

Inclusive Education into Mainstream Primary Education: A Comparative Study between Malaysia and Bangladesh

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Abstract

This study primarily attempts to compare primary education system between Bangladesh and Malaysia and then compares government initiatives of both countries to integrate special needs children into main stream primary education. Literature review and secondary data were used for this comparison. Findings show that student enrolment rate in both countries is almost same. But there are significant differences in the drop-out rate, infrastructure and government-budget. The percentage of boys' enrolment is higher than girls' in Malaysia but girls enrollment is a little higher in Bangladesh. Girls generally outperform boys in Malaysia but in Bangladesh boys perform better. Teachers-pupil ratio is 1:12.6 for Malaysia but it is very high 1:50 in bangladesh. The Government of Malaysia has taken different measures such as incentives for special needs children and teachers as per head count, allocation of special budgets for facilities improvement and accomodation, supplying of available teachers and special needs students' friendly infrastructure. In Bangldesh, the Government has made the policy and instructed school management to be supportive towards special needs children. But the Government effort can be considered as planning stage rather than implementation. The Government is also planned to recruit teachers with special needs training but no effective initiative is visible. Comparing to Malaysia, Bangladesh has to face many challenges to reach to the stage where Malaysia is now. The identified issues need further attention of the researchers and policymakers to be clarified.

Key words: inclusive education, Primary education, Malaysia, Bangladesh

1.0 Background: Bangladesh is aspiring to become Mid-Income country by 2021 and Malaysia is aspiring to become developed country by 2020. Malaysia is already in the list of Upper-Middle Income country (WJP, 2012). In 2021, Bangladesh has to reach where Malaysia is right now. Comparative study in different areas can give an insight what measures should be taken to place Bangladesh as Mid-Income country within this timeframe. In this light, this study intends to investigate in the area of education of both countries for understanding the present status of Bangladesh in compare to Malaysia. This comparison has been done in the area of primary education as there are some common agenda such as ‘Education for All’, ‘Compulsory Free Primary Education’, ‘Millennium Goal’ and ‘Inclusive Education’ to be followed. Both of the countries have the same philosophy regarding inclusive education aiming at eliminating social exclusion that takes birth from attitudes and responses to race, social class, ethnicity, religion, gender and ability (MOE, 2008; UNESCO, 2009). For achieving this aim, universal agendum has been set up to integrate special needs children with the main stream of primary education. From this point of view, this study aims to compare the strength and weaknesses of primary education of both system and then compare the government initiatives to integrate inclusive education program in main stream. The following objectives are formulated to achieve the aim.

1.1 Objectives

- To compare the strength and weaknesses of main stream primary education of both system
- To compare the Govt. initiatives to incorporate inclusive education in main stream
- To compare the infrastructure in relation inclusive education programs of both countries
- To recommend the areas for improvement based on findings

2.0 Methodology:

Data to find the strength and weaknesses of Malaysian main stream education were the sources of Ministry of Education Quick Facts (2011, 2012) and Ministry of Education Blue Print (2013). On the other hands, BENBEIS (2011), BBA (2011), and Bangladesh Primary Education Annual Sector Performance Report (ASPER, 2012) were the sources to find the strength and weaknesses of Bangladesh main stream primary education. Descriptive analysis were used based on the above mentioned statistics to compare the present state of main stream primary education of these two countries.

National Report on Inclusive Education Programme, MoE, 2009/10, Education Blue Print 2006-2010, Education Blue Print 2013-25 and other established sources were used to review Government initiatives and infrastructure status of Malaysia. Different research studies, review papers published in journals were the sources to review Government initiatives regarding inclusion of special needs children in main stream education and mostly ASPER (2012) report was the source of analysing infrastructure status of Bangladesh. Researcher’s experience and observation was used to some extent for the comparison.

As all secondary reliable sources were used for this comparative study, the validity and reliability of the findings mostly depend on those sources.

3.0 Findings

3.1 Comparing Strength and weaknesses of Mainstream primary education of Bangladesh and Malaysia

Table 1- Population to Schools

Country	Country Area	Total Population	Schools	Total School
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Bangladesh	147,570sqkm BBS(2011)	150 million (BBS,2011)	Primary(Year 1-5)	98767
Malaysia	330289sqkm (MoH,2012)	28.9 million	Primary (Year 1-6)	7709

3.1.1 Proportion of schools to population(Table 1): In accordance with the proportion of population, Bangladesh outpassess Malaysia in terms of school number. For every 3761 people, Malaysia has got 1 school but Bangladesh has got 1 school for every 1519 people. Evidence shows that Bangladesh is 7th densely populated country with 1015 people living in 1 Sq Kilometre(BBS, 2011). On the other hand the density of population in Malaysia is only 88 in per sq Kilometre.It seems that Schools have been established unplanned way in Bangladesh. This may cause inefficiency in the system and consequently some school will have teachers with unexpectedly less number of students' enrollment. In some schools there might be huge pressure of students with shortage of teachers.

