : No Instructions for Disabled Friendly Education | Page 06 |
| Review of Teacher Training Curriculum : Need to be Included CWDs | Page 07 |
| Different Essential Tools and Techniques : Making Learning Easier and Joyful for CWDs | Page 08 |
| Information, Education and Communication Materials | Page 09 |
| Project Activities Broadcasted in Mass Media | Page 10 |
| Feelings Sharing of Associated People of the Project | Page 11 |
| Humayara's Dream to be a School Teacher | Page 12 |



Editor
M. Abdus Salam

Editorial Board
Anjum Naheed Chowdhury
Aftab Hossain
Asadul Islam Asad
Dharitrindu Barman
S K Mamun

Executive Editor
Alim-Al-Razy

Special Acknowledgement
Aziz Ahmed
Afsana Chowdhury

Graphic Design
Biplob Das Arue
Hiranmay Chanda
Ibrahim Khan moni

Editorial

Education is the driving force to development but it is a matter of deep concern that only a small number of disabled children of the country have access to education. The rights of children with disabilities to a high-quality education alongside their peers are enshrined in the UN Convention on the rights of people with disabilities. Lack of skilled teachers, disability friendly infrastructure and attitudinal problems exclude CWDs from their basic fundamental rights of education.

Disabled children are able differently and therefore, they need some extra benefits and opportunities comparing to their non-disabled peers. By the funding assistance of European Union (EU), GUK in partnership with Leonard Cheshire Disability (LCD) has been implementing a project of three years duration to provide support to CWDs, ensure accessible school buildings and influence to develop disability friendly primary level textbook and curriculum to promote inclusive education for CWDs. Our project team carries out different awareness and sensitizing works at Nilphamari district and national level in 2nd year. Project has achieved 2128 CWDs admission in primary school though the target was 2100. Some of the remarkable achievements in 2nd year have been the revision of Primary school curriculum, primary school textbook and primary training curriculum; meet with top level govt. decision-makers related to primary education; promotion of awareness among school teachers, govt. officers, community leaders through training, meeting etc. on inclusive education; making school building accessible; and support CWDs to get admission and continue study.

It is our attempt to share project learning, experience and progress of working with CWDs through this newsletter. I hope that readers of this newsletter will gain a better understanding and realization of inclusive education that expand the approach of inclusive education and contribute to the development of CWDs in the coming days. I would like to convey my cordial acknowledgement and heartfelt thanks to EU for extending support for the project. I am also grateful to all stakeholders from grass-roots to national level who are contributing and assisting to achieve the progress of the project. We would also like to comprehend the complementing efforts of our staff members to bring out the newsletter.

M. Abdus Salam
Founder and Chief Executive
Gana Unnayan Kendra (GUK)

Review of Primary Education Curriculum : Need to be Prioritized CWDs

P rimary education curriculum is one of the important guidelines to conduct and implement the Primary Education substantial. Curriculum is being produced and developed based on textbook. Skilled and trained teachers supervise these textbooks which are followed at school level. With the help of teachers, students achieve the precise prime abilities through using the textbook and gaining class based achievable ability. Curriculum is the central part of the overall program of primary education. The project reviewed the curriculum involving respective experts of inclusive education from where the following gaps and findings are identified. Afterwards, numbers of suggestions and recommendations are given below for improvement.

Overall Analysis and Gaps Identified

1. The mode of instruction and learning for all subjects assume that a child has all relevant sensory, cognitive, physical and intellectual abilities to comprehend

("see", "listen") and provide an appropriate expressive response ("speak", "tell", "write"). A lot of the learning within this primary school curriculum is learning based on seeing, listening, writing, and speaking. It does not make any adjustments or adaptations for children with diverse abilities and impairment and does not acknowledge that this type of teaching and learning excludes children with disabilities at various points depending on each child's individual impairment.

2. The curriculum is not inclusive and child-centred in its approach to education for all children
3. The curriculum does not adequately address the barriers to education for children with disabilities with diverse impairments. Specifically, the curriculum does not address the inclusion of children with intellectual, hearing, learning and multiple disabilities as well as severe and profound disabilities. At best, the curriculum caters to inclusion of children with disabilities with mild impairments.





