

DISABILITY DEVELOPMENT IN EDUCATION IN THE URBAN COMMUNITY

***A STUDY IN EDUCATION
FOR
THE CHILDREN WITH DISABILITY
(DECEMBER 2001)***

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Summery of the Research

Education for the disabled children is being implemented by a negligible number of public and private agencies. These efforts can cover only about 10,000, whereas the number of disabled children is about 1 million 6 hundred thousand. A limited resource is not enough to facilitate the huge number with special education for the disabled children. But “Education is a birth right for every child” including who suffer from disability too. But lack of scope for special system of education is violation of basic human rights for these children. When the slogan of “Education is the backbone of the nation” is chanted, but the children with disability are excluded. That is why the objective of this research was to find ways how to include the disabled children in the normal schooling instead of special opportunities. It also includes the yes & no of the children themselves if they are inclined to receive inclusive education in the nearby schooling systems. It contains opinions of the children with disabilities, their parents, community elite people, schoolteachers of local schools, NGO workers operating in the areas and govt. machinery people giving especial emphasis on the comments of the children with disability and their parents.

Suggestions and recommendations of many experienced and intellects have been incorporated. In brief, the observations conclude that it would bear better results if inclusive education is introduced as a contiguous methodology with special education for the children with disability. The role of the parents would be a vital factor to effectively introduce the inclusive education. Because they are the sole supervisory personalities in this approach. Secondly sympathetic attitude of the Head & other Teachers would maintain retention of the child where she/he would be enrolled. Community Leaders also can play important role in this respect. They can imbibe and advice the parents as and when needed. The NGO workers can build social awareness about disability issue along with their respective project activities. The area govt. officials can involve the children/ members of their family in development welfare activities like food for education/work etc which would ultimately bear positive impact of the education with the proposed inclusive education methodology.

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Introduction of BERDO

Blind Education and rehabilitation Organization (BERDO) is an organization for development of the disabled people. It was initiated on the July 17th 1991. **BERDO** started operating with only too visually handicapped, but gradually started covering disabled of different categories along with able population. The activities of **BERDO** include education, employment, training, scholarship, health services for disabled, prevention of disability, income generation, awareness building, publication, research, cultural development of the disabled. It has celebrated the 10th birth anniversary on the July 17th 2001. Many obstacles and problems **BERDO** had to face & overcome during the past years. A synopsis of the 10 year activities are depicted below:

1. **Rehabilitation Program for the Disabled People (RPDP):**

The **RPDP** mobilizes cohesive groups of the disadvantaged disabled and poorest of the poor women for leadership building. Objectives of the group formation is to intermingling of the normal and disabled to learn from each other and establish clear conceptions about inability. Each segment can learn income generation techniques from other. Training to disadvantaged disabled, parents of disabled children, teachers of local schools delighting needs of disabled children and group leaders are extended under **RPDP**. With a view to raise awareness of the community people, medical advice is given as & when needed. Credit support is given emphasizing raising of group savings fund. The program hopes to support with wheel chair, crutch, White Cane, hearing aid and other supporting materials. To build awareness on disability in the project areas, national & international days are celebrated. The theme of the program is to build leadership of the disabled persons by achieving equal right.

2. **Talking Library:**

The students of the visually impairment learn by hearing here. Due to limitation of the Braille books in Bangladesh they study in this library by audio beside the Braille system. The talking library was initiated in 1995. It has a recording studio to facilitate recording of reading materials. Before that period, there were no suitable library for the visually impairment. So it contains educative, research, informative materials along with recreational items are available here. At present Braille books are also available here. Gradually further facilities are going to be expanded.

6 visually impairment students can use the library at a time. 112 students have so far been affiliated with library service. On an average 10-15 students use the library per day. Materials are issued for limited duration to take home. There are pressing demand for more facilities. At present there are 230 talking books, 521 Braille books and 793 printed books in the library. To mane the affairs, one Librarian has been engaged. There is one technician for the studio and several voice volunteers are working with this. The recording studio would be upgraded to modernize the library. In future a Braille press would be established for Braille books and Braille publications.

3. **Job placement:**

There are limited scope for the persons with disability after having proper education. Lack of knowledge about the agility & ability of the disabled, employers are not interested to employ them. But the educated disabled need jobs. So **BERDO** has been lobbying and searching for job placement in both private and public sector. By small discussion meetings with potential employers **BERDO** is trying to motivate them. In this process 33 jobs has so far been placed. Better output could have been materialized if the attempt could be channeled in the shape of a complete project.

4. Scholarship:

Many disabled students cannot afford to complete their education course due to paucity of money. Because most of the disabled students come from very poor families. Therefore **BERDO** has arranged for 20 scholarships per year to enable disabled students to finish their courses. The scholarships are collected locally and are distributed. If there were a Trust formed for this purpose, it could bear better results to cover many more students permanently. It would have boasted interest of the disabled towards education as well as more students could continue their education.

PROLOGUE

Poverty stricken Bangladesh is a country where density of population is crucial. It is one of the poorest of the 13 least developed countries of the world. The present population is about 130 million in an area of 1.44 thousand sq. km. Density per sq. km. is 834. Majority is illiterate, disorganized and poor. Consequently they have no linkage with the power structure as well as resource mobilization.

Per capita income is merely US\$ 387 yearly. A significant number of this population is living a life of disability which is about 10%, which mean about 13 million 2 hundred thousand. Means, 8 million 5 hundred 90 thousand people are physically, 1 million 3 hundred 20 thousand people are speech and hearing, 1 million 9 hundred 80 thousand people are visually, 1 million 56 thousand people are intellectually impairment. And multiple disabled are 2 hundred 64 thousand in the country. Though nothing has been done or thought about development of these segment of the community, recently some mild dialogue is underway; yet Bangladesh is lagging behind as yet. My research is about factual problems of this down trodden society. While setting up the sequence of problems, I find no end. So I have selected to undertake the research on the issue of Children's Education for the Disabled. It is my expectation that the outcome of my study would highlight the desires of the disabled children themselves. Organizations like the World Bank and others might come forward to mitigate the identified problems.

Background of the Research

Some research has recently been conducted on education for the disabled children's education, but no implementation strategy has been formulated both in the private & public sector. This resulted in drawback for the disabled children's education in the country. Because education for the children with disability need various support and technique like Braille, Sign Language etc. This requires massive initiative by the govt. and the non-govt. sector. The govt. initiated 5 schools for the visually impairment, 7 schools for the hearing and speech impairment, 2 schools for the mentally retarded and 2 technical schools which is too little as per requirement. Though there are resource education scheme for the visually impairment in each of the 64 districts of the country, the children are deprived of scope for education owing to lack of proper management, materials, monitoring and supervision. Only one school is operating for the girls visually impairment of 64 schools. Some 2-3 non-government organizations have participated in the scheme, which is also scanty. On the other hand the parents are not interested to send their disabled children to way off school. And the children are also decline to study leaving their parents behind. My research is aimed to identify ways how to develop education methodology for these malformed children and streamline them towards education system.

I am hopeful that my background, experience and my research would assist in my work. I have identified 6 sectors for my research, which are: The Children with disabilities, Parents of the children with disability, Community Elite people, Local administration, School Teachers and NGO Workers. Opinion, recommendation and reflections of each of the sector would be accommodated clearly.

Situation analysis of the disabled persons

In a densely populated, mass illiterate & poverty stricken country like Bangladesh, most of the disabled persons are born in the poorest of the poor families. That is why poverty is identified being the root cause of disability. The definition of disability is that who are suffering with eye, physical, speech & hearing and mentally problem. Besides there are several other causes for the children to become victim of disability. Some of the causes are lack of pre-natal care for mothers, heredity, disease, medical advice not taken during appropriate time, wrong treatment, not interested in medication, accidents, unscientific methods at child birth, malnutrition of the child & mothers. No accurate statistics on the poor disabled is available. In addition, exposure and research on poor disabled persons is also scarce. A few physicians and common writers are writing some articles recently. As yet the disabled persons are neither evaluated nor accepted. They are treated as burden of the society, same as to the family. The concept is yet to develop in the society that the disabled persons can contribute, perceive education and take part in development initiatives. Availing of the limited scope for the visual and physical disabled some of them advanced a few steps, but the mentally retarded and speech & hearing disabled are far from advancement. The disabled persons are lagging behind both in education and employment sector. So they have no status in the family and society. The idea of supporting aid materials and special methodology required for education to disabled was never thought out. This results in turning the disabled children as professional beggars at the age when they should have been schools. The parents are the pivotal persons to lead them towards this shame full path. Because there is no specific policy of the govt. to lead the disabled children in the mainstream of education. No support is extended by the govt. to the parents by which they can treat the child to overcome disability. The parents themselves are so poor that they hardly afford for any medical help. As a result the curable disabled children gradually turns in to a position where no treatment can cure them.

Objectives

Disability is a vigorous Problem in Bangladesh. Because most of the disabled children are born in the poor families. Due to ignorance and poverty, the parents can not give special care as needed to a disabled child. As a result the child itself get frustrated and start loosing self-confidence. Parents and relatives feel ashamed to admit in the community that they have a child with disability. This led the child into doom, isolation and frustration. Because the parents can not send the child to school, the child is deprived from education. Even if they are interested to send their child for education, they do not have the information where to send. Most of the school authorities do not agree to enroll a child with disability.

