

A Case Study on

“Is the World Bank Reaching out of School Children with Disabilities under ROSC II Project”

December 2015

Access Bangladesh Foundation

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EXECUTIVE SUMMARY

Bangladesh has made significant progress in education over the past two decades. With nearly 18 million children enrolled in about 80,000 primary schools in the country. Despite this progress, considerable challenges remain. These were the children who had missed out schooling at the right age or had been forced to drop out, mainly because of poverty. In the context of diverse necessities in primary education, and time needed to put in a single mechanism to cater to all groups of children, the Government of Bangladesh, with IDA support, introduced an innovative ROSC project to achieve the country's Education for All goals. From April 2013, ROSC II has been funding disadvantaged students to continue their education and it has been implementing under the same arrangements as in the first ROSC project to reduce the number of out of school children through equitable access, retention and completion in quality primary education in selected underserved areas.

The major study objectives are to identify the gaps of project documents to ensure inclusion of out-of-school children with disabilities under ROSC II, assess the status of learning centres whether they reach out-of-school children with disabilities and to assess whether the needs of children with disabilities are addressed properly in the project. The methodology of the study consisting of desk review, literature review, development and pre-testing of tools of information collection, sampling, and key Informants Interview.

Through the study major findings were identified that limitation in World Bank Safeguards Policies and project documents, including lack of accessible facilities at Learning Centers, lack of proper learning materials for children with disabilities, teachers are not well trained on disability issues, poor enrolment status of children with disabilities in Learning Centers (LCs), lack of awareness and mobilization activities, not addressing needs of children with disabilities, enrolled students mainly with a mild disability, no specific guidelines and instructions for children with disabilities in project documents.

In light of the findings and observations, some recommendations were made to the World Bank and Government of Bangladesh. The World Bank should focus on needs and rights of children with disabilities very specifically rather than considering "disadvantaged groups", harmonize plans and policies with CRC and CRPD, include education of children with disability issue in Development Project Proposal, consult children with disabilities and their parents across project life cycle, set monitoring and evaluating frameworks in line with children with disability issue, Include an indicator on disability. Recommendations for the Government of Bangladesh were to follow the National Education Policy, Children Policy, Children act, Rights and Protection of Persons with disabilities Act, disability related plans and policies at the time of designing the development projects, implement these act and policies effectively while implementing the projects, strengthen coordination among the relevant implementing agencies involved in the ROSC project, impose quota system to increase enrollment of children with disabilities.in Ananda Schools under ROSC Project etc.

ACRONYMS

AUEO	Assistant Upazila Education Officer
CM	Community Mobilizer
CMC	Center Management Committee
DP	Developing Partner
DPD	Deputy Project Director
DPE	Directorate of Primary Education
ERP	Education Resource Provider
ESP	Education Service Provider
IDA	International Development Association
IED	Institute of Educational Development of BRAC University
IER	Institute of Education and Research of Dhaka University
KPI	Key Performance Indicators
LC	Learning Center
LGED	Local Government Engineering Department
MIS	Management Information System
MO	Monitoring Officer
MOPME	Ministry of Primary and Mass Education
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NGO	Non-government organization
PAD	Project Appraisal Document
PD	Project Director
PEDP	Primary Education Development Project
PEDP III	Third Primary Education Development Program
PIC	Project Implementation Committee
ROSC	Reaching Out-of-School Children Project
ROSC II	Second Reaching Out-of-School Children Project
ROSCU	Reaching Out-of-School Children Project Unit
RP	Resource Person
TC	Training Coordinator
UEO	Upazila Education Officer

1. INTRODUCTION

1.1 Background

Bangladesh has made remarkable progress in the last twenty years in terms of economic growth and social transformation, accompanied by significant reduction in poverty and enhancement in human development. The number of extreme poor in Bangladesh remains at a staggering 35 million and over half the country is still functionally illiterate.¹ To improve the situation, the Government of Bangladesh (GoB) has long recognized the important role of education for development and poverty reduction and over the past ten years, the government has been heavily engaged with the donor community in investing in primary education through two successive operations - Primary Education Development Program (PEDP) and Primary Education Development Program II (PEDPII). With nearly 18 million children enrolled in about 80,000 primary schools in the country, primary gross enrolment rate is over 90% and the net enrolment rate is close to 90%, and gender parity in primary education has been achieved.² Despite this, a significant number of school-aged children are still out-of-school particularly those who fall into the socially and economically "disadvantaged group"³.

In Bangladesh, children with disabilities have been among the most marginalized when it comes to education. It was reported in 2002 that out of an estimated 1.6 million children with disabilities in the primary school age group, only 4 per cent⁴ had access to education in areas with no facilities like wheelchair, hearing aid, spectacles, brail books, crutch, white cane etc.

The international, the regional and the national policy framework have developed significantly in recent years but implementation of the policies remains the most immediate challenge. The Bangladesh government adopted Children Policy in 2011 which address the primary area of rights for all children without discrimination and passed a new Children Act in June 2013 to support the new child policy and harmonize the law with international standards on child rights in the CRC. All these policies and act recognized the education rights of children with disabilities. Bangladesh was among the first countries to ratify and bring into force the two most significant global treaties that protect the rights of children with disabilities: the Convention on the Rights of the Child (CRC), in 1990, and the Convention on the Rights of Person with Disabilities, in 2007. The country has also taken a number of legislative and policy actions towards nationalizing these global commitments, including the Children Policy, adopted in 2011. However, in reality, implementation of these legal instruments is hardly visible. To improve the situation by enrolling out of school children with disabilities, we need to raise awareness on this issue. We also have to put pressure on the

¹ Ministry of Primary and Mass Education, Development Project Proposal for Reaching out of School Children Project – Phase II, December, 2012.

² Project Information Document, Reaching out of School Children, 2010

³ Disadvantaged Group such as the ultra-poor, tribal populations, children with disabilities (CWD), children living in disaster prone areas, and urban slums are unable to attend school, Project Appraisal Document, 2004

⁴ Centre for Services and Information on Disability (CSID) and Cambridge Consortium, 'Education Children in Difficult Circumstances: Children with Disability', Effective Schools Through Enhanced Education Management (ESTEEM) II Study, Directorate of Primary Education, Government of Bangladesh, 2002

government and international development agencies to take measures in mainstreaming more marginalised out of school children with disabilities to include them through this project.

