



SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) FRAMEWORK

A GUIDE FOR MAKING PRIMARY EDUCATION INCLUSIVE OF SPECIAL EDUCATION NEEDS AND DISABILITIES



Directorate of Primary Education
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh

Supported by:





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Shah Rezwan Hayat



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Government of the People's Republic of Bangladesh

PREFACE

Inclusive education is a viable tool and means to achieve inclusive societies and economies that are essential precondition for sustainable development. The Sustainable Development Goal 4 puts sharp emphasis on inclusion, as it asks to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME) has continued its effort to make the primary education system in Bangladesh more inclusive and equitable. Accordingly, the Fourth Primary Education Development Program (PEDP4) incorporates targeted interventions for ensuring inclusion of children with disabilities under the sub-component ‘Special Education Needs and Disabilities (SEND)’.

I am tremendously happy and proud that DPE has completed development, validation and finalisation of the SEND framework and approved it in June 2022. The framework provides a roadmap and strategic guidance to all respective stakeholders for making education provisions more inclusive for children with disabilities. It is indeed a milestone achievement, as existence of such framework contributes to system strengthening for addressing inequities in educational access, participation, and retention.

In this connection, I would like to express my utmost gratitude and appreciation to the United Nations Children’s Fund (UNICEF) and the Shuchona Foundation, a non-profit organisation specialising in disabilities and neurodevelopmental disorders (NDDs), for supporting us with technical and financial assistance in the SEND Framework development process.

While I take immense pride in the fact that we have developed the framework, I am equally cognisant that only development of the framework will not automatically result in inclusion, unless we implement it methodically and track our progress towards progressive realisation of educational rights of every child. Implementation is always hard. But we remain fully committed to ensure systematic dissemination and implementation of the framework.

I believe, proper implementation of the framework will significantly contribute to creating an enabling environment for improving access, participation, and retention not only of children with disabilities, but will benefit both children with and without disabilities. Together, we will build an inclusive education system and society where every child will enjoy equal right to live, learn, grow, and thrive.

Shah Rezwan Hayat

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List of Acronyms

ASD	Autism Spectrum Disorder
ADPEO	Assistant District Primary Education Officer
APSC	Annual Performance School Census
ASPR	Annual Sector Performance Report
ATEO/AUEO	Assistant Thana/Upazila Education Officer
BBS	Bangladesh Bureau of Statistics
BNFE	Bangladesh Bureau of Non-Formal Education
CPD	Continuous Professional Development
CRC	Convention on the Rights of the Child
CRPD	Convention on the Right of Persons with Disabilities
DPEd	Diploma in Primary Education
DPs	Development Partners
DPE	Directorate of Primary Education
DPEO	District Primary Education Officer
DPHE	Department of Public Health Engineering
DPP	Development Project Proforma
EMIS	Education Management Information System
GIEAP	Gender and Inclusive Education Action Plan
GO	Government Organizations
GoB	Government of Bangladesh
GPS	Government Primary School
HR	Human Resource
HT	Head Teacher
IE	Inclusive Education
IEP	Individual Education Plan
IMD	Information Management Division
IPEMIS	Integrated Primary Education Management Information System
KPI	Key Performance Indicator
LGED	Local Government Engineering Department
M&E	Monitoring and Evaluation
MICS	Multiple Indicator Cluster Survey
MLE	Multi-lingual Education

MoE	Ministry of Education
MoHFW	Ministry of Health and Family Welfare
MoPME	Ministry of Primary and Mass Education
MoSW	Ministry of Social Welfare
MoWCA	Ministry of Women and Children Affairs
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NDD	Neurodevelopmental Disorder
NGO	Non-Government Organization
NPI	National Priority Indicator
NSA	National Student Assessment
OoSC	Out-of-School Children
PECE	Primary Education Completion Examination
PEDP-II	Second Primary Education Development Program
PEDP3	Third Primary Education Development Program
PEDP4	Fourth Primary Education Development Program
PTI	Primary Teachers' Training Institute
RDPP	Revised Development Project Proforma
SEND	Special Education Needs and Disability
SDG	Sustainable Development Goals
SLIP	School Level Improvement Plan
SMC	School Management Committee
SWAp	Sector-Wide Approach
UDL	Universal Design for Learning
UEO	Upazila Education Officer
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Right of Persons with Disabilities
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
URC	Upazila Resource Centre
WASH	Water, Sanitation and Hygiene

Special Education Needs and Disability Framework: A guide for making primary education inclusive of Special Education Needs and Disabilities

1. Background

Special Education Needs and Disability (SEND) is an important and inseparable element of any education system. As a developing country, Bangladesh is striving to achieve inclusive and equitable education for all across all levels of education. Bangladesh has achieved a significant progress in increasing enrolment, decreasing dropout, and achieving gender parity in primary education over the last two decades which has been acknowledged nationally and internationally. But it still faces a set of complex challenges in ensuring equitable access to quality education for all, including children with disabilities, and other disadvantaged children.

The Ministry of Primary and Mass Education (MoPME) is mandated to provide quality primary education to all children from pre-primary to Grade 5, including children with mild and moderate levels of disabilities, whereas Ministry of Social Welfare (MoSW) is mandated to accommodate educational needs of the children with severe levels of disabilities.¹

1.1 Status of Policies and Legislations on SEND

After becoming independent in 1971, the Government of Bangladesh (GoB) enacted its constitution which laid the groundwork for recognizing the rights of children with disabilities. The constitution² notes in Article 17: “The state shall adopt effective measures for the purpose of establishing a uniform, mass oriented and universal system of education and extends free and compulsory education to all children to such stage as may be determined by law”; and in Article 28(3): “No citizen shall, on grounds only of religion, race, caste, sex or place of birth be subjected to any disability, liability, restriction, or condition with regard to access to any place of public entertainment or resort, or admission to any educational institution”

¹ Education Policy 2010

² Bangladesh, Constitution of 1972, Reinstated in 1986, with Amendments through 2014, www.constituteproject.org/constitution/Bangladesh_2014.pdf?lang=en

Bangladesh Primary Education (Compulsory) Act 1990³ was the first national legislative basis that confirms the right to primary education for all children regardless of which educational institutions they are enrolled in. In 1995, the first National Disability Policy⁴ was formulated to provide guidelines for ensuring the fundamental rights for persons with disabilities. Later, the Persons with Disability Welfare Act 2001⁵ provided the legal framework for ensuring equal opportunities for persons with disabilities, followed by an Executive Order issued by the Prime Minister in 2002 with a set of short-term and long-term activities to be undertaken by the government. The 2010 National Education Policy⁶ reaffirms that children with disabilities will be included in regular education, while special arrangements with adequate facilities are mandated for children with severe physical or mental disabilities. Bangladesh was one of the first countries to ratify and put into effect two important global conventions to protect the interests of children with disabilities: the Convention on the Rights of the Child (CRC) in 1989 and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)⁷ in 2007. The UNCRPD clearly illustrates that all children including children with disabilities have the right to get quality education with equal opportunities without any discrimination in the general education system:



States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning. And in realizing this right, States parties shall ensure that:

Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.



³ Bangladesh Parliament, Primary Education (Compulsory) Act, 1990, Dhaka, 13 February 1990. <https://planipolis.iiep.unesco.org/en/1990/primary-education-compulsory-act-1990-act-no-27-1990-4770>.

⁴ Ministry of Social Welfare, National Disability Policy, 1995, Dhaka, <http://www.clcbd.org/document/39.html>

⁵ Bangladesh Parliament, Persons with Disability Welfare Act 2001, 4 April 2001, <https://www.mindbank.info/item/3767>

⁶ Ministry of Education, National Education Policy 2010, Dhaka, 2010, <https://reliefweb.int/sites/reliefweb.int/files/resources/02.National-Education-Policy-2010-English.pdf>

⁷ United Nations, Convention on the Rights of Persons with Disabilities (CRPD) 2007, <https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

Bangladesh is also a signatory to several other international conventions and initiatives that promote equity in educational opportunities. The World Declaration on Education for All (1990)⁸ and Dakar Framework for Action (2000)⁹ recommend education systems to be flexible and inclusive in order to attract and retain children from marginalized and excluded groups. The Salamanca Statement and Framework of Action (1994)¹⁰ emphasizes that regular schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions.