So the objective of this research is to find out measures by which the able disabled children can be enrolled in the inclusive education methodology; assess what types of hindrances are there and finally how to overcome from the existing situations.

Methodology

The research has been conducted keeping in view the subject of disabled children's education. The researcher has developed 6 sets of questionnaire and himself collected data directly from 6 related groups. The researcher visited field directly and interviewed himself. In the course of the interview, several activities like filling of the questionnaire, taking snap shots and recording of voices of the children have also been done. Six-week time has been spared for the task. Data were collected from:

- Disabled Children
- Parents of the children.
- Local elite people.
- Local schools teacher.
- NGOs operating in the area.
- Govt. local administration.

Geographical coverage of study areas

Locations:

| SL. No. | Division | District | Upazila |
|----------------|-----------------|-----------------|-------------------|
| 01. | Dhaka | Dhaka | Uttara |
| | | Gazipur | Gazipur Sadar |
| 02. | Rajshahi | Rajshahi | Rajshahi Sadar |
| | | Natore | Natore Sadar |
| 03. | Khulna | Khulna | Metropolitan area |
| 04. | Barisal | Barisal | Barisal Sadar |
| | | Jhalokhathi | Nalchiti |

Interviewees:

| SL. No. | Target audience | Number of interviewed |
|----------------|-----------------------------------|------------------------------|
| 01. | Disabled children | 66 |
| 02. | Parents | 66 |
| 03. | School Teachers (from 50 schools) | 50 |
| 04. | Local Elite people | 50 |
| 05. | NGO Workers (of 50 NGOs) | 50 |
| 06. | Govt. Employees | 50 |

Rationale

Bangladesh is a country with a large population where disability is a major problem. But no serious & committed research has yet been conducted on the disability issue. Resulting the disabled 10% population remained underdeveloped. Particularly no research has been done for the education of the disability. Instead of education, the disabled children are more associated with professional beggary. The ignorant parents also are inclined towards this option. The urban density is thicker than the rural areas, so as the number of the disabled. Therefore the problems of the urban poor disabled are more acute.

As a result the subject research was conducted with the intent to find ways & means as to how the disabled children can be educated towards the mainstream of formal schooling system.

Management:

The research was undertaken under direct supervision of a advisor. The data were collected by the researcher with assistance of one colleague to reach the interviewees for unearthing root causes & find ways to enroll the disabled children towards education. It is hoped that findings and recommendations of the research can be useful to the govt. and other NGOs.

Limitations and Barriers

Limitation and barriers are created some problem for the research too. Technology in Bangladesh is yet in the primary stage. Because Bangladesh is disadvantage in modern technology. So the researcher, being a visually impairment person, had no scope of handling the computer himself because of lacking in appropriate software. In addition due to shortage of books/materials in Braille, the scope of extensive study was curtailed.

In course of the research it was observed that many officials view disability with looking down attitude and hence declined to be interviewed.

Parents of the disabled children often decline to be interviewed because of social superstition and religious influence. This hampered the flow of the research. Time has unnecessarily been consumed to convince them. Sometimes it took several visits in the target houses for an interview.

Case Study

Shahina Akhter Shyama
Hazera Pukur, Boalia, Rajshahi.



Shahina Akhter Shyama is a visually impairment girl of 16 years age by born. Mr. Md. Forkan is the father and Ms. Nazma Begum is the mother of Shyama who live in Hazera Pukur, Boalia of Rajshahi. Mr. Forkan is the sole earning member of the family where he has 4 children, out of whom the son & two daughters are visually impairment by birth.

Shyama is presently admitted in class six in a local school, which is a .25 km. walk where she is to go with assistance from a member of the family. She is talented in her education but has to encounter a number problems. The school is a traditional one with no technical facility for her. The teachers have got no experience in teaching the visually impairment. As there is no Braille, Shyama is to rewrite her books in Braille and study. During the school examinations, she answers to one assistant who writes for her. The similar problems are faced by the two other brother & sisters who are visually impairment too. Shyama had her primary education (up to 5th grade) in a School for the Visually impairment. But when she passed the course and got admitted in the Secondary stage here. She is willing to leave the family to continue education if scopes could be created for specialized system. She is worried about her future life. Shyama felt need for Higher Education School for the girls like her along with provision for self-employment in the future, because there are no system in the country to provide a visually impairment in jobs. She is interested in cultural activities too but due to lack of facility the intellect is not cultured.

Case Study

Md. Mohsin Hossain
Morkun, Purbapara, Tongi, Gazipur



Mohsin Hossain is a boy of 16 with physical disability. The only child of Mr. Hasan Miah and Ms. Mariam Begum, Hossain grew disabled at the early childhood from poliomyelitis. Presently he is in his 9th grade at school. The father has deserted his mother and remarried. He does not give any support to them. The mother is the one who makes the living and bears education costs for him. BERDO has extended micro-credit and training to his mother to run income generation trade.

BERDO took initiative to get Hossain admitted to school a number of times, but he left the school as it was difficult for him to reach school without a wheelchair. But since BERDO has provided him with a wheelchair, Hossain has become regular & attentive in education. The school is way by 1 km, but now he rides alone in his chair. Hossain has a good merit. At the beginning, co-students used to make fun out of him. The teachers too paid no special care to him. After BERDO trained a senior teacher on disability, such troubles have stopped. The school requires fee, which he can not pay regularly. Sports inspire him and he desires to continue the study, but it is expensive. After schooling, he would need a job. But would his dream be fulfilled?

Case Study

Md. Sohel
Rice Research road, Sagardi, Barisal



Md. Sohel is a speech and hearing boy of 9. Name of his father is Md. Shahjahan Hawlader and the mother is Ms. Rani Begum. He resides with his parents at Rice Research road, Sagardi of Barisal. The father is the only earning member. Sohel is the only disabled of the 6 children. At the age of 18 month, he was snake-bitten that caused this disability, informed his mother. After this accident to stop hearing and speech power of sohel. When he grew to 3-4 years, he was taken to doctors by his parents who could not diagnose the causes.

The parents told that Sohel is not admitted to any school, but shows interest to accompany other school going children. No school took Sohel as a student. At the same time the parents do not care and are scared to incur additional expense from their limited income. In the urban area there is a non-government sponsored specialized school, but it has no facility for residential neither any transportation. Parents of Sohel can hardly afford to take their son to a far institution, though he is interested, but they are helpless.

Case Study

Aakhi
Sonadanga, khulna

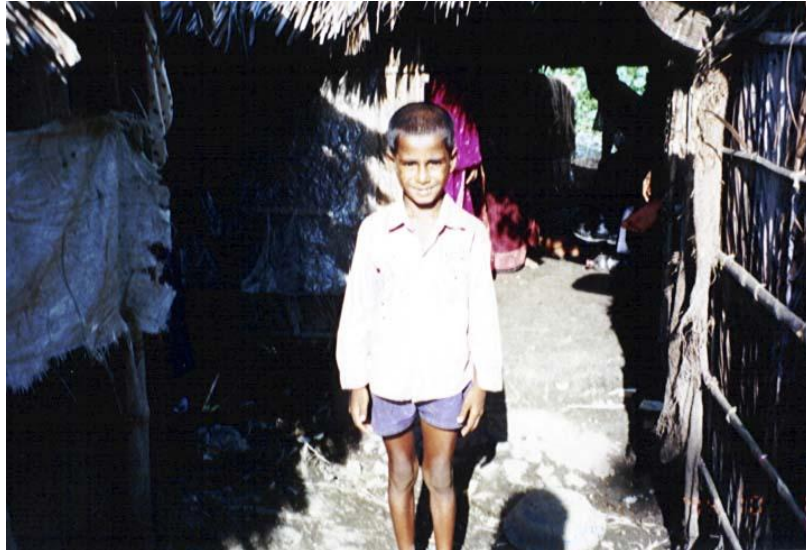


Aakhi is a girl of 6 years with physical, hearing & speech disability that is multiple disabled. She resides with his parents at Sonadanga, Khulna. Her parents are Mr. Md. Selim and Ms. Momtaj who have 3 more children and she is the only ill-fated one. Aakhi was born with multiple disability in the beautiful earth. Father is the only earner with a very low income.

Aakhi is yet to go to any school and the parents are doubly worried about their poverty and her future. She herself expresses keen interest to go to school, but it is afraid that no school is going to take her. The parents are unaware if there are any institutions in the area where she can be admitted. They like to treat her medically but hardly afford to do it. Before the parents went to the doctor for their child but no resulted it they informed. Life of Aakhi rests with the Creator alone.

Case Study

Md. Sumon
Mahela Slum, Khulna City



Md. Sumon of 12 years is a mentally retarded boy since birth. He is the only disabled child other than the rest 4 of Mr. Alamgir and Ms. Aleya. Both of them are day laborers, very poor and live in the urban slum of Mahela under Khulna City Corporation. The family is very thinking about Sumon. The family resides at Sonadanga Mahela slum, Khulna. Though mentally retarded, Sumon goes to school, which is amusing to other children and makes fun of him.

At the age of 12, Sumon is still in the 1st year of the primary education that begins at 7. His parents never thought before that he needs any schooling. Though the school is about half km away, but Sumon can walk alone to cover the distance, with often some assistance. He is not bright in the class, maybe the family environment is as such. Neither he nor his parents are likely to be separated. Sumon helps himself with his necessities and hopes to build his own career. Sumon informed that no cultural and sports facilities in his school and home. He is very interested for culture and sports items.