Table 2 Enrollment and Drop out

Country	Net Enrollment	Enroll Rate	Drop out rate	Teachers	Teacher/Pu
Bangladesh	16157735(51.02%Girls, 48.98% Boys)	98.7% Secondary 61.89%(BENBEIS, 2011)	29.7% More than 40%(WB,2011)	589819 (BENBEIS,2011, F-49.20%)	1:50 (2011)
	Budget	11.49% of total govt. Spending (Primary- 4.79%)(Ministry of Finan Budget 2011/12)			
Malaysia	2804405 (51.08% boys and 48.92)	94% 91% Junior secondary(MoE Blue Print, 2012)	0.2%	232095(F-68.55%)	1:12.60(20
	Budget	16% of total govt. Spending, 3.8% of GDP			

3.1.2 Students Enrollment, Gender gap and performance (Table 2): The enrollment rate in Bangladesh primary schools is slightly higher than Malaysia. Both country is successful to achieve their goal. In terms of gender, girls enrollment is little high (1.02%) in Bangladesh but in Malaysia boys' enrollment is slightly high(1.08%).

In terms of performance, boys are slightly better in Bangladesh in Bengali and Mathematics (ASPR, 2012). In Malaysia, Girls' performance are tremendously high that is already the concern of the Government. MoE Education Blue Print (2013-2025) expressed their concern in the following ways: *"The gender gap is both significant and increasing, having widened over the last five years. Girls consistently outperform boys at every level; the gap in performance is already evident at UPSR level and increases over a student's lifetime up to university level, where females comprise approximately 70% of the cohort. While this phenomenon is not unique to Malaysia, it does require attention to ensure that the country does not have a cohort of "lost boys" who either leave school early or with low attainment levels."*

3.1.3 Drop Out and repetition (Table 2): Drop out rate (29.7%) is significantly higher in Bangladesh that shows inefficiency in the system. It also shows that Bangladesh has achieved quantitative improvement rather than qualitative one. It may happen due to high pupil teacher

ratio (1:50) and management or leadership inefficiency (Hoque et al., 2011). Rumberger and Lim (2008) found that drop out is a process rather than an event that starts at the beginning of school life with high absenteeism. Their study also found some other variables such as students active involvement in academic work, and participating in sports or other extracurricular activities significantly decrease drop out rate. Misbehaviour by teachers or school management, neglect and discrimination by subject and class teachers, fear of teachers, parents education background and poverty are significantly associated with higher drop out and lower graduation rate (Govindaraju and Vankatesan, 2010).

The drop out rate (0.03%) in Malaysia is negligible. It means that Malaysia has achieved qualitative improvement. Students find interest to stay at school with their efficient teacher and management. Students' compulsory engagement in extracurricular activities and teachers' obligation to engage students in classroom activity were found strongly associated with reducing drop out rate tremendously in spite of parents' varied background. Malaysia Education Blue Print (2013-2025) clearly mentioned about their success in this area that *"Programmes and initiatives to develop non-academic components are present both during formal classtime as well as through a variety of after school cocurricular activities. The Ministry has aslo a requirement that every student participate in at least 1 sport, 1 club and 1 uniformed body activity as a means of fostering individual talents and interests, along with building leadership skills and the presnce of students in those programs is very high."*

Repetition (14%) (ASPR, 2012) is another problem for Bangladesh. It is wasting of money, energy and valueable time of all stakeholders. In Malaysia, there is no repetition. All students must be promoted for the next level. It is because teachers can take care all the students of their class due to very less pupil-teacher ratio (1:12.60).