To face the challenges of 21st century, the government of Bangladesh has undertaken a number of targeted interventions, as part of its National Education Policy (NEP, 2010). Its strategy in primary education is to ensure one hundred percent enrolment and completion of primary education. A major intervention of the Government is the Third Primary Education Development Program (PEDP III). On the other hand, the Bureau of Non-formal Education (BNFE) looks after government interventions and coordinates NGO interventions in non-formal education reaches some 1.9 million children.⁵ With the succession of these interventions, in 2004 the Government of Bangladesh has played a key role in providing a second chance primary education to out of school children in targeted rural upazilas (Sub-districts). The ROSC I project was started in 2004 and ended in 2012 as a pilot initiative to deliver formal primary education to out of school children through non-formal approach. Beginning in April 2013, ROSC II funded these disadvantaged students to continue their education. This has reduced the number of out of school children through equitable access, retention and completion in quality primary education in selected underserved areas.

INTRODUCTION TO REACHING OUT-OF-SCHOOL CHILDREN PROJECT:

The **ROSC project** was started as a pilot initiative to deliver formal primary education to out-of-school children through a non-formal approach. The success of ROSC approach of mobilizing communities and NGOs, and in providing direct grants to communities to operate learning centres (LCs), and education allowances to attract and retain out of school children has created significant demand for replication in other needy upazilas and other underserved areas. This project is implemented by the Directorate of Primary Education under the Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh with the support of IDA of World Bank as a specific investment loan of \$130 million for five (05) years (October 2012 – December 2017).

ROSC II at a glance:

Project Title:

Reaching Out-of-School Children Project (ROSC)

Sponsoring Ministry:

Ministry of Primary and Mass Education

Implementing Agencies:

Directorate of Primary Education

Project Cost (Taka in Lakh):

Total: US \$ 130 million

Development Partners:

World Bank (IDA)

⁵ Ministry of Primary and Mass Education, Development Project Proposal, Reaching out of School Childr Phase II, Page 13, December, 2012.

PROJECT DEVELOPMENT OBJECTIVE:

"To improve equitable access, retention and completion in quality primary education in selected under-served areas."

PROJECT BENEFICIARIES:

The direct beneficiaries of ROSC II would be 720,000 out-of-school children in 21,700 learning centres from about 148 upazilas. Among these, 260,000 students and 8,400 learning centres (LC) in the on-going ROSC project in 48 upazilas would continue to be supported. 450,000 out-of school children and 13,000 LCs would be supported in 100 new upazilas.

PROJECT DESCRIPTION

The ROSC II project, implemented from January 1, 2013 to December 31, 2017, supports access to learning opportunities for out-of-school children by providing education allowances to students and grants to Learning Centres. With community management as the fulcrum, buttressed by a 4 partnership between the government and non-governmental organizations (NGOs), the approach would focus on the establishment of learning centres by community based Centre Management Committees (CMC) following a transparent mapping of underserved areas. ROSC II will finance activities to (i) continue supporting students in currently operational ROSC LCs (established in 2010 and 2011 from additional financing) to enable them to complete grade 5; (ii) scale up ROSC operation in 100 new upazilas; and (iii) pilot ROSC intervention in selected urban slums and a pre-vocational skills training scheme for older ROSC students.

COMPONENT:

The proposed project would consist of: (a) increasing equitable access in primary education; (b) improving retention in and completion of primary education cycle; (c) enhancing project implementation capacity through mobilization of communities and partner agencies; and (d) establishing an effective monitoring and evaluation system.

1.2 Statement of the problem

Children with disabilities are the most marginalized and vulnerable when it comes to education. Out of .80 to 10 million⁶ children with disabilities, only 4 percent has access to education. The existing domestic and international legal instruments like Children Policy 2011, Children Act 2013, Education Policy 2010, Convention on the Rights of the Child (CRC) and United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) recognizes the rights of children with disabilities to education and vocational training without discrimination and on an equal basis with others. Article 17 of the Constitution of Bangladesh government provides that all children between the ages of six and eighteen years receive education free of charge up to secondary level and Bangladesh Government also endorsed fully the "Education for All objectives" of the Millennium Development Goals (MDGs) by 2015. World Bank Project Appraisal Document and Development Project Proposal identified children with disabilities as a target group of the ROSC project but their needs have not been properly addressed. As a result, children with disabilities are not getting proper education under ROSC project.

⁶ Government of Bangladesh, Bangladesh Population and Housing Census 2011

1.3 Research objectives

- ▶ Identify the gaps of project documents to ensure inclusion of out-of-school children with disabilities under ROSC II project.
- ▶ Assess the status of learning centres whether they reach out-of-school children with disabilities.
- ▶ Assess whether the needs of children with disabilities are addressed properly in the project.

2. METHODOLOGY

2.1 Survey Method:

The study was undertaken through the following activities:

Desk review

A number of documents were reviewed, which include Project Appraisal Document (PAD), Integrated Safeguards Datasheet (Appraisal Stage), Project Information Document, Development Project Proposal (DPP) , UN CRPD, Convention on the right of the Child (CRC), Children's Act 2013, Children's Policy 2011, Rights and Protection of Persons with Disabilities Act 2013, Vision 2021, PRSP II, Guideline of establishing Ananda Schools, National Education Policy 2010. (A complete list of the documents is attached at *Annexure A*).

Sample

To get the information of ROSC project, a survey was conducted in Chuadanga, Gazipur, Mymensingh, Lalmonirhat with the help of pre-designed semi-structured questionnaire. The questionnaire has recorded relevant information both qualitative and quantitative. Sample size of the survey was 20 Learning Centers (Ananda School) and the respondents were selected through a purposive sampling technique with ensuring representation from different parts of the country (*See Annexure*).

Key informant interviews

A total of 5 key informants were interviewed to gather information on policy frameworks, possible interventions and their recommendations to improve the access of students with disabilities in ROSC project. An interview guideline was used to conduct the interviews (*See the list at Annexure*).

2.2 Sample Design

2.2.1 Sample Size

A total of 76 respondents were covered under this assignment.

