



NEWS LETTER

September 2014

MY SCHOOL...MY CHOICE

INCLUSIVE EDUCATION

An Effective Initiative towards Development



This project is funded by
The European Union



**Leonard
Cheshire
Disability**

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

Progress at a Glance

Basic Information

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

Formation of Social Groups

- 100 child clubs has been formed.
- 100 parents groups have been formed.
- Seven alliance groups formed with 135 members of NGO, Disabled People Organizations (DPOs), Journalist associations, teachers' association, parents' group leaders and Union Parishad Chairmen association representatives at six upazila and district level.

Capacity Building Support

- Provided training to 322 school teachers on inclusive education.
- Training provided towards 416 Hearing impaired and their parents on sign language.
- Provided training towards 297 caregivers, mainly who are taking care of those CWDs.
- Provide refresher's training for 25 caregivers.
- Provided training for rehabilitation workers, 164 (male-54 & female-110) participants.
- Provide refresher's training for rehabilitation workers, 110 (male-16 & female-94).
- Provided training towards 27 Primary teacher's Training Institute instructors (20 male, 7 female).
- 100 facilitators of child to child clubs have been trained up to conduct meetings.
- 10 IERCs are established in 10 selected schools in project area.

Advocacy and Sensitization

- Workshops Organized with govt. officials and local govt. Total 742 participants (male-603 & female- 139) attended in those 16 workshop held.
- Linkage established with

- District level Department of Social Welfare, Primary Education and Health; NGOs like CDD, Sight Savers International etc.
- Inclusive Education Guidelines has been developed 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

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

Support for Education and Mobility

- Tools of Learning Materials are distributed among 150 primary schools.
- 2128 CWDs received support to improve health and functional ability.
- CWDs received 613 assistive devices, therapy support (704; boys -244, girls- 460) and getting transportation support (550; boys-319, girls-231).
- 1,092 CWDs (620 boys, 472 girls) are receiving extra coaching support.



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Editorial

No nation can improve without education. Bangladesh, a densely populated country where 16 million different types of people living with disabilities. Though fundamental values of the constitution firmly opposes the discrimination against the children with disabilities (CWDs) are victims of discrimination in education, health, mobility, entertainment and participation. This marginalized part has been living with inhuman lives along with completely isolated from social and development activities.

Gana Unnayan Kendra (GUK) and Leonard Cheshire Disability (LCD) is implementing Promoting 'Rights through Community Action: Improved Access to Inclusive Education for Children with Disabilities' in 42 Union Parishad and 4 Municipalities together under 6 Upazilas of Nilphamari District by the funding supports from European Union (EU). There are 2100 school children with disabilities covering the age in-between 4-14. The project is coherently working to get an inclusive and empowered society where all children with disabilities enjoy their right to education on an equal basis with others, by working with and supporting Non State Actors (NSAs) and Local Actors (LAs) to build a replicable model for inclusive education.

The project works directly with 262 govt. Primary Schools establishing 50 model schools accessible for the CWDs and 10 Inclusive Education Resource Centers (IERC) and train teachers of 345 mainstream schools. The project also worked to sensitize the community and policy makers on the issue to create a conducive environment for the promotion of inclusive education for disable children. The project plan includes some important qualitative measures through skill and knowledge base capacity-building, mobilization, partnership development and alliance building processes of key stakeholders, lobbying with government offices concerned to develop modules and to modify the national primary school curriculum in favour of children with disabilities.

It is our effort to share project learning, experience and progresses of working with CWDs by this newsletter. We hope that readers of this newsletter will gain a clear thought and realization of inclusive education that expand the approach of inclusive education and contribute to the development of CWDs in future. We like to convey our jovial acknowledgement and heartfelt thanks to EU for extending supports for the project. We also grateful to the stakeholders from grassroots to national level who are contributing directly and indirectly to achieve the progress of the project. We 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)

New Hope of Light My School...My Choice

They are continuing their reading, writing and sitting for the exams alongside with the general children. At the end of each year, they are also showing their success in education. They are also making success not only in education but also in playing games. All the successes go to the children with disability (CWDs) in Nilphamari district. Now all the children with disabilities (CWDs) in this district engage themselves in the line of successive competition once who were deprived from all.

They are doing physical exercise in school assembly and singing national anthem of Bangladesh together with all students. They are entering into their class rooms politely after finishing national anthem. They are doing good results in their exams. All of those have been possible only for the project 'Rights

through Community Action: Improved Access to Inclusive Education for Children with Disabilities' implemented by Gana Unnayan Kednra (GUK) and Leonard Cheshire Disability (LCD) by the funding supports of European Union (EU). The project on inclusive education has been implementing in Domar, Dimla, Jaldhaka, Syedpur, Kishorgonj and Sader Upazila of Nilphamari district. As a result, a new arena of education development created for the children with disabilities (CWDs). Now the project is succeeded enlightening the house of darkness flinging the light of education.