In order to nationalize these global obligations, Bangladesh has also adopted legislative and regulatory measures, including the Children's Policy adopted in 2011; the revised Children Act introduced in June 2013; the Rights and Protection of Persons with Disabilities Act 2013¹¹; and the Protection of Persons with Neuro-developmental Disability Trust Act 2013.¹² These policies and acts provide the basis for ensuring that:

- I. No child is deprived of education for lack of teachers, learning materials or adequate space;
- II. No child is subjected to disparities of access to primary education arising from gender, age, income, family, cultural or ethnic difference and geographic remoteness;
- III. The quality and relevance of primary education program are improved, and supplies ensured;
- IV. All possibilities are acted upon to improve learning contents and materials, to enhance physical facilities and to carry out necessary reforms in the primary education system; and
- V. Children with disabilities are entitled to get reasonable accommodation in education setting.

⁸ UNESCO, The World Declaration on Education for All, Jomtien, Thailand, 5-9 March 1990, <https://unesdoc.unesco.org/ark:/48223/pf0000127583>

⁹ UNESCO, The Dakar Framework for Action: Education for All: meeting our collective commitments, Adopted by the World Education Forum, Dakar, Senegal, 26-28 April 2000, <https://unesdoc.unesco.org/ark:/48223/pf0000121147>

¹⁰ UNESCO, The Salamanca Statement and Framework for Action on Special Needs Education, World Conference on Special Needs Education: Access and Quality, Salamanca, Spain, 7- 10 June 1994, <https://unesdoc.unesco.org/ark:/48223/pf0000098427>

¹¹ Rights and Protection of Persons with Disabilities Act (Act No. 39 of 2013 - October 09, 2013), Ministry of Social Welfare.

¹² The Protection of Neuro-Developmental Disabled Persons Trust Act, 2013 (Act No. 52 of 2013), Ministry of Social Welfare.

Taking the prevalence of autism spectrum disorder (ASD) and Neuro-developmental disorder (NDD) into consideration, the National Strategic Action Plan for Neuro-developmental Disorder 2016-2021¹³ was developed. A clear guideline has been adopted in the plan including education for children with disabilities, especially with autism and NDD. It emphasizes training and awareness for stakeholders, adapted curriculum and pedagogical provisions, and flexible assessment so that children with special education needs, especially with autism and NDD can be mainstreamed under primary education system.

The 2030 Agenda for sustainable development and its 17 goals pledges to leave no one behind, including persons with disabilities and other disadvantaged groups, and has recognized disability as a cross-cutting issue, to be considered in the implementation of all the Sustainable Development Goals (SDGs). The Agenda includes seven targets and 11 indicators explicitly referring to persons with disabilities, covering access to education and employment, availability of schools that are sensitive to students with disabilities, inclusion, and empowerment of persons with disabilities. As per the SDG 4, the target is to develop an equitable, inclusive, and quality education system for all children by the year 2030.

Being a signatory to the 2030 Agenda, Bangladesh is attempting to address the inequalities and barriers in access and quality of education through inclusive education reforms. This has been reflected in different government commitments for achieving the SDG to eliminate disparities and ensure inclusive and equitable quality education and promote lifelong learning for all children by 2030. The SDG tracker indicators for Bangladesh set targets for 100 percent completion rate at primary and junior secondary levels, as well as 100 percent of schools having access to adapted infrastructure and materials for children with disabilities (SDG Indicator 4.a.1).¹⁴ The Seventh Five Year Plan (FY2016–FY2020)¹⁵ acknowledged that educational opportunities for children with disabilities and special needs are inadequate, and envisaged creating more opportunities to achieve equity and inclusiveness in education.

¹³ Directorate General of Health Service, Ministry of Health and Family Welfare, National Strategic Action Plan for Neurodevelopmental Disorder 2016-2021, Dhaka, <https://www.inclusivedevpartners.com/wp-content/uploads/2021/10/National-Strategic-Plan-for-NDDs-Bangladesh.pdf>

¹⁴ SDG Tracker https://www.sdg.gov.bd/page/thirty_nine_plus_one_indicator/5#1

¹⁵ Government of Bangladesh, General Economics Division, Seventh Five Year Plan FY2016–FY2020, GED, Bangladesh Planning Commission, Dhaka, 2015.

The Eighth Five Year Plan (FY2021–FY2025)¹⁶ further emphasizes the issue and aims to strengthen the access and quality of education for children with disabilities. The Development Results Framework of the Eighth Five Year Plan also includes performance indicators on the number of enrolled children with disabilities (by gender) and proportion of schools with adapted infrastructure and materials for students with disabilities. Likewise, the Education Sector Plan (ESP) 2020–2025¹⁷ has set target for increased number of enrolled children with special educational needs and disabilities (SEND), healthy and safe environment which are girl and disability friendly (with playgrounds, WASH blocks, and boundary walls), affirmative action for disadvantaged primary learners (special needs, extreme poverty, disability, geographical, gender and ethnic disparity).

¹⁶ Government of Bangladesh, General Economics Division, Eighth Five Year Plan FY2021–FY2025, GED, Bangladesh Planning Commission, Dhaka, 2020.

¹⁷ Education Sector Plan for Bangladesh FY 2020–2025, <https://www.globalpartnership.org/content/education-sector-plan-2020-2025-bangladesh>

Table 1: Trajectory of Policies and Legislations on Education for Children with Disability in Bangladesh

Name of the Laws & Policies	Year	Key provision(s)
National Policies and Legislations		
Bangladesh Constitution	1972 ¹⁸	<ul style="list-style-type: none"> • State to provide free and compulsory education to all children. • No citizen will be discriminated on the grounds of their origins.
Primary Education Act	1990	<ul style="list-style-type: none"> • Granting the right to compulsory primary education for all children in any type of education institution.
National Disability Policy	1995	<ul style="list-style-type: none"> • Institutionalising guidelines to ensure persons with disabilities receive early intervention, education, rehabilitation, employment, among other fundamental rights.
Person with Disability Welfare Act	2001	<ul style="list-style-type: none"> • Providing legal basis for ensuring equal opportunities for persons with disabilities.
National Education Policy	2010	<ul style="list-style-type: none"> • Addressing education for children with disabilities and providing options for integration in mainstream schools or enrolment in separate schools, according to the degree of the disabilities.
National Children Policy	2011	<ul style="list-style-type: none"> • Specifying child rights principles of non-discrimination and creating provision for special activities for children with disabilities.
Children Act	2013	<ul style="list-style-type: none"> • Recognizing children with disability as a disadvantaged group and recommending measures for ensuring special protection, care, and development of the disadvantaged children.

¹⁸ Last amendment in 2018

Name of the Laws & Policies	Year	Key provision(s)
The Rights and Protection of Persons with Disabilities Act	2013	<ul style="list-style-type: none"> • Replacing Disability Welfare Act 2001 to harmonize the national provisions and secured the right of persons with disabilities to non-discrimination and right to education.
Trust Act for the Protection of the Rights of the Persons with Neurodevelopmental Disorder	2013	<ul style="list-style-type: none"> • Creating provisions for giving the persons with neurodevelopmental disability physical, mental, and financial support as well as appropriate knowledge and education for better empowerment.
Integrated Special Education Policy	2019	<ul style="list-style-type: none"> • Defining minimum standards for special schools including teacher-student ratio for specific disability types and providing directions for necessary arrangements for children with disability in regular and special schools.
Global Policies and Conventions that Bangladesh Agreed to		
United Nations Convention on the Rights of the Child (UNCRC)	1989	<ul style="list-style-type: none"> • Guaranteeing non-discrimination in education for all children
The World Declaration on Education for All	1990	<ul style="list-style-type: none"> • Establishing that everyone has the right to education
The Salamanca Statement and Framework of Action	1994	<ul style="list-style-type: none"> • Mandating that regular schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions.
The Dakar Framework for Action	2000	<ul style="list-style-type: none"> • Recommending education systems to be flexible and inclusive in order to attract and retain children from marginalized and excluded groups.

