

Inclusive Practice (IP) in Primary Schools of Bangladesh: Challenges and Opportunities

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Abstract:- This study explored the inclusive practice in primary schools in Bangladesh. The study sought to investigate the barriers to and opportunities for greater development of inclusive practice in primary schools in Bangladesh, in Sreepur Upozila of the Gazipur district in Bangladesh, based on insights from primary teachers. The study aimed to provide direction for the improvement of the inclusive practice in primary schools in Bangladesh. A mixed methods research instrument was used, with data collected via a questionnaire. Thirty-three out of a total of thirty-five teachers with at least 6 weeks involvement in the inclusive practice participated in the study. Descriptive statistics were performed on the quantitative data and some open question data were thematically analysed. Analysis of the quantitative data indicated that the participants in this study associated their involvement inclusive practice in a primary school in Bangladesh with of a variety of areas in need of better development. Although, overall, the assistant head teacher and head teachers questioned viewed current policies and legislation on IP as having a positive role in developing IP. A key area of development identified was the shortage of the overall number of teachers trained in IP, added to which there is a national shortage of teachers. A need to work with guardians to raise their awareness of the benefits to disabled students' physical and emotional health and wellbeing of IP also became clear. The thematic analysis of the open question resulted in the identification of the barriers to and opportunities for inclusive practice in primary schools in Bangladesh. These findings were in line with evidence about the potential of inclusive practice in primary schools in Bangladesh to promote a range of positive outcomes for the children involved in them.

Key word: Inclusive practice, primary schools, Barriers, opportunities, Teachers Attitudes.

I. INTRODUCTION

Inclusion is a vital process that helps overcome barricades preventive the attendance, participation and success of learners (UNESCO 2009, UNESCO 2017). The central message is simple at in centres on the idea that every learner matters and matters equally. Everybody in this world is similar in this process. Inclusive practice is a part of inclusive education. It is a non-stop process that includes the transformation of schools and other centres of learning to cater for all children – together with boys and girls, students from ethnic and language minorities, rural residents, those

affected by human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), and those with disabilities and difficulties in learning and to deliver learning chances for all youth and adults as well. Inclusive practice is essential to achieve social equity and is a one of the impotent constituent elements of lifelong learning'.

Inclusive Practice refers to the determination, and goal, that all children regardless of ability or disability should be educated in mainstream classes in their district schools, receiving education and support as important by their needs (United Nations 2006). The Government of Bangladesh is committed to confirm education for all by 2018 Kabir (2008). Bangladesh is one of the participant countries of the Salamanca Declaration-1994, Dakar Framework for Action-2000, and United Nations Convention on the Rights of Persons with Disabilities-2006 in which education of children with SEN is to be applied through an IE method. In the constitution of Bangladesh has in article 17 (a, b and c) also assurances education for all without any discrimination (Ministry of Law, Justice & Parliamentary Affairs, 2000). The Bangladesh Persons with Disabilities Welfare Act, (2001), highlights education of children with SEN through IE (Ahsan & Burnip, 2007). This is related to my proposed study because it focuses on an important aspect of inclusive practice in primary schools in Bangladesh: its barrier and Challenger it is also availability in the Bangladesh education policies.

Which examines inclusive practice and policy, is relevant to my proposed study as it focuses on a vital aspect of inclusive practice in Bangladesh perspective, namely the link with the constitution and government activities to foster inclusive practice (Ahsan and Mullick's 2013). It focussed on primary education and on the removal of barriers to inclusive practice. However, this research was not conducted in a Bangladeshi context. The findings of my proposed study will cover the findings of their study by the linking with the Bangladesh constitution and government activities, the current research study will provide valuable insights into inclusive practice in Bangladesh from the perspectives of primary education educators. The ongoing development of inclusive practice, and research conducted in relation to it, both underpins and informs legislation and educational policy.

II. PURPOSE OF THE STUDY

The purpose of my research study was to gather information from professional educators involved with primary school aged pupils in relation to inclusive practice, and to gauge teacher confidence with a view to addressing how this might be improved. An additional purpose was to gather insights into supports to and impediments to good practice to disseminate for the benefit of policy makers, practitioners and, ultimately, children themselves.

The intention was to explore the experiences and perceptions of professionals working in primary school schools in relation to supporting children through inclusive practice; and to find out whether for example, individual strategies, resources or school-based approaches have benefited inclusive practice and outcomes. It was important to ascertain the knowledge and awareness of inclusive practice of the professionals supporting children who need inclusive practice. The findings of this study can contribute to the understanding of supports both available and provided within primary schools for young people who inclusive practice in primary school in Bangladesh. The findings will address the issue of supporting all children through inclusive practice in primary school in Bangladesh which has implications for the educational experience and well-being of the children. It is also of significance to those in positions of power in inclusive education who can contribute to improvements in inclusive practice.

III. OBJECTIVES

- To explore the inclusive practice in primary school of Bangladesh.
- To find out the Challenges of inclusive practice in primary school of Bangladesh.
- To identify the opportunities of inclusive practice in primary school of Bangladesh.

IV. METHODOLOGY

In order to obtain information relevant to the research focus the participants had to meet the following inclusion criteria: they had to be head teachers or assistant teachers in Sreepur Gazipur district in Bangladesh. A questionnaire methods approach was taken using a single research instrument because it was a short-term project with limited time and resources. The questionnaire included predominantly closed questions with Likert scaled responses (the quantitative aspect) and some additional open questions which provided data which was more qualitative in nature. The researcher called to 35 head teacher and assistant teacher in the primary school of Sreepur Upozila at Gazipur district in Bangladesh. The 33 participants are agreeing to attend the researcher's data collection. It is held in the model primary school hall room at Sreepur Upozila. 2 participants cannot agree to attend the exam room for their personal problem. The researcher considered that securing 33 participants. The researcher finds out a purposive or non-probability sample was used in this

research. It was the considered appropriate for this research as the researcher was interested specifically in the thoughts and opinions of assistant to the head teachers and head teachers in Sreepur Gazipur district in Bangladesh who had responsibility for implementing IP in their primary schools. The extent of the issue of Inclusive practice in primary schools in Bangladesh: Barriers and opportunities were assessed through predetermined options. Questions requesting that respondents scale experiences such as inclusive practice or perceptions were useful in indicating confidence levels and, therefore, obtaining a clear overview of experience and suggestions from a sample of professionals Sreepur Upozila at Gazipur district in Bangladesh. The survey was emailed to thirty-five professionals in the Upozila of the Gazipur. An aide-mémoire email was sent a week after the first email with the link to the study, and a final reminder was sent two weeks after the first email. Thirty-three of the professionals who were approached completed the survey, so the completion rate was 94%. Responses were received from a wide range of professionals including five head teachers and twenty-eight assistant head teachers.