For the time being, education services enabled for 2 thousands and 128 students (CWDs) mainstreaming with 262 govt Primary Schools. They are studying like other normal students together in the environment



of inclusive education. Among all CWDs, 886 are girls and 1 thousands 242 students are boys while 570 students are speech and hearing impaired, 227 blinds, 637 physically and 498 intellectual impaired and 205 different types of disabilities.



This is a holistic and dignified project undertaken by Gana Unnayan Kendra (GUK), a community led voluntary development organization in the northern part of Bangladesh. By the leadership of M Abdus Salam, Chief Executive of GUK, a set of well skilled and trained staff resources are working for the welfare of the children with disabilities (CWDs) together cooperation with Leonard Cheshire Disability (LCD) by the funding supports of EU.

The project not only supported their admission into the schools but also distributed education materials for their education. Among the materials there are school bag, khata, pen, scale, sharpener, pencil, eraser, and water pot have been provided to them.

50 school building have been brightly coloured for the benefits of the of low eye side students. Besides, Braille and shyness slate also structured in every classroom for the visual impaired students so that they would be able to identify his or her classroom and sign language. On the other hand, 117 children who are physically disabled received wheel chair for their easy movement and they have been supported for specialized sitting arrangement with 22 standing frame. The project also offered hearing aid to 270 hearing and speech impaired, audio recorder to 12 students, goggles to 9 students and magnifying glass to 40 low vision children with disabilities (CWDs). Transportation supports provided to 550 children with disabilities (CWDs) for continuing their study in the schools. Besides, the project also provided rickshaw and van for specific schools under project for communication of the students. Moreover, playing

materials also provided to 252 schools including cricket, carom board and football. The children with disabilities (CWDs) are playing at their school ground together with general students enjoyably. The project has supported for repairing and maintenance 9 school fields with some new playing infrastructure supports including cradle, slipper and so on where students are enjoyably spending their leisure time.

Speech and hearing impaired Tanvir Islam Zisan son of farmer Zahedul Islam of Ramnagar regularly attended in IERC for learning, studying and playing by the side of his regular studies in school. This year, he becomes first place in class two.

Moreover, every targeted schools received PROTIVA BOX with all necessary materials including learning and sign language books, Braille slate, English alphabet, writing guide, reading stand, animal shape, tailor frame, rhyme books, toys, geometry box, and optical device etc along with perspective guidance to utilize the materials.

The project intensively supported the infrastructural works in 43 schools in 6 Upazilas of this district in favour of inclusive environment including ramp with railing, toilet and classroom adaptation. The project strongly emphasized about to create mass awareness on inclusive education especially among the parents, social leaders, teachers and students. And respectively 100 parents groups were formed comprising 15-20 guardians. In this way, 1 thousands 8 hundreds guardians are now playing active role in their monthly meeting and worked to create awareness and pro-disabled environment in their own communities. As a result, people become lighthearted in the way to light house to protect social safety as well as to ensure their rights.

Besides, 399 teachers of targeted schools gained training on inclusive education. 10 Inclusive Education Resource Center (IERC) in separate room in different schools on inclusive education and disabilities. A trained volunteer worked intensively for each and every IERC that generally open from 10 AM to 3 PM except two holidays including Friday and Saturday.

Moreover, 100 Children Club also exists where 1760 children including 616 boys and 1090 girls involved. They are delightedly playing, singing, drawing and working social and cleaning works together with general students of those schools.

Once there were no opportunities for the CWDs to the schools, now the situation has changed. People of the societies are caring the CWDs instead of negligence and deprivation. All these are the significant successes, accomplishments of the project that brought the opportunities for educational attainments and social dignities of the Children with Disabilities (CWDs). There prevailing the environment of MY SCHOOL MY HOME. Community level bondage established by the project with social sincerity, cooperative, compassionate and affectionate approach towards the disabled people. Passing all the constraints, Children with Disabilities (CWDs) are going to school and dreaming for new hope of light.

On the other hand, to create massive awareness among the communities 22 billboard placed in differ-

ent valuable places including roadside, market, turning point etc containing different slogan and dialogue on the rights of inclusive education. In addition, 500 rickshaw plates painted, numbers of posters placed with motivating language indicating the rights of CWDs through collective initiatives eradicating all the wrong concepts about CWDs.