Name of the Laws & Policies	Year	Key provision(s)
UN Convention on the Rights of the Persons with Disabilities (UNCRPD)	2007	<ul style="list-style-type: none"> • Emphasizing a paradigm shift from a welfare-based approach to an inclusive, rights-based approach that encourages participation of citizens with disabilities.
Sustainable Development Goals	2015	<ul style="list-style-type: none"> • Providing framework to guide local communities, countries, and the international community toward the achievement of disability-inclusive development. • Pledging to leave no one behind, including persons with disabilities and other disadvantaged groups, and recognizing disability as a cross-cutting issue.

It is clearly evident that provisions that are created in existing policies and acts provide a strong basis for creating necessary education opportunities for children with disabilities and special needs, and in consequence ensuring an inclusive and equitable education system. In line with these policies and acts, appropriate interventions and actions need to be initiated to bring these into practice. The following section documents the initiatives that have been taken and are currently in place.

1.2 Status of Programmatic Interventions undertaken on SEND

Important initiatives were taken under the Second Primary Education Development Program (PEDP-II)¹⁹ (July 2003- June 2011) for mainstreaming children with special education needs and disabilities. Training materials on inclusive education were developed, and training/orientations were provided to teachers, officers, and school management committee (SMC) members so that respective stakeholders were aware and capable of effective implementation of inclusive education including the initial screening process. Four action plans were developed to mainstream children who were out of school, including children with special education needs and disabilities and children from ethnic minorities. Since PEDP-II, Assistant District Primary

¹⁹ This was the first sub-sector program that followed a sector-wide approach (SWAp)

Education Officers (Development) are assigned as the district focal person for inclusive education and pre-primary education with specific job descriptions. Due to these initiatives, significant achievements were gained in enrolment and cycle completion rates.

The Third Primary Education Development Program (PEDP3) (July 2011 – June 2018) further advanced this agenda through different initiatives such as capacity building of teachers and officials on inclusive education, development of disability-friendly infrastructure and other facilities, provision of assistive devices for students with disabilities, multilingual education (MLE) for ethnic minority children, and launching communication and social mobilization activities for mass awareness on the benefit of inclusive practice. PEDP3 harmonized strategies and action plans for all excluded children within a single “Gender and Inclusive Education Action Plan (GIEAP)”. It addressed in-school, and in-classroom participation of vulnerable children who live in areas prone to cyclones and flood, girls, ethnic minorities, and disabilities. 68,985 head/assistant teachers were trained on Inclusive Education including Autism and NDD, while ADPEOs, PTI Instructors, Upazila Education Officers (UEOs), AUEOs, URC Instructors were the master trainers. As a result of these initiatives, significant progress in enrolment of children with disabilities, ethnic minorities, and underprivileged children was observed.

The current subsector program Fourth Primary Education Development Program (PEDP4) (July 2018 - June 2023, proposed to be extended by 2 years) aims “to provide quality primary education for all children from pre-primary up to grade 5 through an inclusive and equitable education system”. To achieve the objective, PEDP4 hosts a specific sub-component named ‘Special Education Needs and Disabilities (SEND)’ under the component ‘Equitable Access and Participation’ with dedicated fund and activities aiming to “increase the enrolment of children with special education needs and disabilities in primary schools”. For this, education opportunities for children with special needs and disabilities are planned to be improved through strengthening of curriculum, textbooks and teaching-learning materials; assessment and examination systems; teacher education and continuous professional development (CPD) programs to support flexible

learning and assessment, along with awareness raising and sensitization programs. Linkages with specialized services for diagnostics and treatment will be strengthened, and assistive devices and teaching-learning materials for children with SEND will be supplied to schools on a need basis.²⁰

The GIEAP developed during PEDP3 has been updated and adopted in PEDP4. The plan envisions addressing gender and inclusion issues in all aspects of PEDP4 including curriculum, textbooks, teaching learning materials, teacher education and training, assessments, infrastructure and other physical facilities, school-level plans and activities. The promotion of inclusive education over the period of PEDP-II, PEDP3 and PEDP4 has created significant positive impact on educational access and quality.

1.3 Status of Special Needs Education

The rate of enrolment of children with disabilities in primary schools has been increasing over the past few years because of supportive policies, high commitment of government, and targeted program interventions under the subsector programs. The Annual Primary School Census (APSC) 2021 data confirms increase in the number of special needs children in Government Primary Schools (GPS), in particular for children with physical disabilities. In 2021, the number of enrolled children with disabilities in primary schools were 124,398 which is 0.61% of total number of enrolled children in that year. There are six types of ‘mild and moderate’ disabilities included in the APSC questionnaire such as Physical disabilities (32.95%), Visual disabilities (10.15%), Hearing disabilities (7.01%), Speech disabilities (15.47%), Intellectual disabilities (23.45%), Autistics (5.79%) and others (5.18%). However, the number of total primary school-age SEND population is not available yet.

1.4 Challenges

Though access to primary education for children with special education needs is increasing day by day, still a number of these children are not coming to school and/or learning adequately. In reality, these children make up a

²⁰ PEDP4 Development Project Proforma (DPP), page 49

disproportionate number of out of school children and remain amongst the most marginalized at all levels of education. Only the children with moderate to mild disabilities are enrolled in mainstream schools. Around 0.7 percent enrolled in primary schools in 2018 were children with special educational needs, reflecting an under-representation of children with disabilities in the education system.²¹ Children with disabilities are seven times more likely to drop out.²² Awareness and understanding of inclusive education are still limited. Persons with disability are often left out of development due to a lack of awareness among the people who design and manage development programs. The neglect that results from this lack of knowledge reinforces and multiplies the effects of the negative attitudes that already exist within families and communities.

The educational participation of these children is compromised by absence of accessible transportation, inaccessible infrastructure and unfriendly environment, lack of adaptive facilities within the school environment, absence of trained teachers, rigid curriculum, no/low scope of personal assistance, negative attitude of parents, family members, teachers, peer children, and community, absence and/or low implementation of policies etc.

Teachers have limited capacity and tools to conduct initial screening. Therefore, the ability to provide the right support and early intervention to address the functional difficulty as well as supporting learning cannot be done in a timely manner.

The primary education infrastructures are built according to the national building code which are more accessible for children with disabilities. There are some gaps, like lack of ramps for upper floors in multi-story buildings, and WASH blocks which have been built under PEDP3.

For children with disabilities some special learning materials are required for supporting speech and language skills, social and emotional skills, motor skills, sensory awareness, tactile awareness, visual discrimination etc. In the mainstream schools these resources are not available, which makes the learning process for children with special needs very challenging.²³

²¹ Annual Sector Performance Report (ASPR) 2019

²² Multiple Indicator Cluster Survey (MICS) 2019, BBS and UNICEF

²³ Kawser, U., Ahmed, M., Ahmed, M. 2016

The curriculum, pedagogy and assessment systems should have reasonable accommodations to address the needs of SEND children, but there are no specific accommodations indicated in the existing curriculum. The GIEAP of PEDP4 includes plans and provisions for moving towards more accommodations, but the plan is yet to be implemented to full extent.