Category of Respondents	No. of Respondents
Learning Centre (LC)	20
Key informant interviews (KII)	05
Current students with disabilities at LC	12
Parents of Current Students with disabilities at LC	07
Children with disabilities at LC Catchment Area	06
Parents of Children with disabilities at LC Catchment Area	25
Total	75

2.3 Limitation of the study

There were a couple of challenges during data collection, which impose a certain limitations over our study mentioned in the following:

- ▶ It was a very time consuming to meet with the parents of students with disabilities at learning center. Parents or relatives bring children with disabilities to learning centers and then go away. Sometimes we had to wait a long time or visit houses to meet with parents of children with disabilities.
- ▶ To find out the children with the disabilities at catchment area⁷ was more challenging. As no database on children with the disabilities at catchment area was available, we had to gather information about them from local people. Then, we visited and talked with children with disabilities and their parents.

⁷ Surrounding areas of Ananda School (Learning Center) within one KM from where out of school children come to admit.

3. LITERATURE REVIEW

Bangladesh is one of the most densely populated countries of the world, with about 150 million people and 57.5 million children below 18 years of age.⁸ Data on children with disabilities in Bangladesh are limited and often not reliable or underestimate the prevalence due to varying definitions of disabilities and data collection processes. Given the estimated child population of 57.5 million, the number of children with some form of disability could range from under 805,000 to 10 million.⁹

In Bangladesh children with disabilities have been among the most educationally marginalized children. A major 2002 study¹⁰ found that of an estimated 1.6 million children with disabilities of primary school age, only 4 per cent had access to education nationwide. Of this group, 48 percent in inclusive education and 9 percent in other types of education. It also found that the proportion of students with disabilities in schools , 15 percent in special education, 5 percent in inclusive education and 9 percent in other types of education. It also found that the proportion of students with disabilities in school decreased with age, falling from 44 percent among children aged 6 to 10 to just 15 percent among adolescents aged 16 to 18, indicating high dropout rates.

Bangladesh was among the first countries to ratify and bring into force the two most significant global treaties that protect the rights of children with disabilities: the Convention on the Rights of the Child (CRC), in 1990, and CRPD, in 2007. The country has also taken a number of legislative and policy actions towards nationalizing these global commitments, including the Children Policy, adopted in 2011; a new Children Act, passed in June 2013 and the Rights and Protection of Persons with Disabilities Act 2013.

The CRPD is a landmark international human rights instrument that provides the most detailed rights specific to children with disabilities. Its stated purpose is "to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity". The CRC specifically references children with disabilities in article 2, on non-discrimination, and in article 23, which outlines some specific rights of children with disabilities. Both treaties highlight that these children have the same rights as other children to health care, nutrition, education, social inclusion, and protection from violence, abuse and neglect.

Children Act 2013 enacted to support the new child policy and harmonize the law with international standards on child rights in the CRC.

⁸ Government of Bangladesh, Bangladesh Population and Housing Census,2011

⁹ UNICEF,Situation analysis on children with disabilities in Bangladesh,2014

¹⁰ CSID and Cambridge Consortium, op.cit

In 2013, Rights And Protection of Persons with Disability Act 2013 passed by parliament , replacing the Disability Welfare Act 2001 and harmonizing national law with the CRPD, including shifting from a welfare-based to a rights-based to a rights-based approach.

In 2011, National Children Policy adopted, harmonizing national law with the CRC, including defining a child as up to age 18 years and providing specific articles on the rights of children with disabilities.

The National Education Policy 2010 addresses children with disabilities, as does the Comprehensive Early Childhood Care and Development Policy approved in November 2013. Children with disabilities are adequately addressed in these policy, with emphasis on inclusion beginning with early learning centres/ preschools and other early childhood development centres. One major objective is to “ensure the education of the physically and mentally challenged learner”; it promotes inclusive and special education and vocational and technical education for students with disabilities”.

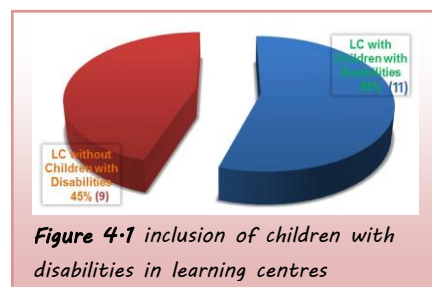
In 2004, Primary Education Development Program (PEDP II) established, initiating inclusive education and recognizing the mainstream classroom as the first option for children with disabilities.

In 2011, Primary Education Development Program (PEDP-III) developed based on lessons learned from PEDP-II, focusing on reducing disparities in achieving education for all children through stipends for vulnerable and hard-to-reach children and block grants for schools.

4. FINDINGS

4.1. Current status of the selected learning centers with regard to inclusion of children with disabilities

After visiting 20 Learning Centres, it was found that only 11 learning centres have only 21 children with disabilities. There are more 47 out of school children with disabilities in the LC catchment areas, but no one was enrolled. At present, learning centres are facing some limitations which are mentioned in the following.



4.1.1. Lack of accessible facilities at Learning Centers

It was found that the learning centers are not accessible for children who use wheelchair.



"My son, 12-year old Shoriful Islam, wheelchair user does not go to school. I have heard of Ananda School from neighbours. I wanted to admit my son but could not due to inaccessible school".

Mrs. Hasina Begum
Mother of Shoriful Islam
Naikgorhati, Lalmonirhat

4.1.2. Classroom environment is not suitable for students with disabilities

The classroom environment carries a substantial impact on a child's mental development. The class room which is shown in *the picture 1* is not suitable for children with disabilities to learn especially for children with wheelchair users and others who need special care from teachers.

Naula Ananda School is operating in auto bike garage which is close to a local market *shown in picture 2*. Students need to go nearby houses for drinking water and using toilet as there are no such facilities in the learning center.



Picture 1: Taan Kaliakair khalerpar Anando School



Picture 2: Naula Ananda School, Gazipur

4.1.3. Lack of proper learning materials for children with disabilities

It was found that 7 students with low vision and hearing impairments were studying at the learning centers. Teachers are using common learning materials for all but children with disabilities need special learning materials like braille for students with visually impaired, sign language for deaf students, pictorial books which are not available at the learning centres.