Data were collected in accordance with the research plan. All answer sheets was recorded, with participant consent, and transcribed soon after the questionnaire. The transcripts of the answers to the open questions were then thematically analyzed for commonalities, and the Likert scale responses to statements were noted. In this circumstances ensured that, this research topics inclusive practice in primary school in Bangladesh: its barrier and challenges validity and reliability were maximized throughout all areas of the research study and also the findings achieved were valid. Taking these aspects into account I ensured that validity and reliability were maximized throughout all areas of the research study and the findings achieved were valid.

V. LITERATURE REVIEW

This literature review locates recent developments in inclusive practice in a wider discussion. It argues for the central role of educators in promoting inclusive education and reducing under achievement, particularly when dealing with learners who are perceived as having difficulties in learning. A discussion of literature review pertaining to the development of inclusive practice in primary school in Bangladesh, barriers to this development of IP in Bangladesh and ways to challenge the IP barrier in Bangladesh, with specific reference to the education system in Bangladesh is undertaken.

➤ *Inclusive practice (IP)*

Inclusive practice is a process that, all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, their neighbourhood schools in age-appropriate, contribute and participate in all aspect's life of the school. According to Booth and Ainscow (2011), all children are enabled to participate in the learning activities and in inclusive schools, learning activities are planned with all children in mind.

Children are learning from each other and they show their actively involved in their own learning. Lessons plan develop an understanding of the similarities and differences between people and assessments encourage the achievements of all students. According to Knowles (2018), at the centre of inclusive practice is the commitment to allow any child. Inclusive practice is also about the development and design of our schools, classrooms, programs and activities where all students engage and participate organised.

➤ *Limitations on teachers' ability to engage in IP*

The primary level teacher education and training curriculum lack necessary content related to disabilities and their instructional implications in the classroom, and current teacher preparation programs in Bangladesh cannot adequately produce skilled teachers for inclusive classrooms (UNESCO 2006). The potentially significant impact of this inadequate training of teachers is further emphasized by UNESCO (2008) who states that there is a growing international recognition that the reform of teacher education is necessary to the process of inclusive practice. Similarly, the 'World Report on Disability' (WRD 2011) emphasises the importance of appropriate training for mainstream teachers if they are to be confident and competent in teaching students with diverse educational needs.

➤ *Link with the Bangladesh constitution and government activities*

In 1990, the Bangladeshi government passed a law that named the compulsory primary education law for children up to the 5th grade. In order to promote further equity and access of underprivileged children to primary education the government ordinance its 'Food for Education programme'' and also a five-year countrywide Primary Education Stipend Project were produced. Among the other notable steps was the appointment of female teachers to attract female students in the school and achieve gender equity, the introduction of uniforms, supply of free textbooks and provision of professional training to primary teachers. Also, the government ensures the 70% of female teacher in the primary school in Bangladesh (National Education Policy, (NEP) 2010). Many of the guardian of children who are living hand to mouth, they have not enough money to buy school books and they also cannot spare money to better support a disabled child. The government has declared many incentives, such as stipends and access to play materials to ensure the inclusive practice in the primary school in Bangladesh (ibid).

According to Malek 2014, Article 17 and 28 of the constitution states that education should be ensured for all children without any discrimination. The Bangladeshi constitution is consistent with inclusive practice philosophy. It could be suggested that Bangladesh's engagement with these key legislative and policy frameworks indicates governmental decision makers in Bangladesh are moving positively towards promoting inclusive practice in education. Moreover, the Education for All (MOPME, 2010) policy is both more in line with a

globalized movement towards IE, and also aims to supports wider community awareness of IE within Bangladesh.

➤ *Link with the Ministry of Social Welfare*

Bangladesh enacted the Bangladesh Persons with Disabilities Welfare Act (Ministry of Social Welfare [MSW], 2001) in 2001. The act emphasised the need to educate children with disabilities either in mainstream or special schools. More recently, The National Education Policy 2010 recognized Inclusive practice as a viable strategy to ensure education for all citizens (Ministry of Education [MOE], 2010). This represents a strong policy foundation underpinning the development of Inclusive Practice in Bangladesh. In 2013 Protection for Neuro-Developmental Disabled Trust Act 2013 has approved by the National Parliament. Under this Act in 2014 Neuro-Development Disabled Protection Trust has been formed. The findings of my proposed study will extend the findings of study by Welfare Act (Ministry of Social Welfare (2001) and the Neuro-Developmental Disabled Trust Act 2013 by providing perspectives from a mainstream a Upozila education Office in Bangladesh, with specific focus on one aspect of inclusive practice, namely the barriers and challenges to its achievement.

➤ *Comparison with the other country's inclusive practice*

According to Ferguson (2008) that research on the status of inclusive education in developing countries in Africa, Asia or Eastern Europe typically focuses on the history and difficulties of inclusive practice gives emphasis to barriers and challenge in the development of IE. The education system of these countries is so much more developed, and their government and stakeholders are playing a successful role in developing inclusive practice. In contrast, research centred on countries in North America, Western Europe and other developed countries draws the general conclusion that developed countries have made significant progress in inclusive education. The education system of these countries is so much more developed, and their government and stakeholders are playing a successful role in developing inclusive practice. Sufficient government fund and technology with proper plan of their education ministry make them better inclusive practice.