Following are the major challenges which need to be addressed:

- Inadequate data on primary school-aged children with disability in Bangladesh including the number of children according to types of disabilities
- Lack of appropriate teaching-learning materials
- Lack of inclusive pedagogy
- Lack of training on inclusive teaching-learning methods
- Misconception and negative attitude towards SEND children among the teachers, parents, SMC, and community
- Inadequate support services for the guardians/parents
- Formulation and implementation of appropriate policies
- Limitation in the identification and referral of the SEND students
- Lack of need-based assessment
- Gap in linkage between mainstream education system and special education system

2. The SEND Framework

This SEND framework intends to provide detailed conceptual, pedagogic, and strategic directions and implementation guidelines for addressing SEND issues effectively under PEDP4. Building upon the good practices and positive programmatic works that have been done under PEDP-II, PEDP3, and are ongoing under PEDP4, this Framework serves as a practical resource that invites education stakeholders, including teachers and education managers to reflect critically and evaluate how inclusive values are promoted in the classroom, in the curricula, teaching-learning materials, pedagogical processes, infrastructures, community engagements and in interactions with all members of the school community.

2.1 Conceptual Foundation of the SEND Framework

Seeking to ensure 4As: Access, Active participation, Achievement, and Acceptance, the SEND Framework is founded on the principles of equity and inclusion and promotes human rights-based approach to inclusive education. UNESCO defined inclusive education as a “process aimed to offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” (p.18)²⁴. Inclusive education initiatives give children with special education needs, a chance to learn alongside their peers in the mainstream schools.

The Figure 1 below visually illustrates and explains the four categories of educational environments that SEND students experience, ranging from a complete denial of formal educational services to equal participation in all aspects of the education system.

²⁴ UNESCO/IBE, 2008, Conclusions and Recommendations of the 48th Session of the International Conference on Education (ICE), Geneva

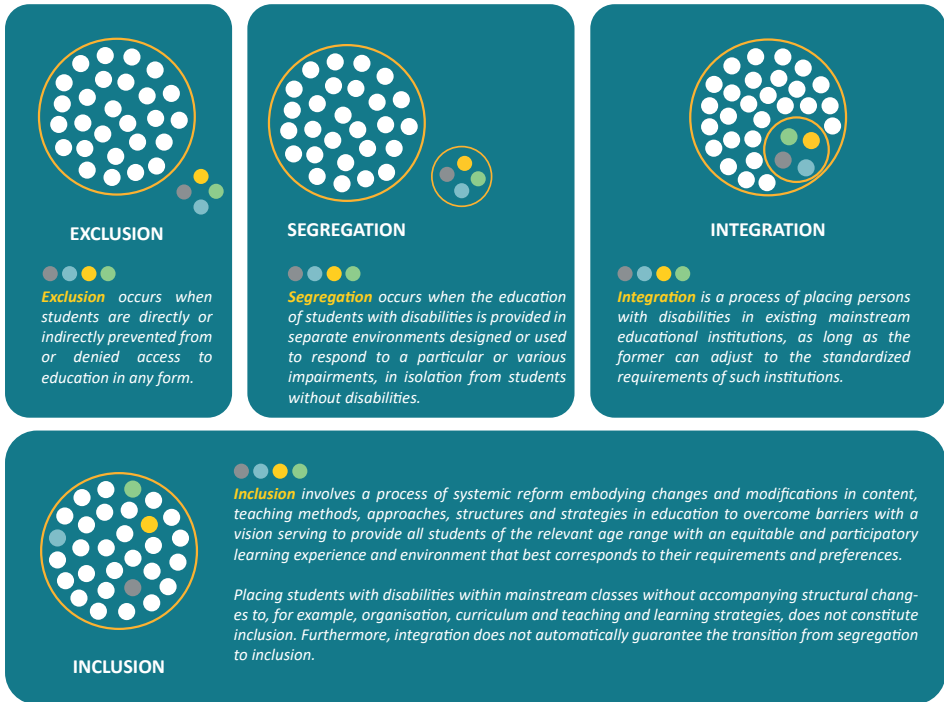


Figure 1: Exclusion, Segregation, Integration and Inclusion²⁵

Based on the globally accepted concept of inclusive education, the GoB has developed the functional definition of inclusive education during PEDP3 which is as follows:

“Inclusive education aspires to go beyond each child’s right to attend school, and endeavours to meet the learning needs of all children, including those from marginal groups. This approach not only develops the capacity of the school as a whole to serve all children, but also benefits society as a whole by nurturing positive, well-motivated citizens and recognising that everyone has a contribution to make.”²⁶

²⁵ Extracted from United Nations Committee on the Rights of Persons with Disabilities General Comment No. 4 <http://www.ohchr.org/Documents/HRBodies/CRPD/GC/RighttoEducation/CRPD-C-GC-4.doc>

²⁶ Annexes of PEDP3 Program Document, June 2011, p.22 <http://dpe.portal.gov.bd/site/page/5ea012b9-2d5a-411f-aa0b-c872d538f827>

2.2 Objective of the SEND framework

The objective of the framework is to provide clear roadmap and guideline for achieving equitable access to inclusive education at primary level, with a focus on the inclusion of children with mild and moderate disabilities. It directly contributes to the achievement of the objective of the PEDP4 sub-component 2.6 Special Education Needs and Disability, which is to increase the enrolment of SEND children in primary schools by –

- Improving education opportunities for children with SEND in schools;
- Revising curriculum, textbooks, teaching learning materials to develop a flexible learning environment and assessment structure;
- Raising awareness among different stakeholders (i.e., teachers, parents, SMC, community, educational officials);
- Providing guideline for strengthening the existing teacher education and continuous professional development (CPD) activities from the perspective of inclusion;
- Strengthening the linkage with specialized services for diagnosis, treatment, and referral;
- Supplying need based assistive device and teaching learning materials for SEND children.

2.3 The Domains of the SEND Framework

The SEND framework encompasses ten interlinked domains as shown in Figure 2 below, indicating deep interconnectivity among different elements of the education system as the basis for conceptualizing, implementing and achieving inclusive education. The first six domains focus on service delivery in schools, while the last four are cross-cutting and envision ensuring enabling environment for the proper implementation of the first six domains.