4.1.4. Teachers are not well trained on Disability issues

The figure 4.2 clearly shows that only 55% LC teachers have been provided foundation training and 20% teachers still now do not get any sort of training. 10% teachers received annual refresher training and cluster training. The disability issue has not been incorporated in these training programs. Teachers were not provided any training on how to teach children with disabilities. So teachers face difficulties to impart the proper learning to students with disabilities.

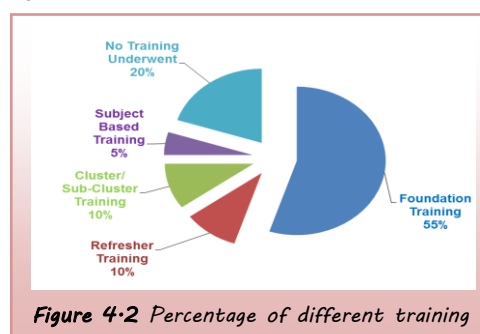


Figure 4.2 Percentage of different training

4.2. Poor enrolment status of children with disabilities in Learning Centers (LCs)

The table shows that the total number of students in the 20 learning centres is 514. Only 4% of children with disabilities are enrolled in the learning centre (Ananda School). In the LC catchment areas, there are 68 children with disabilities of which only 30% gets the opportunity to enrol in the learning centres. The rest are still out of school. This result attributes to the following underlying causes for the poor enrolment status in the selected learning centres.

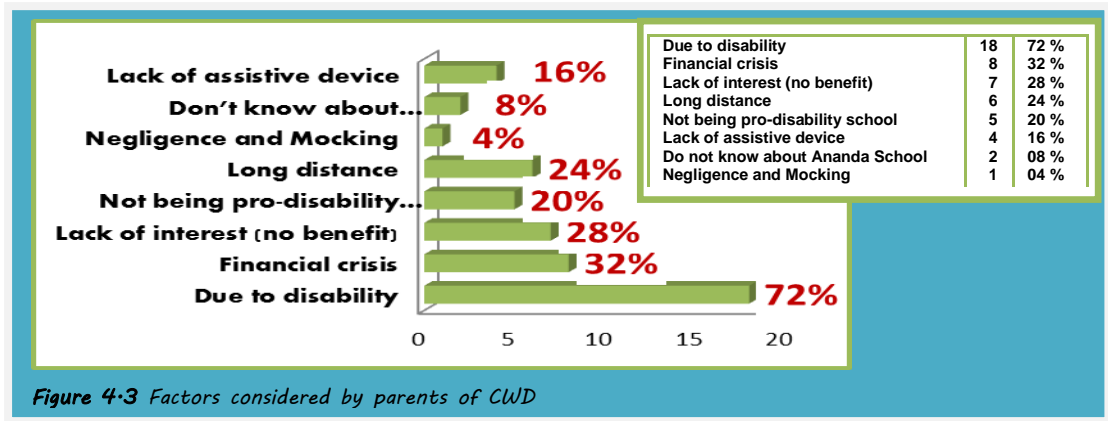
Children at LC	Number	Percentage (%)
Children with Disabilities	21	4
Children without Disabilities	493	96
Total	514	100

Table 4.1 Number of students at Learning Centres

Children with Disabilities at LC Catchment Area	Number	Percentage (%)
Children with Disabilities at LC	21	30
Children with Disabilities out of LC	47	70
Total	68	100

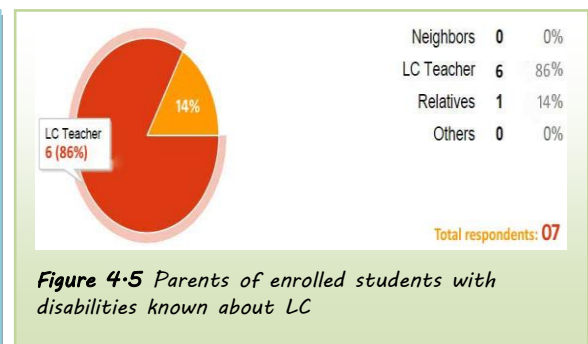
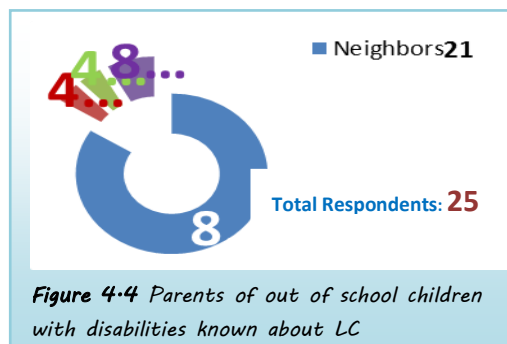
Table 4.2 No. of Children with Disabilities at LC Catchment Area

4.2.1 Causes for the poor enrollment status



25 parents of children with disabilities were interviewed to know the underlying causes of not enrolling their children with disabilities into learning centres. About 72% parents of children with disabilities told that disability was the main cause of not sending their children to school. Due to stigma, they think that their child is unable to study at school. 28% parents were very interested to spend money for the education of their children without disabilities but not for their children with disabilities. Lack of assistive devices, financial problem, long distance and non pro-disability learning centres are also significant influential factors to keep their children with disabilities out of Ananda School.

4.2.2. Lack of awareness and mobilization activities



Total number of children with disabilities in 20 LC catchment areas is 68 of which only 21(30%) are enrolled in learning center 47 children with disabilities are still out of school. Most of the parents of enrolled students knew about Ananda School from LC Teachers. The above graph 4.5 clearly shows that out of 7 respondents, 6 are informed by LC Teachers and 1 from relatives. On the other hand, the graph 4.4 reveals that out of 25 respondents (parents of out of school children with disabilities in the catchment area), 21 (84%) respondents heard of Ananda School from their neighbors, 4% from LC Teachers, 4% from relatives and other 8% do not know about

LC. From the above data, we can conclude that parents of out of school children with disabilities at catchment area were not sensitized more to enroll their children into school. If LC teachers met and sensitized all parents of out of school children with disabilities, the percentage of enrolment in learning centers would have been increased.