According to Ellsworth & Zhang, (2007); Singal, (2008) examination of the status of inclusive education in developing countries in Africa, Asia or Eastern Europe typically focuses on the history and difficulties of inclusive practice. Among the long list of barriers to successful implementation of inclusive practice globally; the limited participation of the education ministry, limited government support, ineffective policies and legislation, inadequate funding, shortage of particularly trained teachers, political instability, and economic crisis, ineffective and inefficient use of assistive technologies are presented as major obstacles. Ministry of Primary and Mass Education [MOPME], (1990) cited that like many other countries (i.e. USA, UK, Australia, India, South

Africa), Bangladesh has gone through a number of policy reforms to promote inclusive practice. Ferguson (2008) suggests that key general conclusion of his research findings is that developed countries have made significant progress in inclusive practice. but in the other side under develop country like Bangladesh, India, Nigerian, South Asian Association for Regional Cooperation (SAARC) etc country still cannot full fill practice the inclusive in their primary school because of their many kinds of internal barrier. My proposed study will seek to how the other country can develop the inclusive practice. Also, what is the barrier and how we overcome them we what face for the proper inclusive practice in primary school in Bangladesh. The developed country would be role model for my research. These insights are relevant to my proposed study because they provide useful perspectives on the need to adapt the learning environment to support inclusive practise. The findings of my proposed study can add insights from the context of Bangladesh.

➤ *Inclusive practice is the commitment to allow any child.*

According to Knowles (2018), at the centre of inclusive practice is the commitment to allow any child, whatever their needs, to access the learning activities provided and to enable them to thrive in that learning environment. According to UN (2006), The idea of inclusive education is important because it is defined by the United Nation as a human right in The Convention on the Rights of Persons with Disabilities. According to UNESCO, (2002a; 2002b) Inclusive education should be adaptable to dissimilar styles of learning for that it suits all learners, in particular children. According to the UN, there are some 200 million children with disabilities (CWD) in the world (UNICEF, 2009). These insights are relevant to my proposed study because they provide useful perspectives on the need to adapt the learning environment to support inclusive practise.

➤ *Minor modification situation in inclusive practice classroom*

Policymakers are still in favour of creating awareness for social inclusion. Accordingly, to (UNICEF 2007) education is a fundamental human right and is seen as the key to having a better and more fulfilling life for survival, protection, and development of human potentialities (UNICEF, 2007). So that every child must right to earn education. For this purpose, some guardians suggest that modification is required for the development of school. Also, Education is increasingly considered as a key to the inclusive and sustained development of a society (UNESCO, 2012). Kawser, et al, (2016) found that by making minor modification accessibility to school should be made to the physical structure of school; such as building ramps, accessible toilets, wide doorways, more school of classrooms. Kawser et al (2016) his conducted their research in the Bangladesh context which is directly relevant to the focus of my research.

➤ *Teachers training situation in IP*

According to Das et al (2015), specialised development chances need to be made accessible especially for those general education teachers that absence training in special education. The classroom educators should be having enough money with both material and human resources essential to adequately meet the requirements of students with disabilities. This is relevant to my proposed study because it focused on the challenge and barrier of inclusive practice. Some of the educators suggested that this kind of activities, we should make sure obtaining our aim and vision. The primary level educator education and training syllabus lack essential contents connected to disabilities and their instructional implications in the classroom UNESCO (2006) reports that, present teacher groundwork programs in Bangladesh cannot make skilled teacher for inclusive practice. According to Munir & Islam (2005), the Government of Bangladesh has been implementing inclusive practice in formal primary education sub-sector since 2003, it is still at a nascent stage of development. Also, the primary level educator education and training curriculum absence necessary contents connected to disabilities and their instructional implications in the classroom UNESCO (2006) reports that, present teacher groundwork programs in Bangladesh cannot make skilled teacher for inclusive classrooms.

➤ *Mainstreaming Gender and Inclusive practice:*

According to Third Primary Education Development Program (PEDP-3) Inclusive practice emphasizes the “all” in “Education for All.” Moreover, PEDP-III also provides a mandate for provision of a stipend for disabled students from the government, in response to teachers and educators view that this be support their interest in learning. Access to quality education irrespective of the race, religion or other traits, therefore, is the basic right of every citizen. Under PEDP-III, the interventions initiated under PEDP-II will be continued: an integrated strategy has been prepared and will be implemented. Block funds will now be provided through UPEPs to assist school’s mainstream inclusive education with mild to moderately disabled children. Issues of inclusion will be integrated into all training activities. School level focal persons trained under PEDP-II will be supported, and all children will be screened for learning difficulties (as well as health problems) on entry to school and every year. Thereafter, the SLIPs can be used to improve the quality of teaching and learning and to ensure the participation of all children. This sub-component includes study and block grants to UPEP. The findings of my proposed study will extend the findings of study by Third Primary Education Development Program (PEDP-3) providing perspectives from a mainstream an Upozila office in Bangladesh, with specific focus on one aspect of inclusive practice in primary school in Bangladesh; its barrier and challenge.

➤ *The challenge of special needs child and ethnic group access to education*

According to National Education Policy (2010) by the Ministry of Primary and Mass Education (MOPME) for the People’s Republic of Bangladesh the lavatory facilities and the scope for smooth movement in to and around school buildings will be adequately designed and created. Special consideration in the order to fulfilment the special needs of the physically challenged learners. Specific and privileged attention will be given to their requirements. At least one trainer will be enlisted in each of the PTIs to facilitate the special teaching methods and needs of several types of challenged learners. Actions will be taken to confirm the availability of educators from ethnic groups and to prepare texts in their own tongues so that ethnic children can learn their own indigenous languages. In these initiatives, especially in preparing school books the inclusion of respective indigenous communities will be ensured. Special assistance will be provided to the marginalized indigenous children. So, the schools may suffer from dearth of children. In order to create chances of enrolment of enough number of children, residential facilities for educators and learners have to be created. This also claims necessary attention (ibid). The findings of my proposed study will extend the findings of study by in learning providing perspectives from a mainstream a Upozila Education office in Bangladesh, with specific focus on children of ethnic groups e aspect of inclusive practice in primary school in Bangladesh; its barrier and challenge. Some of the teacher said that when a disable student handling is a great problem’s this study is relevant to my proposed study because it outlines barriers to inclusive practicing, which the focus of my study, from the same national context.