Table analysis

A survey on the opinion of disabled learners regarding enlisting in the urban educational institutions.

Table – 1

Description of the interviewees:

| S. N. | Interviewee | Number |
|-------|--------------|-----------|
| 1. | Male | 38 |
| 2. | Female | 28 |
| | Total | 66 |

Table – 2

Age division of the interviewees:

| S. N. | Age group (years) | Number |
|-------|-------------------|-----------|
| 1. | 6-10 | 32 |
| 2. | 11-15 | 24 |
| 3. | 16-20 | 10 |
| | Total | 66 |

Table - 3

Type of disability of the interviewees:

| S. N. | Type of disability | Number |
|-------|-------------------------------|-----------|
| 1. | Speech and Hearing Impairment | 25 |
| 2. | Physically impairment | 20 |
| 3. | Visually impairment | 9 |
| 4. | Mentally impairment | 4 |
| 5. | Multiple disabled | 3 |
| 6. | Cleft feet | 1 |
| 7. | Epilepsy | 1 |
| 8. | Short man | 1 |
| 9. | Impaired | 1 |
| 10. | Burn | 1 |
| | Total | 66 |

Table – 4

Whether the interviewee is studying?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 44 |
| 2. | No | 22 |
| | Total | 66 |

Table – 5

If yes in which media and grade:

| S. N. | Grade | Media | Number |
|-------|--------------|---------|-----------|
| 1. | i-v | Bangali | 25 |
| 2. | vi-x | Bangali | 19 |
| | Total | | 44 |

Table – 6

Distance between residence to school of the interviewee:

| S. N. | Distance | Number |
|-------|---------------|-----------|
| 1. | 1 km. or less | 27 |
| 2. | 2-3 km | 15 |
| 3. | 4-5 km | 2 |
| | Total | 44 |

Table - 7

Do the interviewee travel to school along or need assistance?

| S. N. | Opinion | Number |
|-------|-----------------|-----------|
| 1. | Alone | 22 |
| 2. | Need assistance | 22 |
| | Total | 44 |

Table – 8

If assistance is needed who assist?

| S. N. | Assistant | Number |
|-------|----------------------|-----------|
| 1. | Member of the family | 13 |
| 2. | Relatives | 7 |
| 3. | Teacher | 1 |
| 4. | Friend | 1 |
| | Total | 22 |

Table – 9

What are the media of traveling?

| S. N. | Media | Number |
|-------|-----------------|-----------|
| 1. | Walking | 29 |
| 2. | Local transport | 14 |
| 3. | Wheel chair | 1 |
| | Total | 44 |

Table – 10

Merit status of the interviewee in the classroom:

| S. N. | Status | Number |
|-------|----------------|-----------|
| 1. | Brilliant | 4 |
| 2. | Good | 14 |
| 3. | Medium | 23 |
| 4. | Poor | 2 |
| 5. | Extremely poor | 1 |
| | Total | 44 |

Table – 11

Is the learner willing to go to a distance place for study living behind parents/friends/local teachers?

| S. N. | Opinion | Number |
|-------|-----------------------|-----------|
| 1. | Very much interested | 7 |
| 2. | Interested | 20 |
| 3. | Moderate | 6 |
| 4. | Not so interested | 7 |
| 5. | At all not interested | 4 |
| | Total | 44 |

Table – 12

What are the causes for the interviewee from refraining studies?

| S. N. | Opinion | Number |
|-------|---|-----------|
| 1. | Poverty | 8 |
| 2. | Parents not interested | 4 |
| 3. | Distance of school | 3 |
| 4. | Barrier in the society | 2 |
| 5. | Mental retardation | 1 |
| 6. | Lack of education materials | 1 |
| 7. | Assumed of being disabled | 1 |
| 8. | Lass interest of the school authorities | 2 |
| | Total | 22 |

Table – 13

Based upon the causes mentioned above does the interviewee desire to get education:

| S. N. | Opinion | Number |
|-------|-----------------------|-----------|
| 1. | Very much interested | 2 |
| 2. | Interested | 10 |
| 3. | Moderate | 7 |
| 4. | Not interested | 2 |
| 5. | At all not interested | 1 |
| | Total | 22 |

Table – 14

If interested, is the interviewee ready to go to other place leaving the parents & friend?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 16 |
| 2. | No | 3 |
| | Total | 19 |

Table – 15

Do the interviewee possesses any guideline regarding the education system and methodology?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 45 |
| 2. | No | 21 |
| | Total | 66 |

Table – 16

If there are recommendations, what are those?

| S. N. | Recommendation | Number |
|-------|---|-----------|
| 1. | Minimum assurance to complete the course | 16 |
| 2. | Need financial assistance | 4 |
| 3. | Job assurance after completion of education | 15 |
| 4. | Assistive education materials should be adequately supplied | 1 |
| 5. | To eradicate social obstacles | 3 |
| 6. | To establish special schools | 2 |
| 7. | To arrange technical training | 2 |
| 8. | Games & sports should be arranged along with education | 2 |
| | Total | 45 |

The survey responded by disabled learners in respect of enrolling disable children in urban education institutions from Dhaka and Gazipur district under Dhaka division, Rajshahi and Natore district of Rajshahi division, Barisal and Jhalokati district of Barisal division and Khulna metropolitan area were 66 interviewee out of which (Table-1) 38 were boys and 28 were girls. The age division of the interviewee (Table –2) reflects 32 children were age group of 6-10, 24 were 11-15, and 10 were 16-20 years. Out of them (Table-3) 25 were speech and hearing impairment, 20 were physically, 9 visually, 4 mentally, 3 multiple, 1 cleft feet, 1 epilepsy, 1 short man, 1 impaired and 1 burn. In respect of study (Table-4) 44 responded positive and 22 negative. Within the positive 44 (Table-5) 25 are in the grade of i-v and 19 are in grade vi-x and the learning media is through national language. Responding to distance between residence and school out of the 44 (Table-6) 27 told of 1 or less km., 15 said 2-3 km. and 2 said 4-5 km. Regarding traveling to school out of the 44 (Table-7) 22 travel along and rest 22 with support. Describing the support (Table-8) 13 said of family member, 7 relative, 1 teacher and 1 friend. Regarding media of traveling from the 44 (Table-9) 29 said walking, 14 of local transportation and 1 wheel chair. Within the interviewee of 44 (Table-10) the merit status depicts 4 Brilliant, 14 Good, 23 Medium, 2 Poor and 1 Extremely Poor. If willing to go to a distant place for education from the 44 (Table-11) 9 responded Very much interested, 20 interested, 6 Moderate, 7 not interested and 4 not at all interested. The 22 who responded not studying (Table-12) responded to the reasons of the discontinuity 8 told of financial condition, 2 of indifference of parents, 3 told of distance from residence to school, 2 to indicated about constraints of family & school authority and each 2 about mantle retardation - assumed is being disabled and 1 mentioned lack of assistive education materials. Under these situation if interested to continue study (Table-13) from the 22 interviewee 2 said very much interested, 10 said interested and 7 moderate. Against which 2 said not interested and 1 totally not interested. Out of the 19 interested interviewee (Table-14) to continue education 16 agreed and disagreed to go to a distant place. From the 66 respondents (Table-15) reflected on the education system 45 were positive and 21 negative. From the positive 45 (Table-16) 16 recommended of assurance to complete the course, 4 of financial assistance, 15 for job assurance, 1 for assistive education materials, 3 eradicate social constraints, 2 to establish special school, 2 for technical training and 2 for scope of sports & games.

A survey on the opinion of the parents regarding enlisting disabled children in the urban educational institutions.

Table – 1

Description of the interviewees:

| S. N. | Interviewee | Number |
|-------|--------------|-----------|
| 1. | Male | 18 |
| 2. | Female | 48 |
| | Total | 66 |

Table – 2

Age division of the interviewees:

| S. N. | Age group (years) | Number |
|--------------|--------------------------|---------------|
| 1. | 20 - 30 | 23 |
| 2. | 31 – 40 | 22 |
| 3. | 41 – 50 | 14 |
| 4. | 51 + | 7 |
| | Total | 66 |

Table - 3

Educational qualification of the interviewees:

| S. N. | Grade | Number |
|--------------|------------------------------|---------------|
| 1. | Illiterate | 29 |
| 2. | Grade 1-5 | 20 |
| 3. | Grade 6-10 | 8 |
| 4. | 10 years of formal education | 4 |
| 5. | 12 years of formal education | 3 |
| 6. | Bachelors Graduation | 1 |
| 7. | Masters Degree | 1 |
| | Total | 66 |

Table – 4

Profession of the interviewees:

| S. N. | Profession | Number |
|--------------|--------------------|---------------|
| 1. | Housewife | 33 |
| 2. | Service | 9 |
| 3. | Business | 10 |
| 4. | Day labor | 7 |
| 5. | Tailor | 2 |
| 6. | Unemployed | 3 |
| 7. | Agriculture worker | 2 |
| | Total | 66 |

Table – 5

Monthly family income of the interviewee:

| S. N. | Income range (Taka) | Number |
|--------------|----------------------------|---------------|
| 1. | 1000-5000 | 42 |
| 2. | 6000-10000 | 16 |
| 3. | 11000-15000 | 4 |
| 4. | 16000-20000 | 3 |
| 5. | 21000 and above | 1 |
| | Total | 66 |