4. The existing curriculum does not talk about improving the infrastructure with adaptations and modification to suit the need of children with disabilities in order to enhance the quality of education.
5. The existing curriculum does not set learning outcomes for children with disabilities.
6. The present curriculum has very little scope for reality and practicality does not speak about making learning joyful and empowering children to cope and deal with new challenges in the technological innovative modern world.
7. The present evaluation and pedagogy does not address the diverse needs and abilities of children with disabilities

Key Suggestions/Recommendations

- Alternative options for communication should be accommodated.
- Provision of books in alternative formats (Braille, audio, large print and associated tools).
- Everyone cannot read, write, listen, understand, learn, speak, and perform at the same standard. Teaching methods should therefore be different and diversified considering the needs of each individual student.
- One class could have learners of different disabilities, each of whom would have varied needs in learning. Based on this assumption, the curriculum checks on the abilities required in learning, that are however difficult or impossible to acquire for learners with disability. One example would be the curriculum suggests speech ability as the primary of all marginalised abilities that are required in learning. Usually a class in a school has at least one learner with speech impairment, who will not be able to attain the required speech ability. As a result, evaluations will show that the learner has failed to acquire the particular ability. However, if an alternative mode of communication and learning is allowed, where the learner can use expressions, gestures and signs to deliver the same information instead of speech, a child with speech impairment could also acquire learning at par with others.
- It is not impairment which determines the learning ability of the child but curriculum, pedagogy and alternative and available methodology such as accessibility, sign language lip reading, etc which determines the learning abilities of the child. We strongly advocate the social model of disability which focuses on barriers in the environment rather than impairment. The concept of inclusion is not part of the curriculum.
- Providing assistive devices such as hearing aids, wheel-chairs alone will not help learning of children with disabilities. Schools need to have appropriate teaching and learning materials (TLMs), accessible infrastructure, accessible books, inclusive evaluation and teaching methodologies, and trained human resources to manage all types of disabilities are essentials.

Review of Primary School Textbooks : No Instructions for Disabled Friendly Education

Textbook used in different classes from I to V are very important materials to achieve the precise marginalized abilities of primary education. Students achieve the precise abilities with the help of textbook. It needs to be considered, to bring suitable textbook along with skills of teachers and capacity of students. But the formats of the text books and the instructions given are not inclusive of CWDs. Children with varying

degrees and types of impairments are unable to follow the instructions mentioned in the text books. Findings on reviewing primary level textbook of Bangla, Mathematics, Science and Bangladesh & World Affair are discussed here. In the first column the instruction are given according to the textbook. Second column contains discussion on effects of the instruction. And the third column contains how and what can be done.

| Instruction given in the books | Who suffer/with what kind of problem/ limitation can be held | What can be considered to make convenient for all |
|--|---|--|
| Say orally | Speech impaired students might not be able to speak | Say using sign language or role play |
| Listen to | Speech impaired students might not be able to listen | Make understand using sign language. Be-informed |
| Look picture | Visual impaired students might not be able to see | Use a physical/tangible material which could be touched or felt. Be informed of the story or incident or subject orally. |
| Look at the pictures and count | It is not possible to see for Visual impaired learners properly | There should be availability of alternative instructions and use of materials |
| Tick the right number after counting | It is not possible for Visual impaired learners to see the number in printing books properly | There should be availability of alternative instructions and use of materials |
| Make a shape of different geometry to add dots | It is not possible for Visual impaired learners to see and understand the dots in printing books properly | There should be availability of alternative instructions and use of materials |
| Look the clock and say the time | It is not possible for Visual impaired learners to see the clock properly. Speech impairment learners cannot speak properly | There should be availability of alternative instructions and use of materials. Use sign language and lip-reading to say |
| Exercise | It is not easy to see map for visual impaired students | Use tactile map, earth. There should be scope of using alternative direction and physical materials. It can be helpful using physical materials. |
| Recite first 8 lines of the poem | It might not be possible to say orally for speech impaired students | There should be scope of using alternative direction. It should be scope of using sign language. |

Review of Teacher Training Curriculum : Need to be Included CWDs

Diploma in primary education (DPed) curriculum is one of the important guidelines to train the teachers as compatible ones for conducting the Primary Education substantial. Several types of course text/syllabus/module (compulsory books for the course) based on this curriculum are written. The trainee teachers of DPed take training on these. Every child should get the same facilities to get education from school. There should be an arrangement and above all there should be compatible teachers to meet up the need of all children. It is discussed on how much curriculum being applicable, disabled friendly and inclusive and following gaps and recommendations are placed.