It examined literature regarding the nature of inclusive practice and described the context of primary schools in Bangladesh. Current issues related to inclusive practice in primary school in Bangladesh; its barriers and challenges, and the impact of IP policy in schools in Bangladesh were addressed. Teachers’ views regarding inclusive practice, as reported in literature, were provided as were findings which examined the impact of the inclusive practice in primary schools in Bangladesh.

VI. FINDINGS AND DISCUSSIONS

As previously discussed, the purpose of this study was to examine inclusive practice in Bangladeshi primary schools, and to focus on barriers and challenges to its achievement.

In this study used a questionnaire to establish how teachers felt about inclusive practice in Bangladeshi primary education. It therefore produced a combination of both quantitative and qualitative data. The findings are discussed below and presented in two parts.

Part I Quantitative Data

The questionnaire included 20 questions relating to teachers’ professional experiences and views on inclusive practice.

Table 1: views on overall position of IP

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
IP in Bangladesh going to right direction	33%	45%	9%	6%	7%

In This Table1 shows that; 78% of participant, are of the view that inclusive practice in Bangladesh is moving in the right direction. The positive moves towards developing IP in Bangladesh are also reflected in the research literature by UNICEF (2007) which states that although many impediments to highly developed and effective IP exist: the general trend and political will to develop IP exists. A significant policy example of progression in the direction of IP exists in the Third Primary Education Development Program (PEDP-III) related to Inclusive practice which emphasizes the “all” in “Education for All.” Moreover, PEDP-III also provides a mandate for provision of a stipend for disabled students from the government, in response to teachers and educators view that this be support their interest in learning. The data indicates that primary teachers within the Sreepur Upozila, Gazipur district region of all teachers of Bangladesh are of the view that our government is taking necessary action to develop a context of inclusive education in which inclusive practice is able to develop.

Table 2: Respondents’ views on barriers to IP

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Variety of barriers	36%	48%	3%	12%	1%
Poverty main factor	33%	60%	3%	3%	1%

In this Table2 shows that; vast majority of those questioned are of the view that they think that a variety of barriers to inclusive practice in Bangladesh exist. 93% of participants stated that poverty is the main barrier to developing inclusive practice in Bangladeshi primary schools. The vast majority of participant said that in rural areas of Bangladesh people live to ‘hand to mouth’ so that it is a problem for the development of inclusive practice. In order for every child to access their right to earn an education, all participants agreed that governmental financial poverty is a significant barrier to primary schools in Bangladesh developing inclusive practice. Accordingly, to UNICEF 2007 education is a fundamental human right and is seen as the key to having a better and more fulfilling life for survival, protection, and development of human potentialities (UNICEF, 2007). It is therefore essential to continue to work

towards every child being able to fulfil their developmental potential through education.

Table 3: Barriers to IP: Teacher training, attitudes and resources

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Question 4	Shortage Trained Teachers	54%	36%	4%	4%	2%
Question 9	Pessimistic view of teachers on IP	12%	54%	4%	24%	6%
Question 10	Need for training and resources	54%	39%	2%	3%	2%

According to the data the vast majority of those questioned, 90% of the respondents, are of the view that a shortage of trained teachers to develop inclusive practice in Bangladesh is significant factor in limiting the development and implementation of inclusive practice. According to UNESCO (2006), the primary level teacher education and training curriculum in Bangladesh lacks the essential content related to disabilities and their instructional implications in the classroom. Moreover, the importance of appropriately trained teachers in the achievement of IP is also reflected in the *World Report on Disability* (2011). It emphasises the importance of appropriate training for mainstream teachers if they are to be confident and competent in teaching students with diverse educational needs.

According to the data in this research study the vast majority of those questioned are of the view that many teachers in Bangladesh possess pessimistic views about the learning ability of children with disabilities or difficulties in learning. 66% of the participants fully agree about this kind of teacher's activities and 24 percentage of participant disagree about this. The negative view of teachers, in terms of the learning potential of children with additional needs, is also highlighted by Malak, et al (2014). Malak et al (2014) found that many teachers in Bangladesh possess negative views about the learning ability of children with disabilities or complications in learning.

According to the data the vast majority of those questioned, a total of 93%, had the view that, if strong training and resources were given, inclusive practice could be effectively implemented in schools. Das et al (2015) also reiterated this when they suggested that first of all, professional development opportunities need to be made available especially for those general education teachers that lack training in special education.

Table 4: Importance of parental and community role in promoting IP

Question	Strongly agree	Strongly	Neutral	Disagree	Strongly disagreed
Guardians plays a vital role in IP	30%	57%	3%	6%	4%
Community awareness is needed	36%	27%	6%	30%	1%
Social, political & environmental policies should change by IP	42%	44%	3%	9%	1%

In this Table4 shows that; vast majority (87%) of those questioned are of the view that child's guardian plays a vital role of inclusive practice in Bangladesh. According to Knowles (2018), the centre of inclusive practice is the promise to allow any child, whatever their needs, to access the learning actions provided and to allow them to thrive in that learning environment. it is very important that parents and guardians have a key role in ensuring that their children access education by attending the school. According to UNICEF (2007) education is a fundamental human right and is seen as the key to having a better and more fulfilling life for survival, protection, and development of human potentialities (UNICEF, 2007). So that every child is must right to earn education. Also, Education is increasingly considered as a key to the inclusive and sustained development of a society (UNESCO, 2012).

According to the data the vast majority of those questioned are of the view that local community awareness of individual children's needs is important in ensuring more effective inclusive practice. From all the participant 63% participant agree about it and 39% are disagree about it. On the other side there are 6% participant are neutral about it. According to Malek 2014, Article 17 and 28 of the constitution states that education should be ensured for all children without discrimination; these articles within the Bangladeshi constitution are clearly consistent with inclusive practice philosophy.

According to the data the vast majority of those questioned are of the view that they think Bangladeshi social, political and environmental policies can potentially negatively impact on inclusive practice. 86% of the total participants agree with this statement. Ahmed and Mullick (2014) identify among the long list of barriers to successful implementation of inclusive practice such as the limited involvement of the education ministry, limited government support, ineffective policies and legislation, inadequate funding, shortage of specially trained teachers, political instability, and economic crisis, ineffective and inefficient use of assistive technologies is a major obstacle (Ellsworth & Zhang, 2007; Singal, 2008). Both the current research data and previous research present a context for IP in which the barriers to its achievement are broad, and wide-ranging, and include; socio-economic, political and environmental factors.