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Sonakhuli Govt. Primary School has created a bright example for the education of the CWDs through inclusive environment. Head Teacher Ms. Sahida Parvin says:

Zobayda Khatun is playing very active and caring role to coordinate the education of CWDs, she received specialized training on inclusive education from GUK. Among 553 students 13 various types of CWDs are imparting education fruitfully together with all very friendly and pleasantly. GUK provided infrastructure supports by constructing specialized toilet, ramp and tube-wells where necessary. Painting with bright colors, Braille name plate, extended blackboards, PROTIVA BOX are in place within the school.

Bodun Nahar, Head Teacher of Kachari govt. Primary School of Domar upaizla of Nilphamari upazila received intensive training on Inclusive Education under IE Project of GUK. A total of 524 students are imparting education from there amongst 12 students are disabled including Physical disabled-4, low vision-3, intellectual disabled 2 and multiple disabled 3. Remarkable changes brought out within the school atmosphere especially for the children with disabilities (CWDs). Now she along with her all teachers are playing caring and loving role and care for the education of CWDs.



Nupur Wants to be an Example of Women Empowerment :

Dream of a Physically Challenged Girl



Nupur (10) is a physical disabled girl that used to live in the village of Paschim Salhati, Kundupur union in Nilphamari district. She is the beloved daughter of Nazim Uddin Basunia and Jahanara Basunia. Their first child is a son but they desired getting a girl very much.

She admitted into the school in 2011 by the frequent motivation and advocacy on behalf of Inclusive Education Project being implemented by GUK and LCD by the funding supports of European Union.

Their dream turned into reality when Nupur was born into their

family in 2004. But it is a matter of fact that difficulties aroused when Jahanara Basunia was in the seventh month of her child bearing. As a result, she had to undergo a c-section. A cute and delightful girl was born, bringing a smile into the faces of Nazim Uddin Basunia and Jahanara Basunia. But dilemma awakened again when the new born child could not move and cry. They admitted the new born child in the child department of Rangpur Medical Hospital, Rangpur. After a month of treatment, they returned to their house with the new born child curing a little bit. But the problem of the child

remained the same and other members of their family realized that the child did not develop like other children at that age. Due to her early birth, she was not able to grow normally and she did not learn how to sit independently until the age of 3. That is why, she grew very slowly. Presently, she is 10 but is not able to walk. During 2012 when the survey was being continued in different primary schools, IE Project found Nupur at Salhati Governmental Primary School when she was reading in class II. At this time she was not able to come to school and sit in the classroom easily. She had to take regularly support from other members of her family.



According to the need assessment of IE Project, she got a wheelchair encouraging her

parents to support her education as well as motivating them to prepare a standard table accord-

ing to her height so that she would be able to study easily from her wheelchair at school. On the other hand, all teachers of her school extended their cooperation with her very well and according to her demand.

Presently she is reading in class IV with regular lesson learning from coaching center. She performed well in her education and was second in the last annual examination. IE Project also provided 6 daylong Inclusive Education training support to Ms. Munni Begum for correct management and interaction with the CWDs. Consequently she provided her cordial support to Nupur very positively. According to the feelings of Ms. Munni Begum, Assistant Teacher of Salhati Governmental Primary School.



Nupur Wants to be an Example of Women Empowerment :

Parents of Nupur dreamt about her to be independent like others who would be able to contribute her family, society and nation as well.

Rumana Wins Over Eisability:

Utpala Rani Das, Community Trainer



Rumana Khatun is a 13 years old child. Her father, Md. Abdur Rashid is a Van driver and mother Rehena begum is a house wife. They live in the village named Horiballo (Hotatpara) under Etakhola Union of Nilphamari sadar upazilla, Nilphamari District. She is a person with Hearing and Speech impairment. Financially her family is poor. There are four members in her family and between two sisters, she is younger one.

Rumana was born with hearing loss. When she was 2 years old, her family identified her problem. When she was seven years old, her family tried to admit her in the nearest primary

school. But the school authority decline to admit her for her disability. But for her mother's utter effort, she got admitted in pre-primary class of a BRAC regulated school in 2008. For her better performance in the school with the support of her mother, in 2009, the headmaster of Horiballo Govt. Primary School took her admission in class One in his school.

When Gana Unnyayn Kendra (GUK) started their inclusive education project at Nilphamari in 2012, Rumana was a student of class Four in Horiballo Govt. Primary School. She was identified as a Child with Disability (CWD) by the baseline survey and included under the extra

tuition support program of this IE project. There she got facility of free hearing test by the Inclusive Education Resource Centre (IERC) and on basis of the report of her hearing test; organization provided her a hearing aid out of cost. Using the hearing aid and with the support of speech therapy given by the IERC, now she is capable for verbal communication with others and can read her text books with pronunciation broadly. The IE Project also provided khata, pencil, eraser, bag, and water pot etc, almost everything that was needed to ensure her education properly. In 2013, she passed successfully her annual test in PSC (Primary School Certificate) examination with GPA A-.