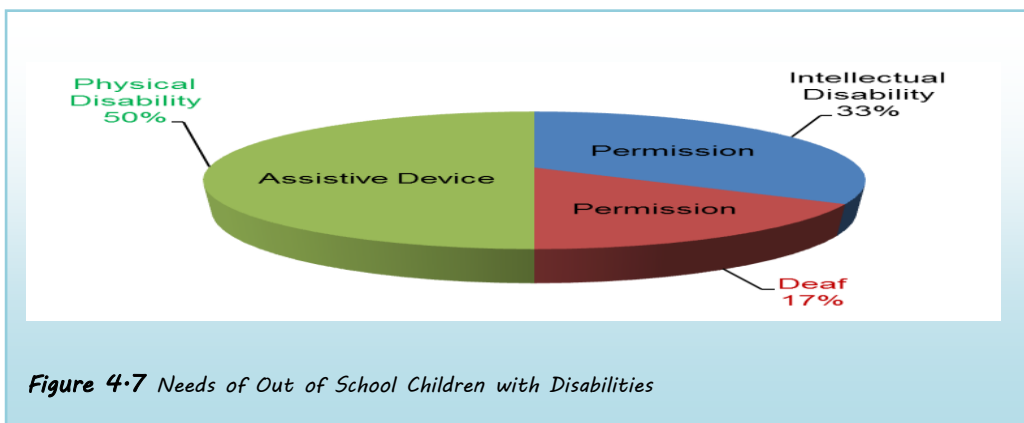
I have heard about Ananda School from neighbours. Though the school is very close to my home, I didn't try to admit my son as I thought he wouldn't be able to learn. Teacher did not come to my home to encourage me to admit my son in their school.

Akash's Mother
Jibonnagar, Chuadanga

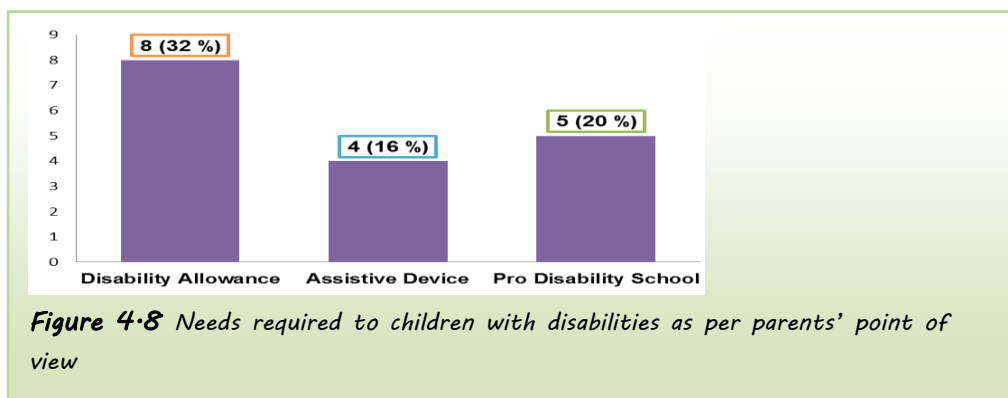


4.2.3. Not addressing needs of children with disabilities

6 out of school children with disabilities were asked about their needs to go to school. In a response, 50% told that they need wheelchair for their movement and others need parent's willingness to go to school.



The figure 4.8 below implies that parents of out of school children with disabilities do not send their children to school because 16% parents think their children need assistive devices, 20% for inaccessible school and 32% for disability allowance. These needs are required to children with disabilities to go to school as per parents' point of view.

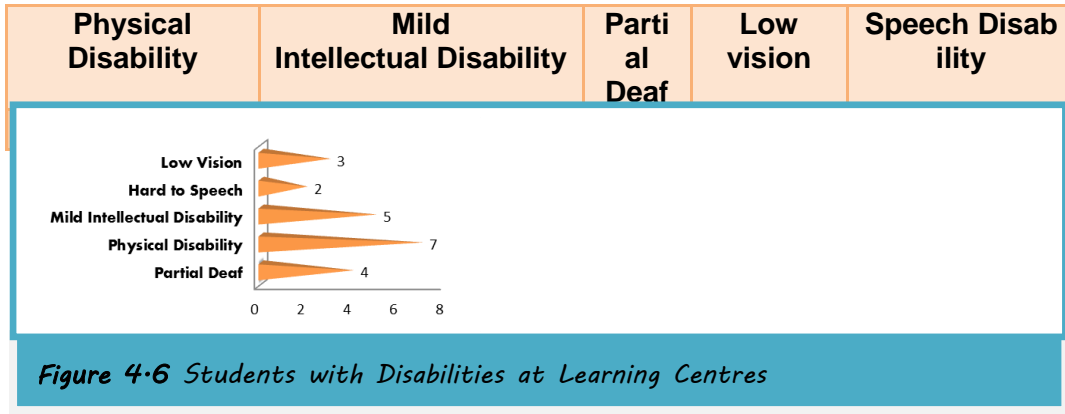


LC teachers think that some needs to be addressed to bring out of school children with disabilities to Ananda School. As per table 4.9, 50% LC teachers replied that children with disabilities need assistive devices and 30% for need based learning materials and rest 30% other facilities like therapy service, medicine etc. If these facilities can be provided, the enrolment rate of out of school children with disabilities will be increased.

Special Needs	Frequency	%
Assistive Device	10	50%
Learning Materials	6	30%
Other facilities(Therapy service, medicine etc)	6	30%

Table 4-9 Needs required to children with disabilities as per Teachers' point of view

4.3. Enrolled students mainly with a mild disability



The above graph 4.6 shows that 21 students with disabilities are now in 20 learning center. On an average, each learning center has one child with a mild disability. Most of the children is physically disabled which covers about 33%. Only 3 needs wheelchair. 14% are low vision who cannot write well due to their vision problem. Mild intellectual disability covers only 24%. Their understanding capability is relatively low but a good care can overcome the problem.

Interview with the World Bank Staff

The World Bank staff Mr. Syed Rashed Al Zayed, Senior Economist, Education Global Practice was interviewed regarding this study and he commented that the issue of children with disabilities and their needs were not addressed properly in the ROSC II project. He made some specific comments on inclusion of children with disabilities in the ROSC II project which are :

- Appropriate budget should be allocated in the project to ensure inclusion of children with disabilities. Otherwise, it will not be possible to address the needs of the children with disabilities in ROSC II project.
- Disability issue can be included as indicator in the Key Performance Indicators (KPI) of the project.
- The World Bank can include the disability issue in the Teachers training programs like foundation training, refresher trainings etc. so that they can be oriented on disability inclusion in the learning Centres.
- The World Bank has taken an initiative recently to provide spectacles to children with low vision under ROSC II project.
- Disability issue can be included in the Evaluation Report of ROSC II project but it is not possible to include in the monitoring report at this moment.