Table 5: Respondents' views on the need for adequate materials, resources and physical structures designed for IP

		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Question 6	Adequate materials & resources is needed to develop in IP	18%	54%	3%	3%	6
Question 8	Physical structure needed for development of IP	75%	21%	0	3%	1%

The data suggests that many of the participants questioned are of the view that their school has should have materials and resources to specifically and appropriately meet the needs of students with disabilities. From all the participants 72% were in agreement about this matter. The value of providing IP related resources and materials identified by the teachers, is also reflected in government views and policy. According to National Education Policy (2010) by the Ministry of Education in Bangladesh resources provided to primary school's buildings will be adequately designed and created with special attention in order to fulfil the special needs of the physically challenged learners.

According to the data the vast majority of those questioned are of the view that the physical structure of your school should be improved, for example, building ramps, accessible toilets, wide doorways etc. 96% of the participant are strongly agree about the need for these modifications. Minor modifications to facilitate accessibility to school should be undertaken to improve the physical structure of school like build ramps, accessible toilets, wide doorways, more school of classrooms. It could be suggested that ease of physical access to the school is a necessary pre-requisite in order for pupils to benefit from inclusive practice in the classroom.

Table 6: Respondents' views on the comparison between IP in BD and in other countries

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
IP of BD is similar to others country.	12%	66%	6%	21%	0

Table7 shows that; the vast majority of those questioned are of the view that in Bangladesh, inclusive practice is not experienced to the same extent as other countries where it is appropriately executed. 78% of the participants agree with this assertion. 21% is disagree with it. Ferguson (2008) states that research on the status of inclusive education in developing countries in Africa, Asia or Eastern Europe typically focuses on the history and difficulties of inclusive practice (Charema, 2007; Chitiyo, 2007; Chitiyo & Chitiyo, 2007; Singal, 2006; 2008) gives emphasis to barriers and challenge in the

development of IE. In contrast, research centred on countries in North America, Western Europe and other developed countries (Arnsen and Lindahl, 2006; Kearney and Kane 2006; Meijer et al., 2007; Norwich, 2008; Roberts et al., 2008; van Kraayenoord, 2007) draws the general conclusion is that developed countries have made significant progress in inclusive education. The education system of these countries is so much more developed; their governments and the key stakeholders have had a great role in developing the inclusive practice. Ministry of Primary and Mass Education [MOPME],(1990) cited that like many other countries (i.e. USA, UK, Australia, India, South Africa), Bangladesh has gone through a number of policy reforms to promote Inclusive practice. Bangladesh made primary education compulsory for all children by legislating the Compulsory Primary Education Act 1990. This represented the first very significant step in Bangladesh's move towards greater inclusion, even greater progression could be achieved through highly developed IP.

Table 7: Link between IP in mainstream schools and stakeholder involvement

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
IP needed in mainstream school	36%	48%	3%	9%	0
Stake holder take right part of IP	30%	60%	6%	3%	1%

According to the data the vast majority of those questioned are of the view that inclusive practice is needed in mainstream schools for tribal children, ethnic minorities, children with learning disabilities, and disabled children.84% of the total participant are agree about this matter. The Third Primary Education Development Program (PEDP-III, 2010) suggested that, inclusive practice emphasizes the "all" in "Education for All." Moreover, PEDP-III also provides a mandate for provision of a stipend for disabled students from the government, in response to teachers and educators view that this be support their interest in learning. According to UNESCO, (2012), Education is increasingly considered as a key to the inclusive and sustained development of a society. Access to quality education irrespective of the race, religion or other traits, therefore, is the basic right of every citizen. This sub-component discourses the particular needs in formal schools of tribal children, ethnic minorities, children with learning disabilities, and disabled children.

According to the data the vast majority of those questioned (90% of the participants) believe that all stake holders should take an active part in inclusive practice in Bangladesh. The vital role, in the successful implementation of IP, that additional stakeholders have; such as the local community and guardians play is also given considerable emphasis by Ferguson (2008)

Table 8: Important role of curriculum in IP in Bangladesh

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Role of curriculum in BD	30%	60%	3%	3%	0

According to the data the vast majority of those questioned are of the view that the curriculum of our country plays a vital role in developing the inclusive practice in our primary school. 90% of the participant fully agrees about this subject. According to Munir & Islam, (2005) the Government of Bangladesh has been implementing inclusive education in formal primary education since around 2003, however, it is still early stage of development. He also suggested that, the primary level teacher education and training curriculum lacks necessary contents related to disabilities and their instructional implications in the classroom. UNESCO (2006) reports that present teacher preparation programs in Bangladesh cannot make skilled teacher for inclusive classrooms.

Table 9: Respondents' views on international frameworks, governmental role and activities in developing IP

Question	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
If we follow IP in BD to ensure MDG.	51%	42%	5%	2%	0
Ideal role of government in implementation of IP.	30%	51%	4%	9%	6%
Education for all achieved by IP	54%	36%	3%	6%	1%

According to the data the vast majority of those questioned are of the view that if we follow the inclusive practice system in our country then we must would the achieve millennium development goals (MDG) set by UNESCO. From all the participants 93% agree about this subject. According to the Malek (2014), Bangladesh is a cosignatory of all international treaties in which education for all children within an inclusive framework is emphasised.

According to the data vast majority of those questioned are of the view that Bangladeshi government should take necessary action to develop the inclusive practice.81% of the participant are fully agree about this topic. According to the ministry of primary and mass education (MOPME, 2010), the education for all is both more in line with a globalized movement towards inclusive education, and also aims to support wider community awareness of inclusive education within Bangladesh. Responses (to Question 15) suggest that teachers and the government are in alignment with regard to their attitude that the government plays an essential role the implementation of IP.

According to the data the vast majority of those questioned are of the view that their national slogan EDUCATION FOR ALL is displayed perfectly by incisive practice. From all the

participants questioned 90% of them are in agreement with this. According to Third Primary Education Development Program (PEDP-III) Inclusive practice emphasizes the “all” in “Education for All.” Moreover, PEDP-III also provides a mandate for provision of a stipend for disabled students from the government, in response to teachers and educators view that this will support their interest in learning.