It was a milestone for academic career of Rumana. Rumana made it possible by her unrest effort with

unfeigned co-operation of her parents, teachers of schools and extra- tuition centre, classmates and

friends. Now, she has been studying in class Six in Fultola Bohumukhi Uccha Bidyalay. Knowing her performance in PSC examination, the Headmaster of Fultola Bohumukhi Uccha Bidyalay had admitted her in his school and assured all possible co-operations for her academic progress.

Rumana was also a sound activist of Child Club of IE Project under GUK when she was in Horiballo Govt. Primary School. Her activism inspired many children, their guardians and teachers to be more sensitive and helpful towards CWDs. She proved that disability can't create any hindrance if the person with disability is determined to set and achieve his/ her lifetime goals and rights. Now Rumana is a role model for every CWDs in Nilphamari district.

Accessible School



Optimistic Sumon Want to Become Self Dependant



Md. Sumon, impaired with low vision is a 3 child in the poverty stricken family of 3 brothers and 1 sisters. Sumon and his elder brother Sohag (student of class IV) suddenly became victims of low vision just after their birth. Both of them can see in obscure range at day time but Sumon cannot see at night at all. His parents are riskaw driver and earth worker. At this stage, it is very hard to bring him to school for education. He is a student of class III who got admitted in class one at Ramnagar Govt. Primary School through survey under inclusive education project implemented by GUK. At present, his studying and practicing regular in class three at Ramnagar resource center facing grim

hardship in this tender age. Besides, Sumon is helped by his class teachers and resource volunteers in operating hand magnify-

ing glass, reading frame and writing frame. This year, he was put under operation in Eye Hospital Dhaka with support of GUK.





Dipti rani age 11 years old father Foni das is a Rickshaw van puller and mother Lakhi rani is a house wife. They live in the village of Natkhana Kachari under Palasbari union of Nilphamar sadar upazilla under Nilphamari District and she is a Visual Impaired girl. Financially they are poor. Family members total 04 persons with elder brother.

Dipti born as normal and everything were as usual. When she was 02 years old suffered by high fever and loses her vision. At the beginning of the project she identified by the baseline survey at that time she was 08 years old, After identified her the community trainer of respective area's motivated their

parents to send them nearest school called Nilphamari Kachari Govt Primary School. Once he was able to help them to get admission in pre primary at that school. Now she reads in the grade two in the same school.

After that they are going to school with their mother and sometimes with their parents. They are getting additional support like ADL skill from the Ramgonj IERC for improving ADL performance. She also learns singing song through IERC teacher. Educational materials like Braille stalte, Trailor Frame, has been provided from project. Transportation cost for schooling, extra tuition are proved as a retention support thorough

the Inclusive education project.

MS Badrunnahar begum Head teacher who received 6 days long training on inclusive education said that after getting training now we are capable to manage inclusive classroom with visual Impaired Children. As a result of all those support educational performances of her are improving day by day. This year Dipti Rani has promoted in grade Two.



Drawing of CWDs



Name of Students of Drawing:

1. Md. Abdul Owhab (Physical), Class Three, Roll no. 17, Motukpur 1 no. Government Primary School, Domar.
2. Rumana (low vision), Class Four, Roll no. 13, Poschim Boragari Government Primary school 2 no, Domar.
3. Nazma (Physical), Class Three, Roll no. 7, Poschim Boragari Government Primary school 2 no, Domar.

Citation from Stakeholders

We need to involve the local government structures especially Union Parishad to ensure inclusive education for the Children with Disabilities (CWDs)

Md. Rofiqul Islam
Chairman, Dimpila UP
Chairman, Dimpila,
Nilphamari

After receiving the training, it seems that without CWDs learners a school is quite unfulfilled

Md. Golam Mostafa Khokon
Head Teacher, Gurguri Govt.
Primary School
Nilphamari Sadar,
Nilphamari

More initiatives need to be undertaken from the non-government sector by the side of the government

Md. Lebu Mia
Member of Alliance
Nilphamari Sadar,
Nilphamari

Children with Disabilities (CWDs) are none but our brother and sister, we should extend our helping hands towards them

Naznin Akter
Member of Children Club of
Ramnagar GPS
Nilphamari Sadar,
Nilphamari



We should be stronger collectively to ensure the rights of Children with Disabilities (CWDs)

Mintu Chandra Roy
DPO Leader
Tupamari, Nilphamari Sadar,
Nilphamari

My son could not able to move; now he can walk by the exercise (physical therapy from IERC) of the center and now he goes to school

Bimola Rani Roy
Mother of CWD Usha Rani,
Kachukata, Sadar
Nilphamari



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