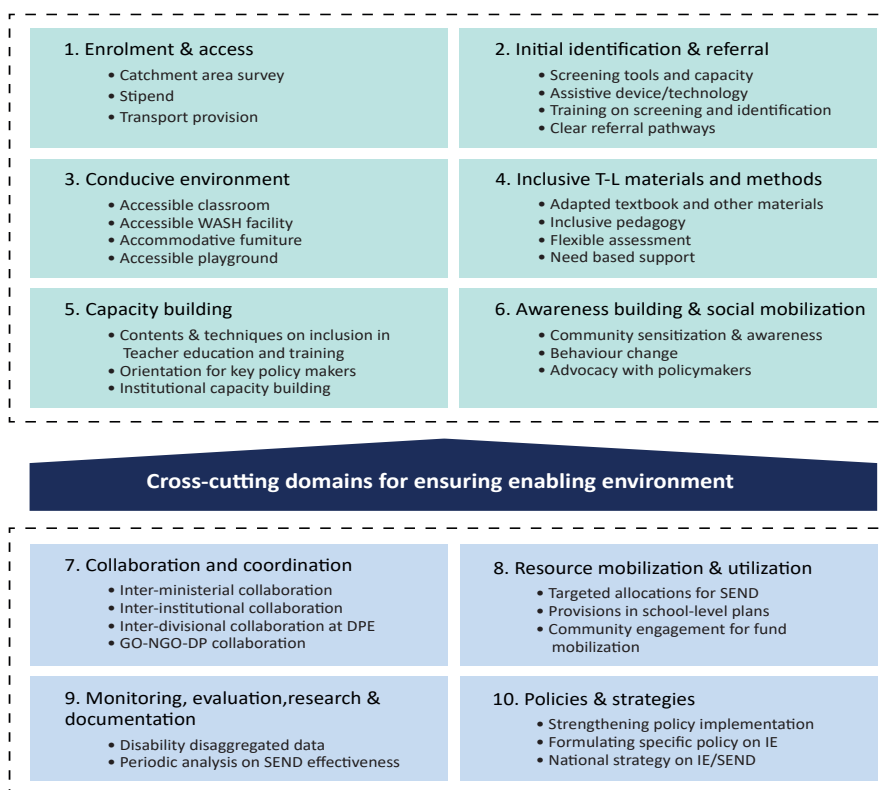


Figure 2: Domains of SEND Framework

2.3.1 Enrolment and Access

To ensure that all children are enrolled, and Bangladesh to achieve the relevant SDG4 National Priority Indicators (NPIs): “NPI 9: Ensure 100% completion rate of primary education”, a strong drive need to be put to locate all children with mild and moderate disability within the school catchment area and are enrolled in each respective school. For this, the school catchment area survey needs to be done more rigorously. Further special measures can be taken to incentivise enrolment of the children with disability, such as stipends/conditional cash assistance, provision of transportation to ensure their full participation. These initiatives might seem expensive, but considering their special disadvantages, these should be considered as equity strategies to be adopted to offset the burden on families, and making targeted effort towards achieving relevant SDG4 NPIs.

2.3.2 Initial Identification and Referral

To make the mainstream primary education system more accessible for children with special education needs and disabilities, it is essential that proper identification and assessment of individual needs take place. Group classification or generalizations are not a sound basis for effective inclusion. This means, procedures have to be developed for early identification and assessment of children with special needs.

The assessment should not look only at the child’s weaknesses, but also at his/her strengths. The child’s functional difficulty may not necessarily be rooted in the child himself/herself. The problem may be with the school, the curriculum, the classroom organization, the family background, or other areas. It is critical to look at how the barriers can be reduced rather than seeing the child as a problem. It is important to note that some impairments are more obvious than others. Many children whose difficulties are not identified may fall behind, lose interest, and eventually drop-out.

To overcome the barriers for identifying and assessing special needs children at school, teachers will be orientated on developmental milestones, how to conduct initial screening for identifying disability, and knowing about existing referral services for further assessment and early interventions. After initial identification of any disability or special need at schools, students will be referred to relevant available services (i.e., Upazila Health Complex) for assessment.

For initial identification, a standard tool or module will be selected for the initial screening. The purpose is to identify the subpopulation of children who are at greater risk than other children of the same age or who are experiencing limited participation in an unaccommodating environment.

Upon identification, need based assistive devices related to different impairments, such as, wheelchair, crutch, hearing aid, spectacles will be provided. Referral will be established with Upazila Health and Upazila Social Service Officer who provide different support to the identified children with SEND.

2.3.3 Conducive Environment

Accessible and conducive learning environment is crucial for ensuring full and equal participation of children with special education needs and disabilities. This is also an SDG4 NPI: “NPI 13: Ensure the proportion of schools by 100% with access to adapted infrastructure and materials for the child/ students with disability”. For this, the existing barriers that hinder their full participation in school and classroom activities need to be removed.

Accessibility in its strict sense of the word would refer to the quality of school buildings, of them being easy to enter and accommodate, in particular for children with physical impairment. This not only means structural adjustments in classroom arrangements, stairs or steps, toilet facilities, such as putting ramps, but simple adjustments such as seating being made available near the blackboard or the teacher to minimize children’s difficulties. Physical accessibility need not be used inappropriately as an excuse to limit a child’s educational opportunities, as such children with special needs are not necessarily more difficult to educate as compared to children without any special need. The infrastructures, including classroom, WASH facilities and playground, as well as furniture need to be adapted to the needs of the SEND children, as part of the overall welcoming nature of the school.

2.3.4 Inclusive Teaching-Learning Materials and Methods

Adapted curriculum with reasonable accommodation in teaching-learning materials and methods and flexible assessment system is one of the vital components for mainstreaming children with special education needs and disabilities. The issue of flexibility and reasonable accommodation for Children with SEND should be considered with due importance.

Changes in teaching methods could include feasible strategies on cooperative and experiential teaching-learning approach, alternative and flexible assessment, addressing behavioural and psychosocial challenges in school environment. There will be specific priority to reduce both the intentional and unintentional labelling in teaching-learning activities to ensure equitable learning environment for all. Supplementary reading materials reflecting inclusive issues, such as disability and gender can be considered to be sourced.

Teachers need to understand and accept that they need to take the responsibility to teach all children, since all children have the right to education. Attitudinal changes are also very important regarding this issue where the 3H formula (heart, head, hands) could be applied to motivate teachers. Motivating teachers to take on this responsibility and change their attitude could be the key to success. Being recognized as a creative teacher and seeing special needs children achieve good results would in itself be rewarding to teachers.

2.3.5 Capacity Building

Teachers need opportunities to try out new methods, share ideas, and observe other teachers using different methods which will be possible through systematic capacity building and support systems.

The starting point must be to improve teacher training and promote better schools for all by helping teachers to be more responsive to all children in their classes. Teachers need to be trained on inclusive education, inclusive pedagogy and assessment, behavioural management, and psychosocial challenges to address the diverse learning needs of all students including students with special education needs and disabilities. Inclusive education related training content should be integrated into the foundational teacher education program 'Diploma in Primary Education (DPEd)' and other CPD provisions, so that all teachers can acquire necessary teaching competency standards.

Training should be seen as a process that is ongoing, with support provided to change practice and implement the changes in the classroom. It would be more encouraging for teachers to meet on a regular basis to discuss their problems and develop their confidence in their own ability. This networking

and sharing of ideas and good practice is considered to be the most effective form of staff development. In addition to training, the use of multidisciplinary resource specialists at Upazila or District levels to provide extra support to teachers should be considered.

Supporting teachers to change their practice and methodology is seen as key to the success of greater inclusion and it will therefore be essential that all training throughout the system, including for head teachers, AUEOs, UEOs and SMCs contain the main elements of inclusion.

It is essential to enhance the capacity of school and community level stakeholders, such as parents, siblings, teachers and SMC members, so that they can provide appropriate support for children with SEND both at home and school.

Capacity building needs to be conceptualized from a holistic perspective from school and community level to institutional capacity building. For capacity building of relevant institutions tasked with planning, implementing and monitoring inclusive education, systematic capacity gap assessment needs to be conducted for all relevant institutions, including the NCTB, NAPE, DPE, BNFE, MoPME, LGED and DPHE, followed by development and roll out of capacity building plans on inclusive education approaches, tools and methods. Subnational level officials at division, district, upazila and school levels should be trained.

2.3.6 Awareness Building and Social Mobilization

To ensure inclusive practice in schools, awareness-raising activities should be given a high priority. Stigma, misconceptions, myths and negative attitudes around SEND prevails in the society, which leads to the exclusion of SEND children. Awareness-raising initiatives are important at all levels in society, including the child, family, school, community and at policy level to counteract fear, misunderstanding and negative attitudes. Large scale awareness-raising programmes involving children with special education needs and disabilities and their right to education could be initiated through mass media and civil society. The Teacher Training Institutions, School Administrators, SMCs, community people and all staff in the system need to be updated with the positive aspects of inclusion through different communication outreach activities.

Considering the importance of this issue, there are clear direction and guideline regarding awareness and sensitization among the stakeholders in PEDP4 sub-component 2.6: Special Education Needs and Disabilities and sub-component 2.8: Communication and Social Mobilization. Communication Action plan based on sound behaviour change communication approaches and materials to be developed under these sub-components will provide chance for awareness-raising around education as a basic human right for all. These initiatives will encourage parents to send their children to school and make the wider community aware that all children should attend school and will be in classes together. Sensitizing technical experts at key institutions, such as NCTB, NAPE, DPE, MoPME, BNFE, LGED and DPHE is also needed to ensure the curriculum, textbooks, teaching practices, infrastructures, second chance education provisions ensure reflect inclusive practice.