According to the ministry of education 2010, recently, The National Education Policy 2010 recognized Inclusive practice as a viable strategy to ensure education for all citizens (Ministry of Education [MOE], 2010). This represents a strong policy foundation underpinning the development of Inclusive Practice in Bangladesh. In 2013 Protection for Neuro-Developmental Disabled Trust Act 2013 has approved by the National Parliament. Under this act in 2014 Neuro-Development Disabled Protection Trust has been formed.

It can be inferred from the participants' responses that they agree with the international framework for inclusion set out in the MDG and the vital nature of the governmental role and activities in developing IP.

Part 2: Qualitative Data – Thematic analysis of open questions

Initial analysis of the responses to the open questions resulted in comments in two broad directions. Firstly, barriers to inclusive practice in primary schools in Bangladesh and secondly teachers' ideas on what are needed to improve inclusive practice.

Part 2:1 Respondents listed additional factors they identified as restricting the development of IE

Table10: Barriers to Inclusive Practice identified by participants

Factor	Frequency of the response
Poverty (including; parents, local community, government)	27%
Curriculum	6%
Trained teachers	24%
Illiteracy of guardians	9%
Infrastructure/Facilities	27%
Increased the community's Awareness/changing of mentality/attitudes etc	33%

Pervasive influence of Poverty

As can be seen by Table 1 the mostly frequently identified factor restricting inclusive practice was poverty All participants made reference to the barrier of poverty being an overwhelming factor they associated with the ability to achieve inclusive practice

“financial crisis is an important factor which restrict the development of inclusive practice in Bangladeshi primary schools...” (Participant 5)

“Poverty can be an important factor for inclusive practice...” (Participant 19)

“Poverty is the main problem...” (Participant 22)

“Poverty of parents is great problem for the development of inclusive practice....” (Participant 27)

The pervasive and dominant influence of poverty as a barrier to developing IP is extensively detailed in the literature (UNICEF 2007), 2 or more references for texts that mention influence on poverty on IP in BD). Education is a fundamental human right and is seen as the key to having a better and more fulfilling life for survival, protection, and development of human potentialities (UNICEF, 2007). According to Ahasan and Mullik (2013), Primary education in Bangladesh is free and compulsory for all children aged 6 to 10; it lasts for 5 years (grades 1 to 5). The Second Primary Education Development Program Inclusive education in Bangladesh (PEDP II) is the major initiative that supports IE through mainstreaming marginalized children, including those who are working, or living in poverty, those who have special needs, and those from ethnic communities. So that that IP is also negatively influence by a relative poverty of funding from the government.

➤ *Insufficient Teachers and Teacher Training:*

Teacher training was viewed as a further significant barrier to IP. According to Das et al (2015), specialised development chances need to be made available especially for those general education teachers that lack exercise in special education. Some of the participants comments below:

“There are many students of every primary school in Bangladesh, but our trained teachers are insufficient.” (Participant 4)

“Insufficient teachers for the inclusive practice in primary schools of Bangladesh...” (Participant 7)

Of additional note was the identification by one participant of a lack of financial incentive to undertake further training.

➤ *Deficiencies in current Curriculum*

Curriculum is another factor of a significant barrier to IP; the current curriculum is no adequate for the development of IP. The limitations of the existing curriculum is also discussed in Munir & Islam (2005), the primary level teacher education and training curriculum lack necessary contents related to disabilities and their instructional implications in the classroom. Several participants spoke of their desire to change the curriculum and in describing this desire they showed a real sense of social responsibility in their motives:

“Curriculum should be changed and developed to implement for all levels students.” (Participant 21)

“Our curriculum and text book should make more careful in inclusive practice...” (Participant 30)

➤ *Negative impact of Illiteracy of guardians:*

Illiteracy of guardians was viewed as a further significant barrier to development of IP. Many participants were of the opinion that some students’ guardians were perhaps not as conscientious about their children’s education, as they would perhaps like to be, and this was linked to their lack of experience of the value of literacy as part of their own lives. So that they find out that it is a great barrier to development of IP. UNICEF (2007) suggested that education is a fundamental human right and is seen as the key to having a better and more fulfilling life for survival, protection, and development of human potentialities. Some of the participant remarks:

“The guardians of some of our students are not as much as conscious of the importance of learning...” (participant 25)

“Illiteracy of the guardians is another barrier of the inclusive practice in the primary school of Bangladesh...” (Participant 8)

“Lack of awareness of parents about inclusive practice is a barrier in Bangladeshi primary schools...” (Participant 3)

➤ *Ongoing difficulties with infrastructure/facilities:*

33% of the participants said that infrastructure/facilities are the other barrier of Bangladeshi primary school to development of inclusive practice. A number of responses indicated that teachers’ felt that people are not motivated to send their child to a school building in a state of disrepair, or which are structurally unsound. Kawser et al (2016) describe a correlation between making minor modifications to school buildings and infrastructure and, not only greater accessibility, but increased willingness of guardians to send their children to school.

“For the development of inclusive practice in primary school of Bangladesh, Sufficient materials and many opportunities are must be needed for this purpose...” (Participant 29)

“Infrastructure is another factor to develop of inclusive practice in Bangladeshi primary school...” (Participant 9)

“Sufficient materials and much resource needed for this purpose...” (Participant 24)

“Shortage of materials and many opportunities are needed for this purpose...” (Participant 20)

➤ *Lack of awareness of the community*

Awareness/mentality one of the real barriers of development of inclusive practices in primary school of Bangladesh. Malek (2014) suggested that Article 17 and 28 of the constitution states that education should be safeguarded for all children without making any discrimination -evidently consistent with Inclusive practice viewpoint. Participant said that guardians change their mentality about the child education. Remark of the participation under below:

“Lack of awareness of the family and society is the important factors which are restrict the development of inclusive practice...” (Participant 31)

“Social unconscious is the important factors which restrict the development of inclusive practice...” (Participant 12)

These comments suggest that a lack of community and societal awareness of the need for well-developed inclusive practice in primary schools is serving to restrict its progression. 4.13 Part 2.2: Respondents views of improvements needed to IP in primary school in Bangladesh (question 20)

Table11: Participant identified the reforms that they think to need inclusive practice

Factor	Frequency of the response
Sufficient trained teachers	60%
Develop literacy of guardians	9%
Increased Awareness/change of mentality/attitudes	21%
Need for improved curriculum	21%
Improved financial crisis of the community	9%
Development of infrastructure/Facilities	84%

As can be seen by Table 2 the Participant identified the reforms that they think to need inclusive practice primary school in Bangladesh is the sufficient trained teachers. This is widely reflected in the literature by Das et al (2015) suggest that first of all, specialised development chances need to be made available especially for those over-all education teachers that lack training in special education.