Table – 6

Number of disabled children in the family:

| S. N. | Number of disabled children | Number of interviewee |
|-------|-----------------------------|-----------------------|
| 1. | 1 | 56 |
| 2. | 2 | 7 |
| 3. | 3 | 2 |
| 4. | 4 | 1 |
| | Total | 66 |

Table - 7

Level of interest to educate disabled child in the family of the interviewee:

| S. N. | Opinion | Number |
|-------|-----------------------|-----------|
| 1. | Very much interested | 13 |
| 2. | Interested | 34 |
| 3. | Moderate | 14 |
| 4. | Not interested | 4 |
| 5. | Not at all interested | 1 |
| | Total | 66 |

Table – 8

Distance from home to upazila / district H.Q.:

| S. N. | Distance (km.) | Number |
|-------|----------------|-----------|
| 1. | 1-5 | 35 |
| 2. | 6-10 | 6 |
| 3. | 11-15 | 5 |
| 4. | 16-20 | 20 |
| | Total | 66 |

Table – 9

If any relative reside in the upazila / district H.Q.:

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 22 |
| 2. | No | 44 |
| | Total | 66 |

Table – 10

If yes, whether the disabled child can stay over there and get enrolled to a school?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Possible | 5 |
| 2. | Not possible | 17 |
| | Total | 22 |

Table – 11

If no, whether the interviewee is willing to keep their disable child in a hostel or alternative accommodation?

| S. N. | Opinion | Number |
|-------|----------------|-----------|
| 1. | Interested | 20 |
| 2. | Not interested | 46 |
| | Total | 66 |

Table – 12

If the govt. or any organization become interested to take financial care of the child, then whether the interviewee will agree to keep his child in a hostel or alternative accommodation?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Agree | 44 |
| 2. | Disagree | 22 |
| | Total | 66 |

Table – 13

What is the planning regarding the disabled child?

| S. N. | Opinion | Number |
|-------|------------------------|-----------|
| 1. | To educate | 38 |
| 2. | Treatment | 12 |
| 3. | Frustration | 3 |
| 4. | Technical education | 10 |
| 5. | Ensure self employment | 3 |
| | Total | 66 |

The survey responded by parents of the disabled children in respect of enrolling disable children in urban education institutions form Dhaka and Gazipur district under Dhaka division, Rajshahi and Natore district of Rajshahi division, Barisal and Jhalokati district of Barisal division and Khulna metropoliton area were 66 interviewee out of which (Table-1) 18 were male and 48 were female. The age division of the interviewee (Table –2) reflects 23 persons were age group of 20-30, 40 were 31-40, 14 were 41-50 and 7 were 51 and above. While analyzing the educational qualification of the interviewee (Table-3) it appears that 29 were illiterate, 20 within 1-5 grade, 8 6-10 grade, 4 10 year of formal education, 3 12 years of formal education and 1 each of graduation of Masters degree. In the profession details (Table –4) 33 housewives, 9 service holder, 10 business, 7 day laborer, 2 tailors, 3 unemployed and the rest 2 associate with agriculture. Monthly family income level (Table –5)in terms of taka 42 in 1000-5000, 16 in 6000-10,000, 4 in 11,000-15,000, 3 in 16,000-20,000 and 1 above 21,000. There exist 1 disabled child in the family (Table –6) of 56, 2 in 7, 3 in 2 and 4 in 1 family. To continue a disabled child for higher education (Table –7) 13 responded very much interested, 34 interested, 14 moderate, 4 not interested and 1 at all interested. Distance level from home to upezilla / district head quarter (Table –8) 35 in 1-5 km., 6 in 6-10 km., 5 in 11-15 km. and the rest 20 16-20 km. If any relative resides in the upezilla /district head quarter (Table –9) 22 responded positive and 44 negative. In respect of possibility for the child to study while residing in the relative residence (Table –10) 5 said possible and 17 said not possible. While replying to the not possible group (Table –11) it was question if willing to continue study of the disabled child in hostel or alternative accommodation 20 responded as interested and 46 not interested. If education expense be bear by the govt. or any alternative source if they are willing to continue education (Table –12) 44 responded agree and 22 responded disagree. About the planning for disabled child (Table –13) 38 went for education, 12 for medical treatment, 3 undecided/frustrated, 10 for technical education and 3 for job assurance after completion of the courses.

A survey on the opinion of School Teacher regarding enlisting disabled children in the urban educational institutions.

Table – 1

Description of the interviewees:

| S. N. | Interviewee | Number |
|-------|--------------|-----------|
| 1. | Male | 26 |
| 2. | Female | 24 |
| | Total | 50 |

Table – 2

Age division of the interviewees:

| S. N. | Age group (years) | Number |
|-------|-------------------|-----------|
| 1. | 20 or less | 1 |
| 2. | 21 - 30 | 9 |
| 3. | 31 – 40 | 13 |
| 4. | 41 – 50 | 12 |
| 5. | 51-60 | 13 |
| 6. | 61 + | 2 |
| | Total | 50 |

Table - 3

Position holding by the interviewees:

| S. N. | Position | Number |
|-------|-------------------|-----------|
| 1. | Head master | 26 |
| 2. | Assistant teacher | 24 |
| | Total | 50 |

Table – 4

Tenure of teacher ship:

| S. N. | Tenure (Years) | Number |
|-------|----------------|-----------|
| 1. | 1-5 | 12 |
| 2. | 6-10 | 7 |
| 3. | 11-15 | 5 |
| 4. | 16-20 | 5 |
| 5. | 21+ | 21 |
| | Total | 50 |

Table – 5

Media of education in the institution:

| S. N. | Media | Number |
|-------|----------------|-----------|
| 1. | Coeducation | 44 |
| 2. | Only for boys | 3 |
| 3. | Only for girls | 3 |
| | Total | 50 |

Table – 6

Number of the disabled learners in the institution:

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 30 |
| 2. | No | 20 |
| | Total | 50 |

Table - 7

Criterion of the institution:

| S. N. | Criterion | Number |
|-------|--------------------|-----------|
| 1. | Non residential | 48 |
| 2. | Partly residential | 2 |
| | Total | 50 |

Table – 8

Any special course for the disable learners?

| S. N. | Course | Number |
|-------|--------------|-----------|
| 1. | Yes | 2 |
| 2. | No | 48 |
| | Total | 50 |

Table – 9

Any restriction of enrollment of disabled child?

| S. N. | Restriction | Number |
|-------|--------------|-----------|
| 1. | Yes | 4 |
| 2. | No | 46 |
| | Total | 50 |

Table – 10

Any special facility for disabled learners?

| S. N. | Facilities | Number |
|-------|--------------|-----------|
| 1. | Yes | 4 |
| 2. | No | 46 |
| | Total | 50 |

Table – 11

If yes, what are the specific facilities?

| S. N. | Facilities | Number |
|-------|--------------------------------|----------|
| 1. | Free studentship | 1 |
| 2. | Scholarship | 1 |
| 3. | Subjective technical education | 1 |
| 4. | Medical facilities | 1 |
| | Total | 4 |

Table – 12

What impressions do the interviewee feel towards the disabled children of the community?

| S. N. | Impressions | Number |
|-------|--|-----------|
| 1. | Disable children can perform any activity if they are imbided to | 6 |
| 2. | Burden of the society | 3 |
| 3. | Can contribute towards community development | 29 |
| 4. | Can learn if scope is provided | 12 |
| | Total | 50 |

Table – 13

What are the opinion of the interviewee in respect of enrollment and higher studies of the disabled children?

| S. N. | Steps | Number |
|-------|---|-----------|
| 1. | Build awareness of the parents | 5 |
| 2. | Financial assistance should be extended | 5 |
| 3. | Supply of supportive education materials be ensured | 6 |
| 4. | Disabled children should be enrolled in the normal schools | 12 |
| 5. | Development attempts be taken in the private & public sector | 3 |
| 6. | The teachers should be trained on disability | 5 |
| 7. | Job should be provided to the disabled after education | 6 |
| 8. | Special learning centers be established | 3 |
| 9. | Awareness on duties and responsibilities of the disabled should be enhanced | 3 |
| 10. | Arrange for free transportation | 2 |
| | Total | 50 |

The survey responded by school teacher in respect of enrolling disable children in urban education institutions from Dhaka and Gazipur district under Dhaka division, Rajshahi and Natore district of Rajshahi division, Barisal and Jhalokati district of Barisal division and Khulna metropoliton area were 50 interviewee out of which (Table-1) 26 were male and 24 were female. The age division of the interviewee (Table –2) reflects 1 of 20 or less, 9 persons were age group of 21-30, 13 were 31-40, 12 were 41-50, 13 were 51-60 and 2 were 61 and above. Positions held by the interviewee (Table-3) 26 were headmaster and 24 were assistant teacher. Tenure of profession (Table-4) 12 of 1-5, 7 of 6-10, 5 of 11-15, 5 of 16-20 and 21 of 21 and above. Teaching method (Table-5) 44 responded on coeducation, 3 only boys and 3 only girls. If there are disabled learners (Table-6) 30 responded positive and 20 negatively. Specialty of the institution (Table-7) 48 reflected as non-residential and 2 partly residential. Any special program for the disabled children (Table-8) 2 said yes and 48 said no. In respect of restriction for enrolment of the disabled (Table-9) 4 said yes and 46 said no. Regarding special facilities for the learners (Table-10) 4 said yes and 46 said no. To be specific regarding the special facilities (Table-11) 1 said free education, 1 for scholarship, 1 for subjective technical education and 1 for medical facilities. About the impression over the disabled children of the society (Table-12) 6 said they can perform any activity if they are imbided to, 3 said Burden of the society, 29 said can contribute towards community development and the rest 12 said can establish themselves by learning if scope is provided. Measuring suggestions on how to enroll and educate the disabled children (Table-13) 5 said Build awareness of the parents, 5 said Financial assistance should be extended, 6 said Supply of supportive education materials be ensured, 12 said Disabled children should be enrolled in the normal schools, 3 said Development attempts be taken in the private & public sector, 5 said The teachers should be trained on disability, 6 said Job should be provided to the disabled after education, 3 said Special learning centers be established, 3 said Awareness on duties and responsibilities of the disabled should be enhanced and 2 said Arrange for free transportation.