4.4. Limitation in the World Bank Project Documents

The World Bank has included children with disabilities in the disadvantaged¹¹ group of its Project Appraisal Document (PAD). But there are no specific guidelines and instructions for children with disabilities in project documents. After reviewing Project Appraisal Document, Project Information Document, Procurement plan, Guidance Note, the following limitations were found:

- Children with disabilities have not been described in the Project Appraisal Document (PAD).
- Learning Centre establishment guideline didn't address the needs of children with disabilities.
- Project appraisal document (PAD) has given specific instruction on how to increase the social awareness through electronic and print media¹² among the communities to increase enrolment of children in learning centres, but there is no specific focus on creating social awareness among the community regarding children with disabilities.
- The rights and needs of persons with disabilities have not been addressed in the safeguard policies, project information document as well as project appraisal document.
- The Bank itself does not follow the Social Analysis and Disability: A Guidance Note to implement the ROSC II project which was published by the World Bank in 2007 in incorporating disability inclusive development into bank supported projects.
- Education Resource Provider¹³ (ERP) is responsible to carry out educational and technical services including teacher training and curriculum development. The key roles and responsibilities of ERP are clearly outlined in project appraisal document. But, there is nothing about children with disabilities. As a result, Institute of Education and Research (IER), working as an education service provider (ERP) provides different trainings without considering the needs of children with disabilities.
- As per education allowance criteria, a student needs to be fulfilled five criteria to get the benefit. But it is quite difficult to fulfil the criteria for students with disabilities. It is implied that the issue of children with disabilities has not been considered in developing the criteria.

¹¹ Disadvantaged Group such as ultra-poor, tribal populations, children with disabilities (CWD), children living in disaster prone area and urban slums

¹² newspaper, TV, online post, banner, poster etc

¹³ Education Resource Provider (ERP) are NGOs, educational institutions, or agencies to carry out educational technical services in accordance with agreed terms, conditions and criteria

- To attract reaching out of school children, special facilities¹⁴ are mentioned in the project appraisal document. In addition to these facilities, children with disabilities need some facilities like assistive devices - wheelchair, hearing aid, spectacles, brail books, crutch, sign language etc. to continue their education. Unfortunately, project appraisal document does not keep any provision for providing such facilities to children with disabilities.



My name is Shafin. I am 8 years old and reading in class 2 at Ananda School in Ghosh Nagar. I like to go to school and I can understand what madam teaches us. But, I cannot go to school regularly because I cannot walk. My mother helps me to reach my school. If I had a Gari (wheelchair), I would be very happy and I can go to school regularly without support of others.

Shafin Afnan Jitu
Student at Ananda School

4.5 Limitation in Development Project Proposal (DPP)

The Directorate of Primary Education (DPE) under Ministry of Primary and Mass Education (MOPME) is responsible to implement the ROSC II project. The DPE follows the Development Project Proposal (DPP) to implement the ROSC project. Development Project Proposal (DPP) has outlined clear instructions on how to implement the project successfully. It has clearly mentioned that children with disabilities to be enrolled in the learning centre without any discrimination. But, it does not mention about the needs of children with disabilities to be addressed.

The following limitations were found by reviewing development project proposal:

- ▶ Disability issue has not been included in the teacher training courses.
- ▶ Classroom support activities provided without considering the needs of children with disabilities.
- ▶ Social awareness and advocacy activities do not include the issue of children with disabilities.
- ▶ Disability issue has not been included in the monitoring and evaluation mechanism.

4.6 No option on disability issues in the Monitoring Form

As there is no option of disability in the prescribed monitoring form of the World Bank and implementing agencies, MIS Cell didn't include anything about the problems faced by LCs relating to children with disabilities. As a result, the problem has not been reflected in monitoring report

¹⁴ Special facilities including student uniform, basic stationery, education allowances, and enrolment allowance etc.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Children with disabilities are one of the most vulnerable groups in Bangladesh. But stigma is very present in Bangladesh which affects access to family care, health service and even education. But good news is that positive change is taking place with the support of government, non-government and development agencies. Over the last twenty years, Bangladesh has made a notable progress in gender parity, infant mortality, primary school enrolment etc. Despite all efforts to increase access, a large number of school aged children especially children with disabilities of under-served areas are still out of school and. It is imperative that these children are to be brought into school and provided with quality education to increase their life opportunities. After completing ROSC I pilot project successfully, the second phase ROSC II is now implementing to include more 45500 reaching out of school children through 13000 LCs providing formal primary education in non-formal approach. These Children are provided with some facilities to attract and enrol them into learning centres. Though children with disabilities are also included in the disadvantaged group but both PAD and DPP do not mention anything about addressing needs of children with disabilities. Without addressing needs of children with disabilities, they will not be able to enrol in learning centres. To enrol children with disabilities in the learning centres under ROSC II project, the following recommendations are presented which the World Bank and Bangladesh Government can consider.

5.2 RECOMMENDATIONS

5.2.1 For the World Bank

- ▶ **Address children with disability issue specifically:** The World Bank considers children with disabilities as "Disadvantaged" in the Project Appraisal Document (PAD), which is not enough to address the children with disability issue. The World Bank should focus on needs and rights of children with disabilities very specifically rather than considering "disadvantaged groups".
- ▶ **Ensure that the rights of children with disabilities are supported activities and events:** Disability inclusion should address not only sectorial activities or promotional events but also include consideration of disability as a cross-cutting issue and enumerate how children with disabilities can be benefitted and adapted to accommodate them.
- ▶ **Harmonize plans and policies with CRC and CRPD in project implementation:** Some policies, plans define people with disabilities as a vulnerable group. Even the World Bank's draft safeguard policies also consider them as disadvantaged group. As a result, children with disabilities are not able to realize their rights. The World Bank should take an initial step to harmonize its plans, policies, development proposals with CRPD and CRC and also follow the national policies and act while implementing the projects.