The participant identified another key reform should relate to developing the literacy of guardians. They said that Bangladesh is a poor country, some guardians have not been in a position to benefit from education, as economic survival with given priority. Accordingly, to UNICEF (2007) education is a fundamental human right and is seen as the key to having a better and more fulfilling life for survival, protection, and development of human potentialities. Encouraging literacy development in guardians could promote a greater valuing of education for their children.

Increased Awareness/change of mentality/attitudes is another identification the reforms from the participants that, they think to need inclusive practice primary school of Bangladesh. We should remember that, According to Malek (2014), Article17 and 28 of the constitution states that education should be ensured for all children without making any discrimination, this is clearly consistent with inclusive practice philosophy.

Another table 2 said that the participant said that improved the curriculum in the primary school in Bangladesh. They think that new kind of curriculum should be changed to be more consistent with the achievement of IP. According to Munir & Islam, (2005) the Government of Bangladesh has been

implementing inclusive education in formal primary education sub-sector since 2003, it is still at a nascent stage of development. He also suggested that, the primary level teacher education and training curriculum lack necessary contents related to disabilities and their instructional implications in the classroom.

Some of the participants give their opinion that Poverty/financial crisis is another identification of the reforms of development of inclusive practice in primary school in Bangladesh. This is widely reflected in most literature, for example, UNICEF (2007) education is a fundamental human right and is seen as the key to having a better and more fulfilling life for survival, protection, and development of human potentialities (UNICEF,2007). However, wide-reaching influence of poverty on a variety of factors affecting both IE and IP are outlined by Hossain and Zeitlyn (2010)

Most of the participants said that development of infrastructure/facilities was viewed as a further identification of the reforms of the development of inclusive practice in primary school of Bangladesh. According to Kawser, et al, (2016), making negligible modification accessibility to school should be better-quality to the physical structure of school like build ramps, accessible toilets, wide doorways, and more school of classrooms.

The above findings outline how the participants in this study associate their involvement in inclusive practice in Bangladesh, and their views in relation to its barriers and opportunities for reform which exist. These findings are in line with a growing body of evidence about the potential of inclusive practice in Bangladesh to promote a range of positive outcomes for the educators involved in them. The following chapter will discuss the implications of these findings and make recommendations for practice and future research.

VII. CONCLUSIONS AND IMPLICATIONS

In this study shows that the participants who are the related with the inclusive education system, they said their own experience about the development of the inclusive practice in primary school in Bangladesh. All the participants said that there are a lot of barriers to inclusive practice in the primary schools of Bangladesh; prominence was given to lack teacher training and sufficient numbers of teachers, teacher attitudes and limited resources. These findings are in line with the findings of various studies discussed in Chapter 2 which have shown that inclusive practice in primary schools in the Bangladesh is have many barriers. The teachers questioned also suggested how the overcome barriers to inclusive practice in primary school in Bangladesh, with changes to government funding and promoting guardian awareness and infrastructural adaptations as key requirements for improvement.

The responses to the open questions indicated that for some participants, if inclusive practice in Bangladesh is to be properly developed, then the barriers to inclusive practice

must be overcome. Teachers also identified strongly that inclusive practice in Bangladesh is going the right direction. In my professional capacity as an Education Officer the forward direction of inclusive practice is reflected in the numerous government initiatives related to inclusive practice I help to promote. The literature reviewed also indicates that in Bangladesh inclusive practice is developing day by day and is firmly supported by extensive government legislation and policies. However, the progress and development of inclusive practice is limited by the many kinds of barriers to the development of inclusive practice which exist in Bangladesh.

In my view, and as emphasized in the literature reviewed and highlighted by the participants, poverty is the main barrier to the successful implementation of inclusive practice in primary schools in Bangladesh. One of the other key issues present in the findings was that the shortage of trained teachers is a very important limiting factor in the progress of inclusive practice in Bangladesh. Guardians play a vital role in enrolling their child in primary school in Bangladesh. In my view Bangladeshi guardians are not so conscious about inclusive practice in Bangladesh. If children do not attend primary school, they will not benefit from any forms of inclusive practice in the school.

There are some adequate materials and resources needed to appropriately meet the needs of students who are disability. In my view, and in the view of majority the teachers questioned, a key area of difficulty in implementing inclusive practice is inadequate local awareness of the importance of inclusion of children with additional needs. Community support is needed to support teachers to fully achieve the principles of effective inclusive practice. The researcher is of the view that if the physical structure of the school were to be improved, for example by building ramps, accessible toilets, wide doorways and other adaptations then children with disabilities would not only be able to access the school, and they would feel valued and included and this would be a positive message to send to the local community also. Some teachers in Bangladesh possess pessimistic interpretations about the learning capability of children with disabilities and this requires change. The ethos of school could be changed by trained teachers. The participants also describe that in the developed countries inclusive practice is well-established and adequate training is provided, but in developing countries professional training IP does not reach them.

Also, curriculum plays a vital role to the development of the inclusive practice in primary school in Bangladesh. Many of the participants suggested that if an inclusive practice system is implemented in primary school in Bangladesh, then it must be done in a way that allows them to continue to achieve the MDG.