2.3.7 Coordination and Collaboration

Effective coordination and collaboration among ministries, departments and different stakeholders at different levels are critical to ensure proper implementation of the SEND activities. There are five core ministries who are involved in the process of identification, support, learning and mainstreaming of the children with special education needs and disabilities: Ministry of Social Welfare (MoSW), Ministry of Children and Women Affairs (MoWCA), Ministry of Education (MoE), Ministry of Primary and Mass Education (MoPME) and Ministry of Health and Family Welfare (MoHFW). Besides, the National Coordination Committee and Inter-Ministerial Task Force on Disability Issues are represented by a total of 19 ministries including those mentioned. Efforts need to be made in order to ensure that all interventions initiated by these ministries are well coordinated and harmonized.

In PEDP4 and the primary education subsector, at least six agencies/ departments – under MoPME’s policy guidance and strategic direction – are involved in the delivery of primary education. Proper coordination and cooperation among these agencies/departments are necessary to ensure that SEND issues are addressed in all aspects of the program and activities. Moreover, with the eight line-divisions assigned with different set of activities, DPE is playing the role of the main implementing agency for PEDP4. Coordination among these divisions is also critical to addressing the SEND issues. Besides, collaboration with the Development Partners

(DPs) and specialized non-government organizations (NGOs) is also crucial for designing and implementing technically sound and comprehensive SEND interventions.

2.3.8 Resource Mobilization and Utilization

As mentioned earlier, a sub-component specifically on SEND is part of PEDP4 design with budgetary allocation. The allocation is expected to be increased in the Revised DPP (RDPP) in accordance with the government's growing attention to SEND issues. The sub-component includes some important activities such as procurement and distribution of need-based assistive device, development and implementation of this SEND framework and capacity development on inclusion and SEND provisions. While effective implementation of these activities is crucial, other provisions that ensure equity and inclusiveness in all other sub-components need to be created.

Furthermore, each school receives a yearly allocation for implementing the school level improvement plan (SLIP). Within the current provisions set in the SLIP guidelines, schools can use funds for materials and supplies that promote equity and inclusiveness in school and classrooms. It can be created a specific provision for the inclusion of SEND activities in SLIP by making it as an area of eligible expenditure in the SLIP guidelines.

Funds can also be mobilized from the local community. The SLIP guidelines also encourage the engagement of the local community in the school activities and mobilizing funds from local enthusiastic personnel and patrons. Engagement of local benevolent organizations for resource mobilization might also be useful.

2.3.9 Monitoring, Evaluation Research and Documentation

In order for the SEND activities to be properly and adequately implemented, there is an urgent need for addressing the existing data gaps. Though specific data on the number of children with disability enrolled in GPS are available in APSC, there is a lack of data on the number of children with disability who are out of school. For other important indicators, such as, drop-out, completion and survival rates, learning achievement rates, disability-disaggregated data are not available. The APSC questionnaire needs to include disability-specific questions so that for all important indicators, disability disaggregated data

are collected and reported. With the DPE's current Integrated Primary Education Management Information System (IPEMIS), collection of such data is expected to be much easier.

Moreover, National Student Assessment (NSA) is a very important mechanism to report students' learning progress at primary level. While flexible assessment during administering tests for NSA needs to be ensured for the children with disability, separate reporting for them on their learning achievements is essential.

For further strengthening government's commitment to provide equitable and quality education to all children, there is a need for periodic analysis and monitoring to understand the effectiveness of current activities and identify implementation challenges and gaps. Ensuring enrolment of the children with disability in the mainstream schools is definitely an important step. At the same time, the nature and degree of inclusion in the school system and quality of the services that they receive need great attention. Regular monitoring needs to be in place in order to ensure that the children with disability are fully included in the school system, not just enrolled.

2.3.10 Policies and Strategies

As discussed earlier under sub-section 1.1, there is an adequate number of policies and legislations that promote equitable and inclusive education for all including the children with disability. Specific legislation to protect and ensure the right of the persons with disability was also enacted. Now attention should be given on the proper implementation of the provisions created in these policies. At present, the education of the children with profound and severe level of disabilities are the responsibility of MoSW, while the primary education for the children with mild and moderate disability is the responsibility of MoPME. Further efforts need to be made to formulate a policy specifically on 'Inclusive Education' with a principle that the children with disability will not only be gradually brought to the mainstream schools, but also the educational arrangement for them will be fully equitable and inclusive. Rationally, education ministries will lead the formulation of this policy. Besides, harmonization of the provisions created in other policies and legislations is of great importance.

2.4 The SEND Framework Matrix

This below matrix provides a detailed analysis of each domain, including its objective, current interventions, existing challenges, and way forward.

Domain	Objectives	Current interventions	Existing challenges	Way forward
1. Enrolment & Access	Increasing enrolment of children with special needs	Education Policy mandates to enrol children with SEND (mild and moderate) in mainstream schools	Limited data on children with SEND No transportation support from government Negative attitude, stigma, prejudice	Strengthen school catchment area surveys Establishing support services, such as transportation, stipend etc. Running behaviour change communication campaigns to progressively eliminate negative behaviours and ensuring full enrolment

Domain	Objectives	Current interventions	Existing challenges	Way forward
2. Initial identification, and Referral	Ensuring early identification and referral processes are in place	Teachers are using eyechart and relevant tools	<p>Lack of proper screening, diagnosis, and referral services</p> <p>Screening tools are not comprehensive of all types of SEND</p> <p>Teachers lack capacity in conducting basic screening</p> <p>Schools do not have comprehensive information on locally available services to refer</p> <p>Risk of further labelling</p>	<p>Establishing clear referral pathways at schools in collaboration with local services</p> <p>Strengthening screening tools and guidelines</p> <p>Orienting teachers on the screening tools and referral services</p> <p>Flagging the issue of labelling risks and consequences in training</p>

Domain	Objectives	Current interventions	Existing challenges	Way forward
3. Conducive environment	Ensuring full accessibility and participation of children with special needs	<p>The National Building Code of 2008 defines accessibility requirements for persons with disabilities including sanctions in the event of non-compliance.</p> <p>Most schools have ramps and disability-friendly WASH block</p>	<p>Despite efforts to make schools physically accessible with ramps and accessible WASH blocks, yet most schools lack full accessibility, particularly considering the needs of diverse groups of children with disabilities; students who are wheelchair bound, can only access ground floor of the school</p>	<p>Establishing proper implementation guideline to make school infrastructures accessible for all (including separate toilet and seating arrangement)</p> <p>Following Universal Design principles in new constructions to ensure universal accessibility</p> <p>Providing adapted infrastructures (SDG4 NPI 13)</p>

Domain	Objectives	Current interventions	Existing challenges	Way forward
4. Inclusive Teaching-learning materials and methods	Ensuring teaching-learning methods and practices are inclusive	National curriculum, textbooks, teachers guide available There is provision to allow flexible timing for students with disabilities in the primary education completion examination	Curriculum, materials and methods, assessment have limited scope for accommodating needs of Children with SEND	Recognizing and following Universal Design for Learning (UDL) principles to make teaching-learning processes more inclusive Suggesting guidelines for reasonable accommodations in curriculum and pedagogy Providing adapted materials (SDG4 NPI 13) Providing flexible and adapted assessment guidelines

Domain	Objectives	Current interventions	Existing challenges	Way forward
5. Capacity building	All relevant stakeholders and institutions have capacity to ensure inclusive education	Teacher training manual was developed Teachers and officials were trained on IE Modules on inclusive education are incorporated in teacher education (DPEd), and continuous professional development trainings	While understanding around inclusive education is evolving, it is not same across system wide. Lack of trained teachers to address SEND issues Training programmes are not systematically rolled out, and teachers across the system are not well supported Limited scope of professional networking and idea sharing among teachers, teacher educators and teacher supervisors Limited institutional capacity on designing, planning, implementing inclusive curriculum, pedagogy, assessment, infrastructure etc.	Capacity building of teachers, teacher educators, supervisors, managers on IE/SEND DPEd and CPD revision processes include teacher standards and content related to IE Establishing platforms for teachers to exchange ideas and interact for solutions Building institutional capacity of NCTB, NAPE, BNFE, DPE, LGED, DPHE on inclusive programming