3.1.4 Teacher-Pupil ratio: Teacher-pupil ratio is very high in Bangladesh (1:50). This is not solely for teachers' shortage but for uneven distribution of teachers. It should be mentioned that the proportion of total net enrollment and teachers is 1:28. That means 28 students for 1 teacher. This may be the result of Macro-level mismanagement or unforesightedness. The macro management should distribute teachers evenly to reduce the ratio dramatically rather than recruiting new teachers. In Malaysia, it is only 1:12.60 that can be compared with few developed countries in the world. If we find the proportion of teachers and total enrollment in Malaysia, it stands 1:12.08. It shows how efficient the management for distributing teachers so evenly. This teacher pupil ratio affects the enrollment of special needs students in main stream school.

3.1.5 Enrollment of Special needs students

Table 3 Enrollment of students in Inclusive Education Program

Country		Special Education Schools				Enrollment in inclusive program in main stream	
		Total school	Enrollment	Teachers	Teacher /Pupil	Enrollment	Teachers
Bangladesh	197159	-	-	-		118575	-
Malaysia	197519	34	7709(M-66.56%)	1186	1:6.5	27,096	7980

Malaysia has 34 special education school with the enrollment of 7709 students with mail domination of 66.56% (MoE, Quick Facts, 2012). The enrollment in special education integration program with the main stream primary school is 27, 096 with 7980 special need

teachers. In 2009, 2010 and 2011 the enrollment was 20083, 23709 and 25402 respectively and the teachers number was 5401(2010), 6082(2011). In Bangladesh, the enrollment is 118,575 that comprises 59.4% of that cohort of 3-14 years children (total people with disability 197,159)(ASPR,2012). There is no evidence of recruiting special need teachers in against of this enrollment. It is still mystry how these students are handled. There is an increasing trend (20%) in Bangladesh with the base line of 2008 when the total enrollment was 77500 (DPE, 2009) and so on Malaysia with lesser increasing rate.

But there is huge mismatch of the number of disable population (Table 4) for both of the countries from the view point of WHO and respective countries. This may be due to social stigmatization and prejudice of the persons with disabilities. According to WHO, the distribution should be as follows. If WHO(2007) distribution is considred standard with minimum level (not universal 7%), no country has enough preparation to accomodate them though the integration process with the main stream is in line.

Table 4 Information gap about population of disability

	W H O – International Prevalence	W H O – Estimation assigned to Malaysia (Age 0-14) (Absolute)	W H O – Estimation assigned to Bangladesh (Age 0-14, 32 million)	Bangladesh	Malaysia
Learning Disabilities	6-10%	531 600 – 886 000	1920000–3200000	197,159(ASPR,2012)	
Hearing Impairments	4-5%	354 400 – 443 000	1280000- 1600000	Pupil/Teacher Unknown	197519 (Social Welfare Dept. 2006)
Vision Impairments	1-2%	88 600 – 177 200	320000- 640000		Pupil/Teacher 1: 6.5
Dyslexia	4-6%	354 400 – 531 600	1280000 – 1900000		
		1,329000	7,700000		

Source: Peters(2010)

3.2 Government initiatives regarding inclusive education programmes

3.2.1 Catagories of special needs students: In Malaysia, the special needs students are categorized into three main disabilities: the hearing impaired, the visual impaired and the learning difficulties students. Those with Down's syndrome, Autism, ADHD (Attention Deficit Hyperactivity Disorder), Minimal Retardation, and Specific Learning Difficulties such as Dyslexia are in the Learning Difficulties (LD). All these catagories are decided by the Medical practioner and then they are placed accordingly. By formally including them in the special needs students' categories, they will be eligible to receive all the necessary support and assistant needed like wheel chairs. When required, schools need to ensure easy access classroom, for example having their classes in the lower ground and also providing RAM for easy access to school compound. Bangladesh has catagorized as such Physical, Visual, Hearing, Speaking and Mental (ASPR, 2012). It is unknown how and why they are catagorized in Bangladesh. In Malaysia, the reason of catagorizing is to ensure the due attention based on needs.

3.2.2 Class Management and enrollment procedure: In Malaysia, all of these students follow the national curriculum and take all the same national examinations. There are 4208 integrated classes in the mainstream schools to accommodate about 25,402 students in year 2011 (Quick Fact, 2012). There are specific classes for all the dyslexic students. Majority of learning difficulties students such as Down Syndromes, Autism and ADHD, are placed in the same classes in the integrated programs.

The State Education Department is authorized to open new classes in the integration program and make sure there are enough skillful teachers to teach in the classes. Parents need to discuss with the State Education Department on finding the most suitable schools for their children. Enrollment is flexible to allow these special needs children to enter the schools through out the year without specific fixed date of registration.