A survey on the opinion of NGO Workers regarding enlisting disabled children in the urban educational institutions.

Table – 1

Description of the interviewees:

| S. N. | Interviewee | Number |
|-------|--------------|-----------|
| 1. | Male | 32 |
| 2. | Female | 18 |
| | Total | 50 |

Table – 2

Age division of the interviewees:

| S. N. | Age group (years) | Number |
|--------------|--------------------------|---------------|
| 1. | 21 - 30 | 10 |
| 2. | 31 – 40 | 22 |
| 3. | 41 – 50 | 13 |
| 4. | 51 + | 05 |
| | Total | 50 |

Table - 3

Educational qualification of the interviewees:

| S. N. | Grade | Number |
|--------------|------------------------------|---------------|
| 1. | 10 years of formal education | 01 |
| 2. | 12 years of formal education | 04 |
| 3. | Bachelors Graduation | 17 |
| 4. | Masters Degree | 28 |
| | Total | 50 |

Table – 4

Position holding by the interviewees:

| S. N. | Position | Number |
|--------------|-----------------------------|---------------|
| 1. | Chairman | 03 |
| 2. | Director | 22 |
| 3. | Member, Executive Committee | 01 |
| 4. | Coordinator | 11 |
| 5. | Program Manager | 04 |
| 6. | Medical Officer | 02 |
| 7. | Engineer | 01 |
| 8. | Assistant Accountant | 02 |
| 9. | Field Worker | 02 |
| 10. | Office Assistant | 02 |
| | Total | 50 |

Table – 5

Criterion of the NGO with which the interviewee is working

| S. N. | Criterion | Number |
|--------------|------------------|---------------|
| 1. | Local | 35 |
| 2. | National | 09 |
| 3. | International | 06 |
| | Total | 50 |

Table – 6

If education component prevail in on-going projects by the NGO where the interviewee is working:

| S. N. | Inclusion | Number |
|--------------|------------------|---------------|
| 1. | Yes | 42 |
| 2. | No | 08 |
| | Total | 50 |

Table - 7

If yes, who are the target beneficiaries?

| S. N. | Beneficiaries | Number of NGO |
|-------|------------------------|---------------|
| 1. | Adult | 12 |
| 2. | Disadvantaged children | 10 |
| 3. | Child labor | 06 |
| 4. | Vulnerable children | 07 |
| 5. | Disabled children | 07 |
| | Total | 42 |

Table – 8

What activities are undertaken while working for children with disability?

| S. N. | Activities/Projects | Number |
|-------|--|-----------|
| 1. | Specially for children with disability | 02 |
| 2. | Linkage towards formal schooling | 03 |
| 3. | Training programs | 02 |
| | Total | 07 |

Table – 9

If the interviewee know the number of children with disability in her/his working area:

| S. N. | Opinion | Number of interviewee |
|-------|--------------|-----------------------|
| 1. | Know | 07 |
| 2. | Do not know | 43 |
| | Total | 50 |

Table – 10

If known, what are the numbers (approximately):

| S. N. | Number of disabled | Number of interviewee |
|-------|--------------------|-----------------------|
| 1. | 50 – 100 | 04 |
| 2. | 101 – 200 | 02 |
| 3. | 201 – 300 | 01 |
| | Total | 07 |

Table – 11

If the interviewee know the percentage of disabled children mentioned are enrolled:

| S. N. | Opinion | Number of interviewee |
|-------|--------------|-----------------------|
| 1. | Know | 04 |
| 2. | Do not know | 03 |
| | Total | 07 |

Table – 12

If known, what are the percentages?

| S. N. | Percentage | Number of interviewee |
|-------|--------------|-----------------------|
| 1. | 06% | 1 |
| 2. | 10% | 1 |
| 3. | 15% | 1 |
| 4. | 16% | 1 |
| | Total | 4 |

Table – 13

In the opinion of the interviewee, what are the root hindrances to enroll the children with disability to enroll in the urban education institutions?

| S. N. | Hindrances | Number of interviewee |
|-------|--|-----------------------|
| 1. | Negative attitude of the teachers | 3 |
| 2. | Passive mentality of other students | 5 |
| 3. | Economic condition | 2 |
| 4. | Lack of proper training for the teachers | 4 |
| 5. | Lack of transportation facility | 2 |
| 6. | Lack of education supportive materials | 9 |
| 7. | Lack of education & awareness of parents | 3 |
| 8. | Lack of govt. policy | 2 |
| 9. | Lack of commitment from the political parties | 2 |
| 10. | Lack of information | 4 |
| 11. | Limitation in scopes for education | 11 |
| 12. | Limitation of NGOs solely operating for disabled | 2 |
| 13. | Lack of education curricula mainly for disabled | 1 |
| | Total | 50 |

Table – 14

What do the interviewee suggest to overcome the mentioned hindrances?

| S. N. | Suggested ways | Number of interviewee |
|-------|--|-----------------------|
| 1. | To undertake census on disabled | 7 |
| 2. | Mass lobbying | 6 |
| 3. | Teachers training | 5 |
| 4. | Improvement in communication system | 6 |
| 5. | Formulate national policy | 2 |
| 6. | Establish special schools | 8 |
| 7. | Build public awareness including the parents | 11 |
| 8. | Facilitate pecuniary conditions | 5 |
| | Total | 50 |

The survey responded by NGO workers in respect of enrolling disable children in urban education institutions from Dhaka and Gazipur district under Dhaka division, Rajshahi and Natore district of Rajshahi division, Barisal and Jhalokati district of Barisal division and Khulna metropolitan area were 50 interviewee out of which (Table-1) 32 were male and 18 were female. The age division of the interviewee (Table –2) reflects 10 persons were age group of 21-30, 42 were 31-40, 13 were 41-50 and 5 were 51 and above. While analyzing the educational qualification of the interviewee (Table-3) it appears that 1 was of 10 year of formal education, 4 with 12 years of formal education, 17 held bachelor of graduation and 28 masters degree. Positions held by the interviewee (Table-4) 3 were chairman, 22 directors, 1 member of the executive committee, 11 coordinators, 4 project managers, 2 medical officers, 1 engineer, 2 assistant accountants, 2 field workers and the rest 2 were office assistants. Criterion of the NGOs (Table-5) reflects 35 were local, 9 national level and 6 international. While responding to the question if the undertake education program (Table-6) 42 responded yes and 8 no. Further reflecting on the target beneficiaries of the education program (Table –7) 12 said for adults, 10 for disadvantage children, 6 for child labor, 7 for low income group and the rest for disabled children. If the beneficiaries were disabled (Table-8) what specifically is being done, 2 replied about special school, 3 said about linkage to formal schooling and the rest 2 extend training facilities. If the number of disabled children within the area operation of the interviewee (Table-9) 7 said yes and 43 no. Those who said yes they responded in respect of the number (Table-10) 4 said 50-100, 2 said 101-200, and the rest 1 said 201-300. Out of them if

they know the school going children (Table 11) 4 replied yes and 3 replied no. The parentage of the enrolled children (Table-12) 1 responded 6%, 1 said 10%, 1 said 15% and the other 1 said 16%. While opinion was sought about the hindrances of enrolment in urban educational institutions by the disabled children (Table –13) 3 responded negative attitude of the teachers, 5 said about pessimistic attitude of the co-learners, 2 about financial constraints, 4 about lack of training for the teachers, 2 pointed about lack transportation facilities, 9 felt paucity of assistive education materials, 3 said about lack of awareness & education of the parents, 2 pointed to the lack of govt. steps, 2 said lack of political commitment, 4 felt lack of information, 11 reflected on limitation of education scope, 2 mentioned scarcity of NGOs operating solely on disability and 1 complained about none existence of separate education curricula for the disabled. To express measures to overcome the hindrances (Table-14) 7 suggested to conduct disability census, 6 for mass awareness building campaign, 5 about more training to teachers, 6 to betterment of transport facilities, 2 to formulate national planing, 8 for establishment of special schools, 11 to raise awareness of the parents and 5 to mitigate economic problems.

A survey on the opinion of personnel working in different levels of the administration regarding enlisting disabled children in the urban educational institutions.