Analysis and Gaps Identified

1. No credit hours are assigned to inclusive education and related subjects.
2. Although the course duration has been extended, there is still not much heed paid to inclusive education.
3. There are insufficient inputs given to the teachers on disability issues within the allocated time.
4. Teachers cannot effectively manage students with diverse needs and impairments who will not be able to adequately meet the mandatory 'reading', 'speaking' and 'listening' domains.
5. Teachers can face problems while teaching a class with students of diverse abilities and impairments if the curriculum is not inclusive in course content and teaching methodology.
6. If student evaluation is not inclusive of children with disabilities, there will be low interest in ensuring academic advancement of students with disability by a trainee teacher and their instructor.

Key Recommendations

1. Teacher training colleges should have a separate paper or subject on teaching techniques addressing different impairments. There should be a topic on disability within the curriculum. The teacher must understand the various types of disabilities, difficulties faced by children with disabilities at the school level.
2. Time allocation needs to be revisited so that adequate inputs on disability are included in the training curriculum.
3. Also, as part of the professional training, the teachers need to visit both inclusive schools as well as special schools to have a comprehensive understanding of teaching children with disabilities.
4. Alternate communication methods (Braille, sign language etc) need to be included in a mainstream classroom setting.
5. Along with the subject knowledge and pedagogical knowledge, equal importance to be given for professional knowledge also - disability awareness sessions need to be part of the training and the teachers should be equipped with the knowledge and preparation of appropriate TLMs to teach children with disabilities.

Govt should appoint special educators to develop individual education plans at least at cluster level. Besides all the teachers should get trained by these special educators. There should be a topic of disability in the PTI. Extra coaching support, school bags & writing pads, Audio-recorder. Braille slate, sign language books are provided by the project to CWDs.



Different Essential Tools and Techniques : Making Learning Easier and Joyful for CWDs

The types of Teaching and Learning Materials (TLMs) depend on the needs of the children in a particular school. Few examples of TLMs that could be used by teachers are listed below:



Materials Related to Visual Impairment

Braille slate, Abacus, Tailor frame, reading-stand, Writing-guide, Tape recorder, Marble Board, Optical Devices, Touching Materials (plastics alphabet set, fruits, flower, food grains etc), Braille books for Class One to Five, Braille Alphabet, and large print books.

Materials for Children with Hearing and Speech Impairment

Communication board, Communication Picture or chart, Sign Language book, and Chart/Poster on Alphabets.

Materials for Children with Intellectual disabilities Including Autism

Flash card with picture & message, Colourful, different types of toys, Puzzles, Routine Board, Tape recorder /Audio, Picture board, Creativ board, Play Materials, Drawing materials, Building Set, Magic Slate.

Materials For Children with Physical Impairment

Balance board, Wedge, puzzle, building set, velcro board, big sponge to improve finger dexterity, Chart/ Poster of Alphabet, Mathematics, Adapted pen etc.

Playing Materials

Carom board, Daba, Ludo, Ball, Ring ball, UNO card, chess board, shuttle-cock and other equipment, both indoor and outdoor.

Library Related Materials

Story books, National education policy related documents, list of entitlement and its templates especially to access scheme from Education Dept, large print text books, Braille books, story books, books on teaching methodologies etc.



Information, Education and Communication Materials

Following IEC materials are developed and disseminated among the different stakeholders

- Different messages of Inclusive Education for CWDs are painted in the walls of 22 primary schools.
- 1,500 posters are published and circulated among schools, government offices, IERCs, NGOs and Union Parishads.
- 400 t-shirts, 400 mugs and 500 caps are produced with different messages of inclusive education for CWDs in 2013.
- 10 billboards (10'x12' in size) with different messages of inclusive education for CWDs are made and installed at community level.
- 25 rickshaw vans are painted with different messages and pictures of inclusive education for CWDs.