Once these children have been diagnosed by the medical practitioner, parents can request their children to be placed in the schools through the State Education offices nearest them. By and large, the State Education Department has to identify suitable schools and provide adequate trained teachers and ensure necessary facilities are provided once the new class is to be opened. When it is required and there is a need the State Education Department must make sure new integrated classes will be opened by the schools.

Even though dyslexic students are in special education classes but the class activities as well as their daily interaction and communication are integrated with the mainstream activities allowing them to socialize and communicate with their non-disabled peers. MOE also has prepared residential accommodation as required to help the students.

Bangladesh has adopted a student-centred approach i.e. inclusive approach in the classroom (ASIM, 2011) so that teachers can give attention towards the students of special needs. But there is not much data available in Bangladesh regarding classroom management and enrollment procedures of these students. It is assumed that site-based management (Headmasters, teachers and school committee) look into the issue directly. But the high increasing trend (APER, 2012) of enrollment (20% more from last year) indicates the primary success of the Government. This has been possible due to increasing awareness among all stakeholders. Any work is half done if people are aware of what they are going to do. This is a big achievement of Government since signing in CPRD's Optional Protocol in May 2008. But still there had not been overall attempt at cross-cutting approach with the defined goal of inclusive education for all students (ASIM, 2011).

3.2.3 Incentives: Since 2006, the government has introduced the monetary incentives RM 150 (4000 taka) monthly (special needs allowances) for all disable students regardless of their placement either in the formal education system (special schools and integrated programs) or in the community centers or any private schools. The period of schooling is two more years than usual for special needs children. The government also has allocated various monetary incentives for the teachers. These special needs students are not required to pay the school's fee and they are provided with free text book. Special needs students who stay in the hostel or school accommodation do not need to pay the fees for the food. They are also given free accommodation in the special education schools with the residential facilities. All 18 special education schools are equipped with residential accommodation. Every year certain amount depending on the granted amount of budget given has always been allocated specifically to provide adequate brailier, hearing aid and audio visual software to assist students in their learning. As for teachers who are teaching special education classes are getting allowance of RM250 (6500 taka) monthly.

Special needs students are not required to pay the school's fee and they are provided with free text book in Bangladesh too. The period of schooling, enrollment age are flexible. They can enroll any time of the year. There is no monetary incentive either for teachers or students.

3.2.4 Budgets- 2010 for special needs education (Table 5) - In assisting the running of Special Education Integrated Programs in the main stream schools the following budget was allocated for 2010

Table 5 Budgets- 2010 for special needs education

Facilities development	Budget(RM)
Upgrading Special Education Schools Facilities and Building New Vocational Schools, Upgrading Remedial Classes Facilities, Upgrading Special Education Integrated Programs in the Mainstream Schools, Upgrading Computer Information Technology Facilities and Upgrading Special Education Pre-School Programs	440million
ICT Related	
Special Information System, Hearing Impaired Workshop, Hearing Impaired Classes, Visual Impaired Workshop, Visual Impaired Classes , Self-learning centers ,Workshops in 2 new schools Areas	14.9 million
Allocation for Accomodation : For the schools with residential accommodation, the schools are allocated with costs for food and equipment. The allocation is based on total number of special needs students in the schools. The schools are also being allocated with an amount of fund to run the co-curriculum activities.	-

3.2.5 Incentive grants: Various incentives have been given such as different rate of Per Capital Grand (PCG) for different categories of disabilities. This PCG is allocated based on per head count of the students in the programs. This budget is allocated for the cost of buying teaching aids in teaching and learning process. The allocation is as follows

Table 6 Rate of PCG for All Special Needs Students Based on Categories (Per Head Count)

ITEMS	Hearing Impaired	Visual Impaired	Learning Difficulties
Subjects (Teaching & Learning)	205.00	350.00	180.00
Non-Subjects	232.00	262.00	232.00
Total	RM437.00	RM612.00	RM422.00

There is no evidence of special budget allocation in Bangladesh for the inclusion of special needs children in mainstream education as Malaysia does. But the expenses are covered from the budget allocation for primary education.