Table – 1

Description of the interviewees:

| S. N. | Interviewee | Number |
|-------|--------------|-----------|
| 1. | Male | 35 |
| 2. | Female | 15 |
| | Total | 50 |

Table – 2

Age division of the interviewees:

| S. N. | Age group (years) | Number |
|-------|-------------------|-----------|
| 1. | 21 - 30 | 4 |
| 2. | 31 – 40 | 15 |
| 3. | 41 – 50 | 12 |
| 4. | 51 + | 19 |
| | Total | 50 |

Table - 3

Position holding by the interviewees:

| S. N. | Position | Number |
|-------|-------------------------------------|-----------|
| 1. | Assistant secretary | 3 |
| 2. | Deputy director | 6 |
| 3. | Word commissioner | 15 |
| 4. | Administrative officer | 11 |
| 5. | Education officer | 10 |
| 6. | Personal assistant to the secretary | 5 |
| | Total | 50 |

Table – 4

Number of special education institutions for the disabled in the upazilla/ district:

| S. N. | Number of Institution | Number of the interviewee |
|-------|-----------------------|---------------------------|
| 1. | None | 12 |
| 2. | 1-2 | 28 |
| 3. | 3-4 | 9 |
| 4. | 5+ | 1 |
| | Total | 50 |

Table – 5

Besides the above are there scope for the disabled children for study in normal educational institutions:

| S. N. | Scope | Number |
|-------|--------------|-----------|
| 1. | Full | 1 |
| 2. | Part | 34 |
| 3. | None | 15 |
| | Total | 50 |

Table – 6

Steps taken by the govt. for enhancement of learning for the disabled children:

| S. N. | Steps | Number |
|-------|--|-----------|
| 1. | Establish special school | 10 |
| 2. | Promulgation legislation | 2 |
| 3. | Develop special learning materials | 1 |
| 4. | Free student ship | 3 |
| 5. | Free supply of education materials | 1 |
| 6. | Trade based education | 1 |
| 7. | Awareness building activities | 1 |
| 8. | Arrange training | 1 |
| 9. | Rehabilitation | 1 |
| 10. | Reserve quota for the disabled | 1 |
| 11. | Establishment of disability foundation | 1 |
| 12. | Not none | 27 |
| | Total | 50 |

Table - 7

Is there program by the govt. in respect of identifying disabled children through out the whole country and to lead them towards school?

| S. N. | Program | Number |
|-------|--------------|-----------|
| 1. | Yes | 6 |
| 2. | No | 44 |
| | Total | 50 |

Table – 8

If the answer is no, then are there any future plan by the govt.?

| S. N. | Plan | Number |
|-------|--------------|-----------|
| 1. | Yes | 21 |
| 2. | No | 23 |
| 3. | Can not say | 6 |
| | Total | 50 |

Table – 9

Did the govt. take any special initiative to stop dropout from schooling of the disabled children?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 4 |
| 2. | No | 45 |
| 3. | Do not know | 1 |
| | Total | 50 |

Table – 10

Do you think that the steps so far been taken by the govt. are enough or need expansion?

| S. N. | Opinion | Number |
|-------|----------------|-----------|
| 1. | Insufficient | 2 |
| 2. | Need expansion | 48 |
| | Total | 50 |

Table – 11

What arrangements would you make if the children with disability become interested to come to the Upazila/District education institutes from the rural outreach areas?

| S. N. | Steps | Number |
|-------|--|-----------|
| 1. | Scholarship | 14 |
| 2. | Counseling | 11 |
| 3. | Learning friendly environment creation | 18 |
| 4. | Teachers training | 7 |
| | Total | 50 |

Table – 12

What are duties of the State towards the disabled children?

| S. N. | Steps | Number |
|-------|--|-----------|
| 1. | Provide updated medical facilities | 7 |
| 2. | Create employment | 13 |
| 3. | Undertake need based steps towards education | 12 |
| 4. | Arrange appropriate security | 8 |
| 5. | Establish separate ministry for the disabled | 1 |
| 6. | Make arrangement for technical education | 9 |
| | Total | 50 |

Table – 13

How all the children with disability can be covered with basic education?

| S. N. | Recommendations | Number |
|-------|-------------------------------------|-----------|
| 1. | Appoint sympathetic teachers | 12 |
| 2. | Ensure equal facilities | 9 |
| 3. | Extent financial support | 11 |
| 4. | Enroll in schools at the proper age | 13 |
| 5. | Identify type of disability | 5 |
| | Total | 50 |

The survey responded by personnel working in different levels of the administration in respect of enrolling disable children in urban education institutions from Dhaka and Gazipur district under Dhaka division, Rajshahi and Natore district of Rajshahi division, Barisal and Jhalokati district of Barisal division and Khulna metropolitan area were 50 interviewee out of which (Table-1) 35 were male and 15 were female. The age division of the interviewee (Table –2) reflects 4 persons were age group of 21-30, 15 were 31-40, 12 were 41-50 and 19 were 51 and above. Positions held by the interviewee (Table-3) 3 were in the level of assistant secretary, 6 deputy directors, 15 word commissioner, 11 administrative officer, 10 education officer and 5 personal assistant to the secretary. As to the number of special institutions in the upazilla / district for the disabled (Table-4) 12 said no institution, 28 replied to existence of 1-2 institution, 9 said 3-4 institution and 1 said above 5. Besides the above are there scope for the disabled children for study in normal educational institutions (Table-5) 1 said of full facility, 34 said part and 15 said of no facility. In respect of the steps taken by the govt. for advancement of learning of the disabled children (Table –6) 10 suggested special school, 2 for promulgation and legislation, 1 for special education materials, 3 for free studentship, 1 for free supply of assistive education material, 1 for trade based education, 1 for awareness building, 1 for training, 1 for rehabilitation, 1 for fixing quota and 1 cited establishment of disability foundation. As opposite to these 27 told that they are not aware of any govt. steps. Regarding govt. planning to enrollment of disabled children (Table – 7) 6 told that the govt. has planning and 44 responded that either the govt. has no planning or not known to them. If there are no existing activity are there future planning (Table –8) 21 responded no planning, 23 told no future planning and 6 told unaware. If the govt. has special step to check dropout (Table –9) 4 said yes, 45 said no and 1 said unaware. Whether the steps undertaken by the govt. are justified or should be extended (Table – 10) 2 said not sufficient/ need expansion and 48 suggested need expansion. To ensure education life of the disabled (Table –11) 14 responded with scholarship, 11 for counseling, 18 for education friendly environment creation and 7 for teachers training. Regarding state duties (Table –12) 7 preached for updated medical treatment, 13 for employment creation, 12 for updating proper steps, 8 for security measures, 1 for establishment of separate ministry and 9 for technical education. Regarding educating each disable child (Table –13) 12 proposed to employ sympathetic teachers, 9 to ensure equal opportunity, 11 for financial systems, 13 for enrollment in school at the proper age and 5 to identify disability criteria.

A survey on the opinion of local elite's regarding enlisting disabled children in the urban educational institutions.

Table – 1

Description of the interviewees:

| S. N. | Interviewee | Number |
|-------|--------------|-----------|
| 1. | Male | 43 |
| 2. | Female | 7 |
| | Total | 50 |

Table – 2

Age division of the interviewees:

| S. N. | Age group (years) | Number |
|-------|-------------------|-----------|
| 1. | 30- 40 | 20 |
| 2. | 41 – 50 | 10 |
| 3. | 51-60 | 10 |
| 4. | 61+ | 10 |
| | Total | 50 |

Table - 3

Profession of the interviewees:

| S. N. | Profession | Number |
|-------|------------------|-----------|
| 1. | Business | 20 |
| 2. | Service | 27 |
| 3. | Politics | 2 |
| 4. | Social volunteer | 1 |
| | Total | 50 |

Table – 4

Do you know the number of disabled children in your area?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 11 |
| 2. | No | 39 |
| | Total | 50 |

Table – 5

Do the parents solicit advice in respect of health and education of the child:

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 22 |
| 2. | No | 28 |
| | Total | 50 |

Table – 6

Do you know of any initiative for arranging education for disabled children by private/public sector or individual?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 21 |
| 2. | No | 29 |
| | Total | 50 |

Table - 7

Do you have personal affiliation with any initiation for education to disabled children?

| S. N. | Program | Number |
|-------|--------------|-----------|
| 1. | Yes | 18 |
| 2. | No | 32 |
| | Total | 50 |

Table – 8

Are you a board member of any educational institution?

| S. N. | Plan | Number |
|-------|--------------|-----------|
| 1. | Yes | 20 |
| 2. | No | 30 |
| | Total | 50 |

Table – 9

Do the interviewee play any role in advancement of disabled children education?

| S. N. | Opinion | Number |
|-------|--------------|-----------|
| 1. | Yes | 9 |
| 2. | No | 11 |
| | Total | 20 |

Table – 10

If yes, please specify the roles:

| S. N. | Role | Number |
|-------|----------------------------------|----------|
| 1. | Encourage the parents | 2 |
| 2. | Encourage the teachers | 1 |
| 3. | Awareness building | 1 |
| 4. | Assist in enrollment | 1 |
| 5. | Assist in participation to games | 1 |
| 6. | Financial support | 2 |
| 7. | Give education materials | 1 |
| | Total | 9 |

Table – 11

If no, what are the obstacles?

| S. N. | Obstacles | Number |
|-------|---|-----------|
| 1. | Not aware regarding education of the disabled | 1 |
| 2. | No body came to seek assistance | 1 |
| 3. | Opportunity did not arise | 4 |
| 4. | Financial difficulty | 5 |
| | Total | 11 |

Table – 12

What are your suggestions for advancing education to the disabled children?