- ▶ **Include education of children with disability issue in Development Project Proposal:** The World Bank should urge the Government of Bangladesh to submit development project proposals that are responsive and sensitive to education of children with disabilities for funding.
- ▶ **Consult children with disabilities and their parents across project life cycle:** Consultation to be ensured with children with disabilities, parents of children with disabilities and representing organizations of children with disabilities to reflect needs of children with disabilities across project life cycle.
- ▶ **Follow the World Bank Guidance Note:** The World Bank should follow the "Social analysis and disability: A guidance note" designed by the World Bank to incorporate disability inclusive development into bank supported projects.
- ▶ **Set monitoring and evaluating frameworks in line with children with disability issue:** The monitoring and evaluating frameworks are to be set in such a way that capture issues of children with disabilities with clear performance indicators.
- ▶ **Include an indicator on disability:** Projects should include a performance indicator on disability; and the level of support to disability in a project should be quantified.

5.2.2 For Government

- ▶ Government should follow National Education Policy, Children Policy, Children Act, Rights and Protection of Persons with disabilities Act, disability related plans and policies at the time of designing the development projects to ensure inclusion of children with disabilities. All these acts, policies and plans should be implemented effectively while implementing the projects.
- ▶ Strengthen coordination among the relevant implementing agencies involved in the ROSC project.
- ▶ Government should ensure impose quota system to increase enrollment of children with disabilities in Ananda Schools under ROSC Project.
- ▶ Learning Centre should give training to its relevant trainers on sign language to manage deaf students, and give training on how to take care of children with disabilities.
- ▶ To Increase enrolment of students with disabilities in the learning center, stipend should be given them as priority basis with flexible arrangements. Assistive devices like wheelchair, crutch, white cane etc. also to be provided to the students with disabilities.
- ▶ Course curriculum and training materials should be in accessible form like braille, digital talking book for visually impaired children.

References

- ▶ World Bank. 2003. Education for All: Including Children with Disabilities. Education Notes.
- ▶ World Bank. 2012. Reaching Out of School Children Project, Project Appraisal Document.
- ▶ World Bank. 2010. Reaching Out of School Children Project, Project Information Document.
- ▶ World Bank. 2012. Reaching Out of School Children Project, Integrated Safeguard Data Sheet
- ▶ World Bank. 2007. Social Analysis and Disability: A Guidance Note
- ▶ Situation analysis on Children with disabilities in Bangladesh 2014
- ▶ World Bank. 2003d. The World Bank and Disability in South Asia: A Portfolio Review.
- ▶ World Bank. 2006. Romania Social Inclusion Project, Project Appraisal Document.
- ▶ World Bank. 2005f. "Examining Inclusion: Disability and Community Driven Development."
- ▶ Social Development Notes, Community Driven Development. World Bank: Washington, DC.

Annex A

List of Documents reviewed under study

- ✓ Project Appraisal Document (PAD)
- ✓ Integrated Safeguards Datasheet(Appraisal Stage)
- ✓ Project Information Document (PID)
- ✓ Development Project Proposal (DPP)
- ✓ Environmental and social safeguards policies
- ✓ Social analysis and disability: A guidance note
- ✓ UN Convention on the Rights of Persons with Disabilities-UN CRPD
- ✓ Convention on the right of the Child (CRC)
- ✓ Children Act 2013
- ✓ Children Policy 2011
- ✓ Rights and Protection of Persons with Disabilities Act 2013
- ✓ Vision 2021
- ✓ PRSP II
- ✓ National Education Policy 2010
- ✓ Environmental Management Framework
- ✓ Social Management Framework
- ✓ Vision 2021, PRSP II

Annex B

Key Informants' List

S.L.	Name of Respondents [KII]
1	Jesmin Taslima Banu, Assistant Director, DPE
2	Md. Wahiduzzaman , Executive Engineer, LGED (ROSC II)
3	Md. Abdus Salam, Associate Professor, IER, Dhaka University
4	Ratan Kumar Sarkar, Program Specialist, IED, BRAC University
5	Mr. Syed Rashed Al Zayed, Senior Economist, Education Global Practice, World Bank

Annex C

List of Learning Centres conducted survey under the study

Sl.	Name of the Selected Learning Center (Ananda School)	Area
01	Goshnagar Moshjid Para Ananda School	Chuadanga
02	Boliadi Moddo-Sanaidhor Ananda School	Gazipur
03	Vangitari Ananda School	Lalmonirhat
04	Boxakuwatari Ananda School	Lalmonirhat
05	Protabpur Dokhin Para Ananda School	Chuadanga
06	Uttar Naula Ananda School	Gazipur
07	Taluk Harati Ananda School	Gazipur
08	Shoshora Ananda School	Mymensingh
09	Kalikapur Ananda School	Mymensingh
10	Paikpara Ananda School	Mymensingh
11	Sayedpur Ananda School	Gazipur
12	Tan Kaliakor Pukurpar Ananda School	Gazipur
13	Tan Kaliakor Khalerpar Ananda School	Gazipur
14	Kutubdia Uttarpara Ananda School	Gazipur
15	Gabtoli Ananda School	Gazipur
16	Kismot Harati Ananda School	Mymensingh
17	Shoilchapra Jhelaimari Ananda School	Mymensingh
18	Horinatola Ananda School	Mymensingh
19	Bakail Poshchim Para Ananda School	Chuadanga
20	Kashempur Ananda School	Mymensingh