3.2.6 Teachers' Supply: MOE has been putting substantial efforts in making sure the supply of teachers is adequate to achieve the suitable teacher student ratio 1:6.5. Teachers Training Division in the ministry provides both regular pre-service and in-service teacher's training to meet the demand for mainstream teachers general and specifically special education teachers. This division trains the new teachers through the pre-services program in many of Teachers

Training Institutes around Malaysia. In order to ensure all special education teachers are equipped with adequate knowledge and skills to handle each type of students with diverse individual needs for effective learning processes, MOE continuously send as many teachers as possible each year to increase and upgrade the teachers' knowledge and skills in specific areas of special education such as managing Individual Educational Plan (IEP), sign language skills, Braille skills, speech therapy, mobility, and others as required and needed to assist them in teaching. This allows special education teachers to give more attention to the individual needs of these students to be able to tap on their real potential and abilities regardless of their disabilities.

In Bangladesh, the MoE has not supplied any teacher for special needs children since the introduction of the program. Pre-service teachers have limited scope to study on special needs subjects in different Government Institutes such as IER of Dhaka University and teachers' training colleges. Seats are limited and admission is very competitive. The content of pre-service teachers' course for special needs is inadequate as there is no reflection of it in their 'Lesson Plan Preparation' (Mahbub, 2012). There is not enough initiatives visible by government for In-service training in the area of special needs. Students are already enrolled but teachers are not ready. Rahaman (2012) had the interesting findings that showed that teachers are interested to teach but they do not know how to teach as they have no training on handling special needs children.

Some NGOs are organizing in-service training for teachers in this area. It is helping to create positive attitude of teachers that is vital for the success of the program (Ahmed, Sharma and Deppeler, 2012).

3.2.7 Partnership with NGO's: To ensure a positive working partnership within NGOs and MOE, a Technical Committee is being set up to discuss issues pertaining the three categories of disabilities. The Committee encompasses of government agencies, NGOs, and academicians from various universities. Issues are being identified during the technical meetings and to be discussed further at the National Advisory Board of Special Education Meeting. Proposals regarding on policy matters are being presented at the meeting, chaired by the Director General of Education. Resolutions agreed upon at the meeting will be brought forward to The Education Planning Committee Meeting (EPU). This meeting is chaired by the Honorable Minister of Education. Decision made during the meeting is the foundation for new policies in Special Education.

The cooperation between Government and NGOs in Bangladesh on disability issues is a momentum. About 400 NGOs have been working with special needs children. They are contributing a lot to create the awareness among parents, teachers and community. They are organizing training workshop for teachers, headmasters, school management, parents and community. They have done half of the job by creating awareness. The National Coordination Committee (NCC) on disability issues have been working since 1993 to keep up the ties between Government and NGOs.

3.3 Infrastructure

3.3.1 Classroom facilities: The quality of the facilities provided in the classroom has a relationship with learning performance (Stockard and Mayberry, 1992). Malaysian classrooms are well equipped irrespective of urban and local with digital technologies such as multimedia, overhead projector, smart board, computer, radio-cassette player and other teaching aid materials (Hoque et al., 2012). Adequate braille, hearing aid and audio visual software to assist students in their learning are also provided. Every student has individual desk for sitting. Classrooms are easily accessible by physically disabled students. In Bangladesh, the classroom is still traditional with blackboard, duster and chalk with Almirah in 20%

classroom (ASPR,2012). Four to six students are sitting in one bench with some exceptions in cities and towns. Even the length of the benches to some extent is not enough comfortable for four to six students. The ASC (2011) has raised the issue to build classroom suitable for physically disable students but still it is in planning stage.

3.3.2 ICT facilities in school: In 2012, the researcher had conducted a survey on ‘ICT uses among school teachers of Malaysia’ (Hoque et al., 2012) and had the following findings. Schools use ICT for daily administrative purposes such as administering test, preparing report cards of students, monitoring students, communicating parents or students, teaching computer skills, preparing lesson plans and learning for enrichment as well as for accessing information. Other finding from the research on internet usage, it shows that almost 80% to 90% of the teachers use internet for collecting hands out, preparing papers and lessons, making presentations, teaching specific lessons in different subjects, and use online resources to develop their critical analyzing skills. In Bangladesh, Finance Minister in his budget speech (2012-2013) has stated that ICT facilities have been available in some model schools and it will be expanded in other schools in near future. It shows that Bangladeshi schools are still in dark regarding ICT facilities.