| S. N. | Suggestion | Number |
|-------|---|-----------|
| 1. | Arrange residential school | 3 |
| 2. | Arrange scholarship | 11 |
| 3. | Open separate department in normal school | 6 |
| 4. | Engage trained teachers | 10 |
| 5. | Aware the parents | 8 |
| 6. | Community leaders should come forward | 2 |
| 7. | Donor agencies should extend more support | 2 |
| 8. | Initiate coordinated projects | 6 |
| 9. | Start inspiring activities | 1 |
| 10. | Arrange recreations for disabled | 1 |
| | Total | 50 |

The survey responded by local elite's people in respect of enrolling disable children in urban education institutions from Dhaka and Gazipur district under Dhaka division, Rajshahi and Natore district of Rajshahi division, Barisal and Jhalokati district of Barisal division and Khulna metropoliton area were 50 interviewee out of which (Table-1) 43 were male and 7 were female. The age division of the interviewee (Table –2) reflects 20

persons were age group of 30-40, 10 were 41-50, 10 were 51-60 and 10 were 61 and above. Regarding profession (Table-3) 20 business, 27 service, 2 politics and 1 social volunteer. Regarding number of disabled children in the area (Table-4) 11 said yes and 39 no. Whether the parents solicit advice (Table-5) 22 said yes and 28 no. In respect of knowing initiatives in advancement of education by persons or organizations (Table-6) 21 said they know and 29 said not known. Whether personal involvement prevail for advancement of education (Table-7) 18 said yes and 32 no. If the interviewee is a member of governing body in any educational institution (Table-8) 20 said yes and 30 said no. If the yes-group playing role on enhancement of education (Table-9) 9 said yes and 11 said no. Again yes-group explaining specific role (Table-10) 2 said encourage parents, 1 said encourage teachers, 1 said awareness building, 1 said assisting in enrollment, 1 said encouraging participation in games, 1 advocated for financial support and rest 1 gave education materials. Responding to not contributing out of the no-group (Table-11) 1 said having no knowledge about the disabled children education, 1 reflected that nobody came to him soliciting advice, 4 responded that they have no scope and the rest 5 told about financial constraints. Responding to what should be done in advancement of children education (Table-12) 3 said to establish residential school, 11 said introduce scholarship, 6 said to open separate department in normal schools, 10 said to employ trained teachers, 8 said of awareness building to parents, 2 requested wealthy persons of the community to come forward, 2 to argued Donors for more support, 6 told for coordinated initiating, 1 said about inspiring activities and 1 suggested to ensure recreational facilities for the disabled children education.

Objective based findings

The under noted problems/findings have been identified keeping the view of disabled children's education primarily in the urban areas:

- Even if willing, the disabled children cannot enroll in schools.
- Schools away from home do not interest a disabled child.
- Poverty keeps them away from education.
- Due to illness disabled children restricts movement and journey to school.
- Parents treat them as a burden.
- Lack of awareness of the parents keeps the children away from education.
- Parents too do not want to take the risk of sending a disabled child to a far off school.
- Economic limitations compel the parents to keep their disabled child illiterate.
- Teachers of formal schools have no experience & expertise to teach a disabled.
- Teachers lack technique to teach a disabled child.
- Support educative materials needed for disabled are not available.
- Negative attitudes prevail towards the disabled among the other students and some teachers.
- School entrance and other facilities are not easy suitable for movement.
- Even enrolled, the disabled children are looked upon negatively.
- The community elite people lack information about prevailing facility of education of the disabled.
- Disabled children usually do not solicit advice from others.
- A limited number of NGOs are operating for the causes of the disabled children education.
- NGOs can not take large projects for funding constraints.
- The initiatives of the govt. for education of disabled children are not enough.
- The schemes for development of education for disabled children suffer from proper management.

- Bureaucracy consumes so much time that programs fail to be implemented properly, even if the govt. is concerned and considerate.
- To encourage NGO to enhance disabled children education, the govt. do not offer any funding support.
- Govt. and non-govt. agency has not been included disability issue in the course curricula in Teachers Training Institutions like P. T. I, B. Ed, and others.

Policy Implication

No policy for development of the disabled was promulgated by the state before 2001. Policy for development of the disabled sector was initiated during several govt. at the ministerial level, but lack of implication hindered to benefit the target beneficiaries. As a result the disabled children were deprived of education and social benefits. If the underdeveloped community is not extended additional support, it remains lagging behind. After waiting for many years, a law was declared for benefit of the disadvantaged disabled segment in 2001. Though the law does not specifically narrate the vivid types of benefits to be accrued for the disabled, even then, at least a lawful structure has been formulated. After proclaiming the law and passed in the National Parliament, as yet, after 9 months, no single disabled has began receiving the assured benefit from it. The under noted points should be looked into to ensure effective implementation of the law:

1. To analyze effective implementation of the law 2001.
2. To keep watch if the law is implemented by all sectors of the private & public agencies, NGO, Company, Insurance Co, Business Firms, Banks and others.
3. Media section including newspapers, radio, TV etc should elaborately narrate the law for awareness building of the public.
4. All ministry, directorate and agencies of the govt. should be aware and implement the law.
5. The govt. should also imbibe the NGOs to implement benefits provided in the law.
6. The law should be more specific and amend inserting those factors that has not been incorporated as yet.

May it be noted that disabled children would be inspired if the clauses of the law is sincerely implemented and with the hope to be rehabilitated, they would develop themselves with better results.

Recommendations

Following are the recommendations placed by the interviewee, which if implemented would enhance the scope of education for the disabled children:

1. Management structure of education for the disabled children should be handed over to the Ministry of Education from the existing Ministry of Social Welfare.
2. The Head Teacher of the schools that have/would have provision for enrolling children with disability must be given appropriate training on disability.
3. Methodology should be developed for general teachers by training on how to conduct classes with disabled, to organize the learners and check drop out
4. To facilitate education for disabled children, advice should be sought from specialists and consultants.
5. The teachers should have training on aid/supportive materials like wheel chair, crutch, hearing aid, Braille, abacus, mobility etc.

6. Game & sport equipment should be arranged for disabled children.
7. Education for children with disability must be declared compulsory and be free.
8. Arrangement for educative/ assistive device like wheelchair, hearing aid, crutch, artificial limbs, Braille paper-book-frame-pen, abacus, white stick etc.
9. Training on computer for disabled should be ensured for all including visually impairment.
10. Attitudes towards disability should be changed by mass lobbying through newspaper and electronics media.
11. Extensive survey should be conducted for disabled children of school going age and those who are yet to enroll must be admitted.
12. Topics on disability should be inserted in the general education course curricula.
13. Disability related subject should be inserted in the courses of Primary Teachers Institute, Bachelor & Masters in Education.
14. Government should direction to the school teacher to show positive attitude to the disabled children.
15. The Govt. should ensure that the schoolteachers adhere to the education clauses of the Disability Welfare Law of 2001.
16. Care should be taken so that no child is denied admission because of disability.
17. With the aim to enhance knowledge of the visually disabled, Braille Printing Press should be established by private/public sector and bring out books, daily/weekly/monthly papers & periodicals in Braille.
18. To reduce dependency on Braille by the partial sighted, Large Print books should be published.
19. Special books on sign language should be arranged for the children with speech & hearing disability.
20. Aid & transport materials for the disabled should be locally produced to reduce cost and be sell inexpensive.
21. It should be communicate with the individual and institution of national and international for the development of the education system with disability for modern technology.
22. One information cell should be opened by the govt. to serve individual and organizational needs related to disability.
23. Awareness building campaign should be strengthen in the parents of children with disability.
24. The stairs of the education institutes where there are provision of admissibility for children with disability should be erected in the “ram” shape. This shape should be extended up to the 2nd floor.
25. Employment should be ensured for disabled children after completion of education.

If these recommendations should be implemented, to solve the problem of the disabled children education.

Conclusion

Bangladesh is one of the poorest country. Uncounted number of people become pray of disability every year due to poverty, illiteracy, ignorance and superstitions. Though it is a difficult task in a least developed country like ours to meet the basic needs of the population and turn them into human resource; but the process has been initiated. To develop education system for the disabled initiative has been undertaken by the govt. and NGOs for special education in general and integrated school for the visually impairment. But these attempts are so meager. Besides special education for the large population is expensive and difficult too. So the researcher is of the opinion that to bring all the disabled children under the streamline of education, scopes should be ensured to participation of the children at per with the special education initiatives. Because while analyzing the tables it has been observed that most of the children with disability wish to settle in the community by concluding their education courses. Education is one of the very basic human rights for a child. Only because of some obstacles they are being deprived of this right. Most of the parents are also interested to send their child to school if positive environment prevail. Now the need is to undertake joint effort of the govt., NGOs and donor agencies.

Blind Education and Rehabilitation Development Organization (BERDO)

House # 2/6, Road # 1
Shaymoli, Dhaka- 1207

A survey on the opinion of disabled learners regarding enlisting in the urban educational institutions.