In the open question, it is realized that a lot of barrier inclusive practice in primary school in Bangladesh. financial crisis of the parents is an important factor which restrict the development of inclusive practice in Bangladeshi primary

schools. Lack of the money of the guardians is great problem for the development of inclusive practice. But the primary and mass education ministry is not finding out much money to develop the inclusive practice. Otherwise we know that education is the fundamental right to every citizen. According to ahassan and mullik 2013, Primary education in Bangladesh is free and compulsory for all children aged 6 to 10; it lasts for 5 years (grades 1 to 5). Lack of trained teachers is another barrier of inclusive practice in primary school in Bangladesh. There are many students of every primary school in Bangladesh, but our trained teachers are insufficient. The shortage of teachers is a big factor restricting the development of the inclusive practice in primary schools in Bangladesh. A trained teacher is always become more conscious the untrained teacher. Our teacher and student ratio are not so good. It is sure that government always appointed more teacher but the number of newly appointed teacher is not enough.

Curriculum is a great factor to develop the inclusive practice in Bangladesh. Our curriculum is not proper for the inclusive practice related. Curriculum should be changed and developed to implement for all level's students. Our curriculum and text books should make more careful of inclusive practice. This change needs to take place immediately. An out-of-date curriculum cannot develop IP in the primary schools in Bangladesh. The Bangladeshi government needs to take necessary action to improve the inclusive practice curriculum in the primary school of Bangladesh.

In the researcher's view illiteracy of guardians is an important barrier to develop in inclusive practice in Bangladesh. The guardians of our students are as conscious of the importance of learning, as is needed to encourage children to value learning. Therefore, the illiteracy of the guardians is another barrier of the inclusive practice in the primary school of Bangladesh. Lack of awareness of parents about inclusive practice also is a barrier in Bangladeshi primary schools. Their attitude is not in line with international contemporary attitudes. In the professional experience of the researcher, if the guardian had not the opportunity to benefit from the education system themselves, they are less likely to believe it is important to enrol their child in the primary school. It could be suggested, that if guardians had more informed knowledge about IP, inclusive practice could be more widely supported and therefore effective in primary schools in Bangladesh.

Infrastructure and limited facilities are big barriers to the development of inclusive practice in Bangladeshi primary school. For the progress of inclusive practice in primary school of Bangladesh, sufficient materials and more opportunities are needed for this purpose. Infrastructure is another factor to develop of inclusive practice in Bangladeshi primary school. Lack of sufficient materials and much resource the inclusive practice in cannot insure the Bangladeshi primary school. Children are unlikely to be interested in going to school because of damaged schools do not give them a sufficient learning environment. Guardians of

Bangladeshi primary school students are not interested to ensure the sending their child in the broken structure primary school in Bangladesh. According to Kawser, et al, (2016), making minor modifications to accessibility in schools should be improved to the physical building of school like build ramps, available toilets, wide doorways, more school of classrooms. Moreover, improving infrastructure and facilities in this way is identified by Rugmini and Salam (2014) allows for all children to enjoy full integration in the same teaching and learning environment.

The Bangladeshi Community mentality is a great barrier of inclusive practice in primary school in Bangladesh. Lack of awareness of the family and society is the important factors which restrict the development of inclusive practice. Lack of social awareness and acceptance of the principles of IE and IP are important factors which restrict the development of inclusive practice. When a disable child come in a school they are often neglected it, there is not strong push to enrol him in the primary school. Work remains to be done in changing the people their mentality of Bangladeshi society towards the inclusive practice meaning and concepts.

Recommendations

The findings of the research provided insights into the perceptions of assistant head teachers and head teacher about inclusive practice in primary school in Bangladesh. It is hoped that it furthers the research knowledge and understanding of IP in the primary schools of Bangladesh. In the subsequent section, the researcher has suggested some potentially effective strategies in addressing the barriers and challenges to IP in order to guide future teaching practice and IP policy.

a. Need sufficient trained teachers: There is a need to have sufficient trained teachers every school to practice the inclusive education in every primary school in Bangladesh

b. Develop literacy of guardians: A need to improve the literacy of guardians is another important issue which emerged as part of the discussion in the research. So, it is important to the government and other stakeholders that our guardians should be more educated. Raising guardians' awareness of the value of literacy and how it can empower them and enable them to fully engage in society is recommended based on this current research study. It is thought, by the researcher, and many of those questioned, that this will also encourage guardians to help their children take up educational opportunities.

c. Raise conscious community awareness of marginalisation:

The research highlighted that there remains a need to change wider community perceptions and social attitudes towards marginal groups. Raising awareness in this way will better support the prospects all students benefitting from a strong inclusive practice environment.

d. Curriculum Development: Bangladeshi curriculum could be better developed for the achievement of inclusive practice in

primary schools in Bangladesh. Government or stakeholder must think about the right curriculum to ensure the inclusive practice in the primary school in Bangladesh. It is necessary to change the curriculum for inclusive practice in primary school in Bangladesh to be more flexible and differentiated according to the individual needs of children, and also to adapt the assessment system to meet a wider range of specialist needs.

e. Increased Funding Available: To improve inclusive practice in primary schools in Bangladesh it is necessary to reduce underfunding of overall inclusive education. Within this the government should give sufficient money to ensure the inclusive practice and inclusive practice related materials are developed in the primary schools in Bangladesh, as it is a fundamental right for a child to access proper education. Bangladesh government should take necessary action and reduce funding crisis to develop the inclusive practice in primary school in Bangladesh.

f. Improvements to infrastructure and facilities:

Continued and increased improvement to infrastructure and facilities is needed to ensure the proper inclusive practice in primary schools in Bangladesh. Investing in providing easy and safe access to schools by the government can send a message that all children matter, and that inclusion is important. Every school needs appropriate buildings, toilets, safe water and a safe environment, and ideally a physician should be appointed in every school in Bangladesh. Working in collaboration with the skills and talents within the local community can help us to achieve this.

VIII. CONCLUSION

In conclusion, the researcher, the participants and current research states strongly that inclusive practice is needed in mainstream schools for tribal children, ethnic minorities, children with learning disabilities, and disabled children in Bangladesh. Changes to political, social and environmental policies have undoubtedly occurred, and the Bangladeshi government and stakeholders are moving in the right direction for IP to develop. A strong and positive motivation was displayed by all participants to the idea that the Bangladeshi government should take necessary action to develop the inclusive practice in primary school in Bangladesh. This signals that they will exist to achieve IP in primary schools in Bangladesh, and this positive view of IP can potentially be very influential in tackling the barriers that exist.

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