Domain	Objectives	Current interventions	Existing challenges	Way forward
6. Awareness building & Social Mobilization	Advocating and creating awareness among stakeholders	PEDP4 subcomponent 2.8 named 'Communication and Social Mobilization' describes clearly about awareness and sensitization	Stigma, taboo, lack of awareness exists in schools, communities and in the greater society	Design different communication and social mobilization activities with specific focus on inclusion (audio-visual materials, print materials, advocacy workshops) Run community based and mass-media campaigns
7. Collaboration and Coordination	Strengthening coordination among key ministries and departments responsible for implementing SEND activities Ensuring harmonized efforts for addressing SEND issues	Inter-ministerial collaboration exists among 5 ministries (MoSW, MoE, MoPME, MoHFW, MoWCA) National Coordination Committee and Inter-Ministerial Task Force on Disability Issues is represented by a total of 19 ministries MoPME is working on SEND in collaboration with international and national organizations	Various coordination structures are in place, but not as effective as they should be Interventions on SEND are not always harmonized and not treated as everyone's responsibility with due diligence	Establishing clear coordination structures at various levels with clear ToR and supporting HR Strengthening GO-NGO-DP collaboration for augmenting resources and capacities, avoiding duplications and ensuring complementarity

Domain	Objectives	Current interventions	Existing challenges	Way forward
8. Resource Mobilization	Ensuring regular flow of budget to schools for SEND with effective utilization capacity	There is a dedicated subcomponent with earmarked fund for SEND The GoB continues to emphasize ensuring equitable and inclusive education for all children	Inadequate allocation for SEND-related materials and resources Lack of institutional capacity for proper utilization of budget	Allocating budget for SEND-related materials and resources Engaging local community for mobilizing additional funds and support for SEND
9. Monitoring, Evaluation, Research and Documentation	Promoting evidence-based decision making in programmes and policies on SEND	Data are available on the number of children with disability enrolled in mainstream GPS	Lack of data on total number of eligible children with disability of official primary age Lack of disability-disaggregated data on Key Performance Indicators (KPIs) Limited scope of research on SEND issues at designated specialized institutions (NCTB, NAPE, BNFE, DPE)	Strengthening data collection, analysis and reporting systems through APSC, ASPR, EMIS, NSA Creating provisions for research and analysis on SEND

Domain	Objectives	Current interventions	Existing challenges	Way forward
10. Policies & Strategies	Proper implementation of the existing policies	Adequate provisions exist in the existing policies and legislations for providing equitable and inclusive quality education to all children	Existing policies are not properly and adequately implemented	<p>Making efforts to strengthen the implementation of existing policies with earmarked fund and dedicated human resource</p> <p>Initiating the process of formulating policy/strategy on Inclusive Education</p>

3. Strategies for Implementing the SEND Framework

To ensure education provisions are inclusive of all children's need, the school system requires to develop and implement strategies. The following Action Plan outlines strategies for mainstreaming Children with Special Education Needs and Disabilities in Primary Education.

3.1 Action Plan

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
1. Enrolment and Access	Ensuring children with SEND in educational institutions within their catchment area	<p>a) Intervention and mass awareness building activity to increase the enrolment and to ensure accessibility among the stakeholders</p> <p>b) Data gathering and generation through APSC and school catchment area survey</p> <p>c) Home visit to ensure family and community involvement</p>	SEND children, parents, teachers, community, local elite, education officials	<p>a) Number of SEND children increased in GPS</p> <p>b) Proportion of SEND children among out of school children is known and specific interventions are taken to enrol and retain them</p> <p>c) Community and SMC working collaboratively to ensure enrolment and access of SEND children</p>	<p>Key actors: HT, assistant teachers</p> <p>Supporting actors: Parents, community, SMC and DPE</p>	Medium/ Long term

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
2. Initial identification, and referral	<p>Conducting screening of children to effectively identify their special needs and functional difficulty, and refer them to nearby services for further assessment and rehabilitation support (such as therapy)</p>	<p>a) Review and strengthen screening tools</p> <p>b) Orientation on the developmental milestones and referral services</p> <p>c) Schools to establish clear referral pathways and refer children to local health complex/ available service centre in necessary cases</p> <p>d) Conducting home visit to follow up utilization of referral services</p>	<p>Teachers, Head teachers, parents, caregivers</p>	<p>a) Students screened and functional difficulties identified in a timely manner</p> <p>b) Students are referred to local health complex/ services by Teachers/Head teachers</p>	<p>Key actors: HT, assistant teachers, AUEO, UEO</p> <p>Supporting actors: DPEO, Upazila Health Centre, DPE</p>	Annually

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
3. Conducive environment	Ensuring infrastructures, facilities and furniture are adapted to ensure accessibility and participation for SEND children in schools	<p>a) School and WASH block designs can be reviewed to ensure universal design considerations are factored in</p> <p>b) Building ramps to allow access to children with physical disability</p> <p>c) Ensuring appropriate/ flexible seating arrangements for learners with low eyesight/shortage of hearing/learning difficulty</p>	SEND children and teachers	a) The schools, classrooms, and other facilities (playground, toilets) are accessible by SEND children and teachers	<p>Key actors: DPE - Planning and Development division, Policy and Operations division</p> <p>Supporting actors: LGED, DPHE, HT/Assist. teachers</p>	Periodically

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
4. Inclusive Teaching-learning materials and methods	Develop guidelines for reasonable accommodation in curriculum and pedagogy Develop adapted materials following UDL	a) NCTB to review and develop guideline for reasonable accommodation for curriculum and teaching-learning process tailored to the needs of learners with SEND b) NCTB and DPE to develop and distribute adapted materials following UDL	SEND children/ teacher	a) Children with SEND are learning equitably in classrooms	Key actors: NCTB, DPE- Training division, NAPE Supporting actors: DPE- Policy and Operations division, HT/AT	Medium/ long term

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
5. Capacity Building	Strengthen DPEd and other CPD provisions from IE/SEND perspective Conduct training/workshops Establish platforms for teachers to exchange ideas and interact for solutions Building institutional capacity of NCTB, NAPE, BNFE, DPHE on inclusive programming	<ul style="list-style-type: none"> a) Assess training needs of teachers, officials, institutions b) Incorporate the SEND issues into DPEd and CPD training manuals c) Develop manuals, materials d) Provide ToT to build master trainers e) Conducting training for teachers and other stakeholders periodically 	Teachers, HT, officials of NCTB, NAPE, DPE, BNFE, PTI, URC, district and Upazila offices	<ul style="list-style-type: none"> a) Capacity of relevant stakeholders developed on SEND b) Institutional capacity on SEND is strengthened 	<p>Key actors: DPE- Training division, NCTB, NAPE</p> <p>Supporting actors: DPE- Policy and Operations division, LGED, DPHE, HT/AT</p>	Short, medium and long term

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
6. Awareness building and Social Mobilization	<ul style="list-style-type: none"> a) Parents' meeting b) Raising mass /community awareness among the c) Facilitate greater community participation 	<ul style="list-style-type: none"> a) Arrange regular parents meeting b) Conduct workshops, seminars, meetings with local leaders/ public representatives/ local elites'/SMC members/HT/Assist. Teachers c) Arrange mother gathering d) PTA meeting e) design and run mass media campaigns f) Arrange education fair on IE/SEND 	Community members, SMCs, parents, mass people	a) All stakeholders will be sensitized and grow positive attitudes towards inclusion of the of SEND children	<p>Key actors: HT, AT, AUEO, UEO</p> <p>Supporting actors: ADPEO, DPEO, respective line divisions of DPE</p>	All over the year