Name of the interviewee: ----- Dated: -----
 Village: ----- Union: ----- Upazilla: ----- District: ----- Division: -----
 Questionnaire No: -----

1. Identification of the interviewee: Male Female
2. Age of the interviewee: ----- Years ----- Months
3. Type of disability:

| | | | | | |
|--------------------------------|-------------------------------------|-------------------------------------|---|-----------------------------------|--|
| Polio <input type="checkbox"/> | Cleft feet <input type="checkbox"/> | Cleft leaf <input type="checkbox"/> | Speech & Hearing <input type="checkbox"/> | Epilepsy <input type="checkbox"/> | Mentally Retarded <input type="checkbox"/> |
| C. P. <input type="checkbox"/> | Visual <input type="checkbox"/> | Physical <input type="checkbox"/> | Short man <input type="checkbox"/> | Impaired <input type="checkbox"/> | |
| Burn <input type="checkbox"/> | Multiple <input type="checkbox"/> | | | | |
4. Is the interviewee presently studying?
 Yes No
- 4.a. If yes, please mention media and level:
 Bangali Religious Class -----
- 4.b. Distance in between the learners home to the institute (km):
- 4.c. Do the journey need assistance, or is able to manage independently?
 Independently Assistance required Others -----
- 4.d. What are the media of communication?
 On foot Local transportation
- 4.e. While support is required, who helps?
 Family member Relatives Salaried person Neighbor Social Worker Teacher
 Friends Others -----
- 4.f. Merit level in the class:
 Brilliant Good Medium Poor Extremely poor Others -----
- 4.g. Is the learner willing to go to a distant place for study leaving behind parents/friends/local teachers:
 Very much interested Interested Moderate Not so interested Not interested
 Others -----
5. What are the causes for the interviewee from refraining studies:
 Poverty Parents are not interested Mental retardation Physical inability Lack of education materials
 Distance of school Ashamed of being disabled Superstition Barrier in society/school
 Age factor Others -----
6. Based upon the causes mentioned above, does the interviewee desire to get education?
 Very much interested Interested Moderate Not interested At all uninterested Others -----
7. If interested, is the interviewee ready to go to other place leaving the parents & friends?
 Yes No
8. Do the interviewee possesses any guideline regarding the education system and methodology?
 Has None
9. If has any idea, please narrate: -----

10. Remarks & Evaluation of the interviewer over the interviewee: -----

Name of the Interviewer:
 Signature :
 Date :

Blind Education and Rehabilitation Development Organization (BERDO)

House # 2/6, Road # 1
Shaymoli, Dhaka- 1207

A survey on the opinion of the parents regarding enlisting disabled children in the urban educational institutions.

Name of the interviewee: ----- Dated: -----
Village: ----- Union: -----Upazilla: -----District:-----Division: -----
Questionnaire No: -----

1. Identification of the interviewee: Male Female
2. Age of the interviewee: -----Years-----Months
3. Education level of the interviewee: -----
4. Profession of the interviewee: -----
5. Marital status of the interviewee:
Married Unmarried Divorced Widow Widower Deserted
6. Monthly family income of the interviewee: -----
7. Number of family members of the interviewee: -----
8. Number of disabled children in the family of the interviewee: -----
9. Are there any disabled in the family tree of the interviewee:
Yes No
10. Do the interviewee treat disability as a curse?
Yes No
11. Does the interviewee know the concept of “Every disabled child has equal right for education & living”?
Yes No
12. Does the interviewee know that most disabled child are capable for education like normal?
Yes No
13. Did the disabled child receive any assistance from any corner?
Yes No
14. How far the interviewee is willing for higher education to a disabled child?
Highly willing Willing Moderate Not willing Against
15. What are the communications from the village to urban area of the interviewee?
Road Rail Water way Others -----
16. The distance from residence to Upazila -----District ----- (in km)
17. Are there any relative stay in the urban area?
Yes No
18. If yes, can the disabled child reside there for education?
Yes No
19. If not possible, is it permissible for the child to stay in any alternative place?
Yes No
20. If not, what are the reasons?
Expensive Uncertain security Uncertainty of job after education Need to take care always of disabled children Others -----
21. If arrangements are made for cost of education of the child, does the interviewee agree to send the child there?
Yes No
22. Analysis & recommendation about the future of the child as thought by the interviewee: -----

23. Remarks & Evaluation of the interviewer over the interviewee: -----

Name of the Interviewer :
Signature :
Date

Blind Education and Rehabilitation Development Organization (BERDO)

House # 2/6, Road # 1
Shaymoli, Dhaka- 1207

A survey on the opinion of School Teachers regarding enlisting disabled children in the urban educational institutions.

Name of the interviewee: ----- Dated: -----
Upazilla: -----District: ----- Division: -----
Questionnaire No: -----

1. Identification of the interviewee:
Male Female
2. Age of the interviewee: -----Years -----Months
3. Educational Qualification: -----
4. Position holding: -----
5. Tenure of teacher ship: -----Years -----Months
6. Education system prevailing in the institute:
Coeducation For boys only For girls only
7. Are there any disabled students in the school?
Has None
8. If yes, how many? Numbers please -----
9. What impression does the interviewee possess regarding the handicapped children? -----

10. Specialty of the school the interviewee is working in:
Fully residential Non Residential Partly Residential Others -----
11. Are there any facilities for disabled students in the school the interviewee is affiliated with?
Has None
12. Are there any restrictions to get admitted for disabled students in the school the interviewee is affiliated with?
Has None
13. Are there any special facilities for disabled students in the school the interviewee is affiliated with?
Has None
14. If yes, what kind of facilities?
Free studentship Scholarship Free board & lodge Favorable environment for the disabled
Library facility Technical Education Others
15. In the view of the interviewee, what steps should be implemented for higher education to handicapped children? --

16. Remarks & Evaluation of the interviewer over the interviewee: -----

Name of the Interviewer:
Signature :
Date :

Blind Education and Rehabilitation Development Organization (BERDO)

House # 2/6, Road # 1
Shaymoli, Dhaka- 1207

A survey on the opinion of NGO Workers regarding enlisting disabled children in the urban educational institutions.

Name of the interviewee: ----- Dated: -----

Upazilla: ----- District: ----- Division: -----

Questionnaire No: -----

1. Identification of the interviewee:
Male Female
2. Age of the interviewee: -----Years -----Months
3. Educational Qualification: -----
4. Position holding: -----
5. Nature of the NGO the interviewee is working with:
Local National International
6. Is education one of the components for this area among the projects being implemented by your NGO?
Yes No
7. If yes, who are the target beneficiaries?
Adults Disadvantaged children Child labor Vulnerable family Disabled children
8. If the project is for education of disabled children then:
Specially for the disabled Traditional schooling Others
9. Do you have the number of disabled children in your operating area?
Yes No
10. If yes, what are the numbers? -----
11. Do you have the percentage of enrollment?
I know I don't
12. If you know, what is the percentage? -----
13. In your opinion what are the hindrances for rural disabled children for enrollment in the urban institutions? -----

14. What suggestions you have to overcome? -----

15. Remarks & Evaluation of the interviewer over the interviewee: -----

Name of the Interviewer:

Signature :

Date :

Blind Education and Rehabilitation Development Organization (BERDO)

House # 2/6, Road # 1
Shaymoli, Dhaka- 1207

A survey on the opinion of personnel working in different levels of the administration regarding enlisting disabled children in the urban educational institutions.

Name of the interviewee: ----- Dated: -----

Upazilla: ----- District: ----- Division: -----

Questionnaire No: -----

1. Identification of the interviewee: Male Female
2. Age of the interviewee: -----Years ----- Months
3. Educational Qualification: -----
4. Position holding: -----
5. How many special educational institutions are there within the Upazila/District under your jurisdiction that have special facility for children with disability?
Numbers please: -----
6. Are there scopes for children with disability to study in normal institutions beyond those mentioned above?
Full facility exists Facility exists partially No facility
7. What are the govt. initiatives for inclusion of disabled children in education stream? -----

8. Do the govt. has scheme to identify & enroll disabled children in formal schooling?
There are schemes No schemes
9. If the answer is no, then are there any future plans?
Yes No
10. Did the govt. take any special initiation to stop dropout from schooling of the disabled children?
Yes No
11. What arrangements would you make if the children with disability become interested to come to the Upazila/District education institutes from the rural outreach areas? -----

12. In your opinion, what are responsibilities of The State towards disabled children? -----

13. Do you think that the steps so far been taken by the govt. are enough or need expansion?
Sufficient Insufficient Need expansion Need no expansion
14. What should be done to prevent disability? -----

15. How all the children with disability can be covered with basic education? -----

16. Remarks & Evaluation of the interviewer over the interviewee: -----

Name of the Interviewer:

Signature :

Date :

Blind Education and Rehabilitation Development Organization (BERDO)

House # 2/6, Road # 1
Shaymoli, Dhaka- 1207

A survey on the opinion of local elite's regarding enlisting disabled children in the urban educational institutions.

Name of the interviewee: ----- Dated: -----
Village: ----- Union: ----- Upazilla: ----- District: ----- Division: -----
Questionnaire No: -----

1. Identification of the interviewee: Male Female
2. Age of the interviewee: -----Years -----Months
3. Profession of the interviewee: -----
4. Do you know the number of disabled children in your area?
Yes No
5. If yes, approximate numbers -----
6. Do the parents of a disabled child come to receive advice from you?
Yes No
7. Do you know of any initiative for arranging education for disabled children by private/public sector or individual?
Yes No
8. Do you have personal affiliation with any initiation for education to disabled children?
Yes No
9. If yes, please describe the nature of affiliation/participation: -----

10. Are you a board member of any educational institution?
Yes No
11. If yes, do you patronize disabled children education there?
Yes No
12. If yes, please elaborate your role: -----

13. If no, what are the hindrances? -----

14. Do you agree to the concept of “Every disabled child has equal right for education & living”?
Agree Disagree
15. What are your suggestions for advancing education to the disabled children: -----

16. Remarks & Evaluation of the interviewer over the interviewee: -----

Name of the Interviewer:
Signature :
Date :