Annex D

List of the Teacher of Learning Centres

SL.	Name of the Teacher of Learning Centre	Address
01	Ms. Kajol Rekha	Goshnagar Ananda School, Chuadanga
02	Mrs. Susmita	Boliadi Ananda School, Gazipur
03	Ms. Najma Khatun	Vangitari Ananda School, Lalmonirhat
04	Ms. Kohinur Begum	Boxakuwatari Ananda School
05	Ms. Monjuara Khatun	Protabpur Ananda School, Chuadanga
06	Mrs. Mahbuba Akter	Uttar Naula Ananda School
07	Ms. Morsheda	Taluk Harati Ananda School
08	Ms. Jui AKter	Shoshora Ananda School, Mymensingh
09	Ms. Renu Akter	Kalikapur Ananda School, Mymensingh
10	Ms Sahida Khatun	Paikpara Ananda School, Mymensingh
11	Mrs Ruma Akter	Sayedpur Ananda School
12	Mrs. Shimu Akter	Tan Kaliakor Pukurpar Ananda School, Gazipur
13	Mrs. Sabina Yesmin	Tan Kaliakor Khalerpar Ananda School, Gazipur
14	Mrs. Srabanti Sarker	Kutubdia Uttarpara Ananda School, Gazipur
15	Hamida Begum	Gabtoli Ananda School, Gazipur
16	Ms. Afia wasima	Kismot Harati Ananda School
17	Ms. Ahysha Akter	Shoilchapra Jhelaimari Ananda School, Mymensingh
18	Ms. Afroza Khatun	Horinatola Ananda School, Mymensingh
19	Mrs. Shanaz Parvin	Bakail Poshchim Para Ananda School, Chudanga
20	Arifa Akter Asha	Kashempur Ananda School, Mymensingh

Annex E

Study Questionnaire

"Is the World Bank Reaching out of School Children with Disabilities under ROSC II Project"

Tool 01: Learning Center (Ananda School)

Name of Respondent: _____

Designation: _____

Name & Address of Institution:

E-MAIL: _____ **Mobile No:**

Access Bangladesh Foundation is a non-profitable and non-government Organization which has been working for the empowerment of persons with disabilities since 4th January 2008. Access Bangladesh Foundation has taken initiative to conduct a research titled ***"Is the World Bank Reaching out of School Children with Disabilities under ROSC II Project"*** which is implementing by Directorate of Primary Education under the Primary & Mass Education Ministry with the support of the World Bank. ROSC project's main objectives are to create equal education opportunity for 7 lakh 15 thousand children, keep them in learning centre and to complete their 5 years education cycle, in the selected area number of out of school children will be decreased by implementing standard education.

QUESTIONNAIRE

1. With how many students was learning center started?
Non-disabled: _____ Disabled: _____ Total Students: _____
2. Number of students at present:
Non-disabled: _____ Disabled: _____ Total Students: _____
3. If having any students with disabilities, then type of their disability:

4. Were there any students with disabilities among the dropout students?
If yes, then what was the reason to dropout?

5. Do students with disabilities come to school regularly?
Yes: _____ No: _____
If not, then why?

6. Is there any student with disability who does not get education allowance?

Yes: _____ No: _____

If not, what is the reason?

7. Was any initiative of awareness program taken to encourage children with disabilities to admit in learning center?

- ▶ Visiting home
- ▶ Miking announcement
- ▶ Banners & Posters
- ▶ Others

8. Is there any guardian (mother or father) of student with disability as a member of School Management Committee(CMC) committee?

Yes: _____ No: _____

9. Is there any child with disability in the LC catchment area who did not admit into Ananda School?

If yes, why?, any initiative taken to admit her/him?

10. Did you conduct any teacher's development training?

- ▶ Foundation Training
- ▶ Cluster Training
- ▶ Refresher Training and
- ▶ Subject Based Training
- ▶ No training underwent

Was any orientation given on disability issue in the above training? If yes, please specify the duration of the session.

11. What problems are you facing in teaching students with disabilities?

THANK YOU VERY MUCH FOR HELPING

Data Collector Name: _____ Date: _____

E-mail: _____ Mobile No: _____

"Is the World Bank Reaching out of School Children with Disabilities under ROSC II Project"

Tool 02: Student with disability studying in Ananda School

Name of Interviewee: _____

Name of Ananda School: _____

QUESTIONNAIRE

1. In which class do you read now?

2. Do you go to school regularly?

Yes: _____ No: _____

3. Why don't you go to school regularly?

4. Do you face any problem to read, write and understand in school?

5. Do you need anything which helps you to study well?

THANK YOU VERY MUCH FOR HELPING

Data Collector Name: _____ Date: _____

E-mail: _____ Mobile No: _____

"Is the World Bank Reaching out of School Children with Disabilities under ROSC II Project"

Tool 02: Out of School Children with Disabilities

Name of Interviewee: _____

Address: _____

QUESTIONNAIRE

1. Do you go to school?

Yes: _____ No: _____

2. Why don't you go to school?

3. How old are you?

4. Do you need anything which help you to admit into school?

THANK YOU VERY MUCH FOR HELPING

Data Collector Name: _____ Date: _____

E-mail: _____ Mobile No: _____

"Is the World Bank Reaching out of School Children with Disabilities under ROSC II Project"

Tool 03: Guardian of Student with disability

Name of Interviewee: _____

Designation: _____

Address: _____

E-mail: _____ **Mobile No:**

QUESTIONNAIRE

1. What is the name of your child?
2. How old is your child?
3. What type of disability does your child have?
4. Have you heard of Ananda School?
Yes: _____ No: _____
5. How have you informed about Ananda School?
6. Does your child go to school regularly?
Yes: _____ No: _____
If not, why?

7. Are you satisfied with the services of Ananda School?
8. Does your child need any special facility from Ananda School which will help to study well?

THANK YOU VERY MUCH FOR HELPING

Data Collector Name: _____ **Date:** _____

E-mail: _____ **Mobile No:** _____

"Is the World Bank Reaching out of School Children with Disabilities under ROSC II Project"

Tool 04: Guardian of out of school children with disabilities

Name of Interviewee: _____

Designation: _____

Address: _____

E-mail: _____ **Mobile No:**

QUESTIONNAIRE

1. What is the name of your child?
2. How old is your child?
3. What type of disability does your child have?
4. Have you heard of Ananda School?
Yes: _____ No: _____
5. How have you informed about Ananda School?
6. Have you admitted your child with disability in Ananda School?
Yes: _____ No: _____
If no, what is the cause?

—
7. Does your child need any special facility from Ananda School which will help to study well?

THANK YOU VERY MUCH FOR HELPING

Data Collector Name: _____ Date: _____

E-mail: _____ Mobile No: _____

Annex F

Study Team Members

1. Albert Mollah
2. Sk. Rokib Hussein

Data Collectors

1. Bodiuzzaman
2. Md. Rofiqul Islam
3. Shohel Rana
4. Monika Akter
5. Bina Akter
6. Nuruzzaman
7. Afroza
8. Harun
9. Nazmul Chowdhury