3.3.3 Water and Toilet facilities: Malaysia’s policy is that every one-storey school building should have at least two-toilets each for boys and girls separately. One toilet means at a time multiple users such as two high comods and one low comods. Therefore, three students can use the toilet. There is sperate toilet for pupils with physical difficulties. This toilet is ensured user-friendly. Tap water has been available in most of the schools irrespective of urban and local. Very few schools are with tube well water. The toilets are moderately clean and hygienic. In Bangladesh, According to ASPR (2012), 98% schools have toilet of which 51% are seperate for girls. Evidence shows that a significant number (49%) of schools have no seperate toilet for girls that might affect girls health and consequently can increase girls’ absentism and drop out (Munguambe, 2009). Only 1% of the schools has the toilet facilities for the children with physical disabilities. It can hinder the progress of special needs enrollment and cause drop out and consequently affect the objectives of inclusive education program. Report also shows that a total of 84% schools are with safe water of which 78% of schools with tube well water.

4.0 Concluding Remark and Recommendation

The percentage of disable children (WHO 7% or 10% as mentioned by Asim, 2011) in 6 to 11 age range should be the concern of Bangladesh. Many of them can be very talent and potential. Proper effort and attention is needed to bring out their talents to make them worthy in the society. Who knows ,there will be many Stephen William Hawkings from them. Based on findings the following recommendation has been made.

4.1 Merging policy (Even distribution of school and population): Macro management can take initiative to limit the school number to certain population (Every 3500/3600 poulation to one school in Malaysia and Australia). At present for every 1519 people there is one school which is burden for the poor economy like ours. Founding school is not the solution of ensuring education for all rather it should be in palnned way like the program “Family Planning”, one of the most successful project in Bangladesh. So the recomended policy should ‘No more new school till we reach 1 school for every 3500 people rather merge them if possible’

4.2 Addressing drop out issue : Teacher- pupil high ratio may be the vital cause of this drop out. The insincerity and misbehaviour of School management and class / subject Teachers are also note worthy. Training for all corners can address this issue rightly. Students active engagement in classroom and extra-curricular activities can reduce it dramatically.

4.3 Teacher-pupil ratio: Teacher-student ratio must not be more than 1: 15-20 (Australia 1:15 and Singapore 1:19, Malaysia 1:12.6) in integration class to handle the special needs children properly.

4.4 Government Policy: Government policy for inclusion special needs children in main stream education should be very specific in terms of teachers' training, teacher recruiting, teachers roles, school management roles, community roles, parents roles. These are the problems addressed by many researchers((Malak, 2013; Rahaman, 2012;Asim, 2011). Literature shows that these problems highly exist in Bangladesh and it denotes the macro-level inefficiency. It has to be addressed in priority basis.

4.5 Proper categorising of special needs children by medical practitioners: Proper categorising help teachers and other related personalities to support the students according to their needs. Special study materials and teaching-aids in accordance with their needs can be made available.

4.6 Stakeholders' Motivation: Teachers, community, parents and peer motivation should also be the priority for the success of the program. All these people have to have positive attitudes towards them. The attitudes should not be sympathetic rather be dignatory. They must keep in mind that these people are worthy and can make difference.

4.7 Incentives for special needs students: 'Food for Education' programme has been proved highly effective to increase primary enrollment. Any such programme for special needs can motivate parents and students. In Malaysia, special needs children enrollment dramatically increased when incentives were introduced (National Report of Malaysia, 2009).

4.8 Narrowing information Gap: For successful inclusion of disable children in main stream primary education, reliable data can play vital role. Accessable database is highly desirable like main stream primary data

4.9 Mediator Role of Government: The government should play mediator role to enhance the cooperation between school and NGOs in the transition period of recruiting new and trained teachers. These NGOs are expert in their areas and school management can use their expertise for time being through mutual understanding.

4.10 School infrastructure: School infrastructure such as classroom facilities, sitting arrangement, toilet and water facilities, connective ways should be user friendly for the students of disability. In this age of technology, classroom and school without ICT facilities is really dead. This is injustice towards teachers and students. It is already late. In traditional system, a student without pen and paper, a classroom without chalk and duster is funny. In this age of modern technology, school without ICT facilities is also funny.

4.11 Specific Budget: There should be specific budget for Inclusive Education program that will cover the students and teachers' incentives, equipments for special needs children, ICT opportunities, facilities improvement and transport and accommodation coverage for multiple disables.

4.12 Creating new post: In Malaysia, State Education Department Officer directly supervise the inclusion program. It energizes teachers' effort and sincerity. In Bangladesh, an Assistant Thana Education Officer post can be created for looking the matter of inclusive education program and special needs issues absolutely. His educational qualification might be in Special needs areas that can be helpful to understand the phenomenon. If qualified candidate is available with any kind of disability should be prioritized.

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