IEC materials



Feelings Sharing of Associated People of the Project

After receiving the training on sign language, one of the participants, Ms. Rokeya Begum, says, "My son Roni who is a hearing and speech impaired children reads in class 5. Sign language is the only way to communicate with hearing impaired. We, as well as community people have no knowledge about sign language. As a result, Roni cannot communicate with others. After receiving training on sign language, I have to share it with people living around us. Now, Roni is able to communicate with all of them much better than before. He enjoys sharing his views with them that make me happy. I give thanks to GUK."

One of parents, who have two children of age 6 and 7 with visual impairments, says: "We never thought that our children could be admitted in mainstream primary school. Generally, primary schools are not allowed to enrol visually impaired students because of lack of skills of teachers to teach them. Authority suggests us to admit visual impaired children in special schools but we would not be able to afford the cost. With the help of the GUK Community Trainer, our children get admission in near-by primary School. Staff of GUK always keeps in touch with us. The school authorities encourage children to go to the Inclusive Education Resource Centre to get services for their individual needs. I am happy to pay attention to my children."

Masud Rana, a teacher at Sundorkhata Primary School, faces problems while teaching to CWDs. He has no equipment to use for teaching to CWDs. After receiving Box of Tools for Learning Materials from GUK, he is pleased and conduces to make his lesson plan. He says "I follow the TLM when I prepare my lesson plan for CWDs. The learning materials provided are really useful. Materials are appropriate to teach different types of CWDs. All children enjoy the class when I use TLMs."

One of Headmasters of Govt. Primary School says, "As per government guideline, we are obligated to enrol children with disabilities in our school and therefore, 11 CWDs get admission in my school. But we have problems of teaching to CWDs because there are no skilled teachers in my school to teach them. GUK solves our problems providing training to our teachers on inclusive education. On receiving training, our teachers have improved their skills in teaching to CWDs that enable them to create a learning system for CWDs in mainstream school."



- 1618 members including 839 boys and 777 girls involve in 100 child clubs;
- 1760 parents including 1090 female and 616 male involve in 100 parents groups
- 6 Sub-districts level and one district level Alliance of Civil Society are working

Humayara's Dream to be a School Teacher

Humayara, daughter of Toferuddin and Jahanara Begum, lives in Pathanpara under Jaldhaka Subdistrict of Nilfamary district. They are 7 siblings. Humayara is the youngest of all.

Humayara was born normally like other children. After one year of birth, her parents noticed she cannot respond properly like same age of other babies. Parents were confirmed of Humayara's problem of hearing when she was one and half years old. Her growth and development is going on very well but due to problem of hearing, she is not able to speak at all. Like Humayara, her elder brother was physical impaired person. Her father has some cultivable land where he produces crops to earn for survival. Humayara's parents were anxious about the future of Humayara. Neighbors used laugh at and blame parents calling Humayara a result of sin. Humayara was growing up with negligence, discrimination and insulting. While conducting survey, GUK staff finds out Humayara and counselled her parents to send her to school. Humayara got admitted in Pathanpara Primary School in class III despite opposition from teachers. Humayara is assessed by a specialist of GUK and thereby is given hearing aid machine. She regularly attends in Resource Centre of Jaldhaka Model School and gets service such as speech therapy, recreation, study etc. Gradually Humayara's hearing and speaking capacity has improved. After one year, she can speak little. GUK provides training to two teachers of this school on Inclusive Education which enables teachers to help Humayara to study in classroom with her peers. Parents are happy to see the progress of speaking of Humayara. She is sincere to her study. Teachers are also pleased to see the attention in study and the success. Humayara wants to be teacher so that she can teach children.



Published by
Documentation and Publication Unit
Gana Unnayan Kendra (GUK)

Nashratpur, Gaibandha 5700, Post Box-14, Bangladesh

Phone & Fax: +88 0541-89042, Email: guk.gaibandha@gmail.com

Website: www.guk.org.bd, www.facebook.com/gukgaibandha, twitter.com/GUKGaibandha



This project is funded by
The European Union



A project implemented by
Leonard Cheshire Disability and Gana Unnayan Kendra (GUK)