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
7. Coordination and Collaboration	Strengthening/ establishing partnership and collaboration platforms on SEND education among all stakeholders	<p>a) Develop guidelines with clear roles and responsibilities</p> <p>b) Establishing Collaboration among ministries and inter/ intra agencies and departments</p>	All stakeholders	Effective, sustainable, and systematic collaboration is established among ministries, departments, government agencies, DPs and others expertise organizations	<p>Key actors: MoPME/DPE, MoWCA, MoE, MoSW, MoHFP</p> <p>Supporting actors: NCTB, NAPE, BNFE, LGED, DPHE, DPs and other non-government organizations</p>	Long term

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
8. Resource Mobilization	Continually review and increase budgetary allocation to institutions, schools and programs that provide SEND	<p>a) Add SEND activities as an area of eligible expenditure in SLIP guidelines</p> <p>b) Allocate adequate funds for teaching and learning materials for SEND learners</p> <p>c) Put in place sound procurement processes to facilitate easy and timely access to the required equipment and materials. Provide funds/incentives for SEND children in order to purchase relevant equipment materials, and assistive devices.</p>	SEND children and teachers with disability	Budget allocation for all SEND-related activities will be adequate and disbursed on time	<p>Key actors: MOPME, DPE-PEDP4 office, DPE-Planning and Development division, DPE-Policy and Operations division</p> <p>Supporting actors: HT/AT, AUEO, UEO and DPEO</p>	Short and long term

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
9. Monitoring, Evaluation, Research and Documentation	Strengthening data collection, analysis and reporting systems through APSC, ASPR, EMIS, NSA Identifying the Challenges in implementation process and for taking remedial action	<ul style="list-style-type: none"> a) Identify data gaps b) Review APSC questionnaire, ASPR reporting template, EMIS to ensure collection and presentation of disability-disaggregated data c) Strengthening NSA for collecting and reporting disability specific data on learning achievement d) conducting research for understanding the effectiveness of current interventions and challenges e) Ensuring proper documentation of lessons, challenges and good practices for informed decision-making 	SEND children and teachers	Reliable data available on SEND related issues Challenges and gaps are identified, and appropriate measures are taken	Key actors: MOPME, DPE - M&E division and Information Management Division (IMD) Supporting actors: NCTB, NAPE and expert/specialized agencies	Short /long term

Domain	Specific Activities	Implementation Process or Tasks	Target Group	Indicator of Success/ Expected Result	Responsible person/ organizations	Time frame
10. Policies and Strategies	Provisions set in the existing policies and legislations are harmonized and adequately implemented	<ul style="list-style-type: none"> a) Defining all SEND terminologies from education perspective b) Identifying all provisions in existing policies and acts for education of SEND children c) Preparing plans for gradually incorporating the provisions in sector- programs and discrete projects d) Initiating formulation of appropriate policy on 'Inclusive Education' 	All stakeholders	<ul style="list-style-type: none"> a) Enabling policy environment allows smooth program implementation on IE/SEND related issues 	<p>Key actors: MoPME, DPE</p> <p>Supporting actors: NCTB, NAPE, BNFE, LGED, DPHE, MoWCA, MoE, MoSW, MoHFP</p>	Long-term

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Annex: Definition of Terminologies

The definition of terms provides working explanation of the various terminologies and several other related concepts in the context of this SEND framework to foster common understanding and thereby supporting implementation of this framework and achieving inclusive education goals and targets in primary education in Bangladesh.

(in alphabetic order)

Terminology	Working definition
Child with special education needs	<p>According to UN definition, a child having ‘special educational needs’, refers to a child if he/she has:</p> <ul style="list-style-type: none"> • a learning requirement that is significantly different from the majority of children of the same age; or • a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in provided schools. <p>Includes children with special needs, child workers, and children living in difficult circumstances or remote areas, and those belonging to ethnic minorities.</p> <ul style="list-style-type: none"> • Seventh Five Year Plan FY2016–FY2020 <p>“Broad group of persons for whom schools need to adapt their curriculum, teaching method and organization, in addition to providing additional human or material resources to stimulate efficient and effective learning.”</p> <ul style="list-style-type: none"> • UNESCO Institute for Statistics, Data for the Sustainable Development Goals Glossary

Terminology	Working definition
Disability	<p>According to Guidelines for Inclusion: Ensuring Access to Education for All, UNESCO, Disability is a term which, in relation to an individual, describes a functional limitation (for performing tasks, skills and behaviour) which he or she may have arising from physical, intellectual, or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature. This definition is founded on the “medical” model of disability.</p> <p>The definition of Disability in the Rights and Protection of Persons with Disabilities Act 2013 is adopted from CRPD and is defined as “the results from the interaction between persons with physical, mental, intellectual, developmental and sensory impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. ”This understanding of disability separates ‘impairment’ from ‘disability’ in order to clearly see each of the two issues a person may be facing. Impairment is a medical or individual issue refers to problems in body function or structure which may be visual, hearing, physical, intellectual, or mental. On the other hand, disability is a social issue. Disability is the result of the limitations imposed on people with impairments by attitudinal, institutional, and environmental barriers to their participation in society.</p>
Impairment	<p>Impairment is a physical, intellectual, mental, or sensory characteristic or condition, which places limitations on an individual’s personal or social functioning in comparison with someone who does not have that characteristic or condition.</p>

Terminology	Working definition
Inclusion	Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. (Guidelines for Inclusion: Ensuring Access to Education for All, UNESCO).
Inclusive Education	<p>Inclusive education (or inclusive learning) refers to the inclusion and teaching of all children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics.</p> <p>“Inclusive education is the result of a process of continuing and proactive commitment to eliminate barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students.” – General Comment No. 4 (2016) to Article 24, Convention on the Rights of Persons with Disabilities</p>
Neurodevelopmental disorders (NDDs)	Neurodevelopmental disorders (NDDs) are impairments of the growth and development of the brain or central nervous system. NDDs are associated with widely varying degrees of difficulty which may have significant mental, emotional, physical, and economic consequences for individuals, and in turn for their families and society in general. Four types of NDDs have been stated in Neurodevelopmental Disability Protection Trust Act 2013: 1) Autism Spectrum Disorder 2) Down syndrome 3) Intellectual Disability 4) Cerebral Palsy.

Terminology	Working definition
Persons with Disability	The International Convention on the Rights of Persons with Disabilities 2007 defines persons with disabilities to include “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.
Reasonable Accommodation	“Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (Convention on the Rights of Persons with Disabilities, 2007).
Special Education Schools	According to Special Education Policy 2019, while all the directions for the regular schools will be applicable for the special schools, they will have to arrange some special arrangements, such as developing Individual Education Plan (IEP) for each child followed by Annual Education Report. Special schools should be equipped with accessible infrastructure, audiological testing, hearing aid, physiotherapy, speech therapy, occupational therapy, counselling etc. along with caregiving skill training for parents/caregivers. There are minimum standards for special schools including teacher-student ratio for specific disability types.
Special Needs	Special needs are conditions or factors that hinder normal learning and development of individuals. The hindrance is a life-long condition that does not allow proper progress of an individual because of factors like disabilities, social, emotional, economic, health and other conditions. These conditions are also referred to as barriers to learning and development. The barriers can be environmental, congenital or both.

Terminology	Working definition
Universal Design	<p>According to Section -2 (Definition) of Dhaka City Building Construction Rule 2007 adopted under Building Construction Act 1952 (E.B Act II of 1953), 'Universal Design' is defined as a design where the necessity of all persons is considered from physical point of view. Section -75 of this Rule (Special provision concerning universal accessibility including persons with disabilities) guaranteed the accessibility rights of persons with disabilities.</p> <p>According to CRPD 2007, "Universal design" means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.</p>



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