

The Government Policies on the Education, Employment and Rehabilitation of the Children with Special Needs in Bangladesh, its Limitations and Ways to Overcome

Merajul Islam Opi¹
Sammi Chowdhury²

Abstract

This research looks at Bangladesh's whole legal framework with regard to special children's employment, rehabilitation, and the laws' restrictions. For the purpose of achieving any aim, the application of law is crucial. The goal of this study was to identify a better living system, such as employment, where people are employed to do what is best for them. At a certain age, people may require assistance to live their lives as they would in old age. Open-ended questionnaires were used to obtain the data. This study explores Bangladesh's government policies on the employment, education, and rehabilitation of children with special needs. It assesses the existing regulations, their shortcomings, and the report emphasizes how crucial inclusiveness and fair chances for kids with special needs are to the social and economic advancement of Bangladesh. This research looks at potential treatments and policy implications in an effort to strengthen the framework for these kids' holistic development and promote a society that is more accepting and caring. Purposive sampling was used to choose the participants. The findings showed that people's perceptions of inclusive environments were generally favorable.

Keywords: Employment; Rehabilitation; Limitations; Special Child; Special Education; Policy.

1. Introduction

A government policy is a regulation or guiding concept that should improve decision-making and provide favorable results that benefit the group or community. The justifications for why certain actions are to be taken are outlined in government policy. As a result, protocols and procedures are created to ensure that policies are followed correctly. Disability is no longer a topic that should be discussed in depth. At some point, handicapped people must demonstrate that they are just as competent and effective as other people. The government has an obligation to offer a reliable and encouraging support system. The International Human Rights Commission established two overarching principles: diversity and equality for all people, Persons with Disability (PWD). The literature review, according to the researcher, acts as the introduction, setting the tone for the remainder of the review. It gives background information, defines the review's parameters, describes the goal or research question, and highlights the importance of the subject being examined. Understanding the current research and discussions pertinent to a specific topic or field of study is the aim of a literature review, which is then presented as a written report.

¹ Forment Student, Department of Education, Proyash Institute of Special Education and Research (PISER)

² Lecturer, Department of Education, Proyash Institute of Special Education and Research (PISER)

Overcoming legislative constraints and finishing life planning which includes policies, employment, education, and rehabilitation were the main objectives. If a special youngster gets an education but struggles to find employment later in life, he will suffer greatly. If remarkable chances aren't really given, he will never be able to appreciate the importance of special education. With that in mind, the main goal of our research is to adjust national policies to better fit their everyday needs. This chapter is divided into two main sections:

2. The First Section Starts by Discussing the Rehabilitation, Education, Employment of Children with Special Needs in Bangladesh

Malak, Saiful & Begum, Hosne & Habib, Md Ahsan & Banu, & Roshid, Mohammad. (2014). *Inclusive Education in Bangladesh: Are the Guiding Principles Aligned with Successful Practices?* This study demonstrates that the area of special education cannot achieve maximum success with just policies and no implementation (e.g., see Ainscow & Miles, 2009; Bourke, 2010; Slee, 2006). This argument can be correctly applied to situations when policy makers or education providers, for example, are imposing common beliefs about special education policy from another context developed countries, for example on developing nations. According to Ainscough, Booth & Dyson (2006) and Armstrong (2000), IE is very context-oriented, and educators have long been seen as key players in addressing inclusion in the classroom (e.g., see Smith & Leonard, 2005). Under TQI-SEP, not all secondary teachers had access to the IE professional learning opportunities. Consequently, it's imperative to increase the reach of professional nationwide chances for learning. Support from the school and the chance for all teachers to participate in excellent professional development are also necessary for an IE to be effective. In order to provide outstanding educational opportunities, providers must carefully evaluate the local environment as well as the experiences of teachers and other stakeholders. Claims of the project's advantages include that the SSC pass rate rose to 82% (CIDA, 2012). However, IE wouldn't be fully realized until a sizeable percentage of students (18%) were included in the group of successful achievers. The percentage of women in relation to the gender issue. Inclusive education is primarily a policy concern in Bangladesh. The legal or constitutional foundation that guides choices about admission to the two educational systems elementary and higher education, are created. The 1990 Compulsory Primary Education Act was the first government move to bring special needs children's education under legal jurisdiction. There are several national policy guidelines issued by the government.

Uddin, Taslim. (2020). *Challenges for Disability Inclusive Employment in Bangladesh*. The study demonstrated the difficulties Bangladesh has in finding work for people with disabilities. "We have a moral duty to remove the barriers to participation and to invest sufficient funding and expertise to unlock the vast potential of people with disabilities," argues renowned scientist Stephen Hawking. Individuals with impairments are more susceptible to poverty and unemployment than others. The main causes of disability are trauma, which can result in multiple body injuries, traumatic brain injury, spinal cord injury, arthritic disorders, stroke, or childhood conditions like cerebral palsy, autism

spectrum disorders, and other congenital diseases (Bangladesh Disability Act, 2013). Therefore, we need to create a labor market that people may readily and adequately enter without any reservations. There will be regulations in place and open positions pertaining to their disability and special needs. The government need to provide additional cash and take other appropriate actions to increase the number of jobs available to handicapped people. He may pay his expenses and indulge in leisure activities using the money he earns from employment. People with disabilities are increasingly frequently observed in a variety of vocations across the community.

Islam, O' Connell, Uddin & Rathore (2019). Disability and rehabilitation medicine in Bangladesh: Current scenario and future perspectives. The researcher showed that current state of our nation's rehabilitation system for those with special needs has been illustrated in this study. Approximately 40 million different students reside in Bangladesh, who are served by a vast and intricate educational system. Opportunities for education are provided through official and informal government-managed programs that are supplemented by independent business and community-driven projects and government funding. It has been discovered that an additional 150 disability-related institutes, organizations, and nongovernmental organizations (NGOs) operated in Bangladesh's public and private domains. According to Handicap International, over 300 of the almost 30,000 NGOs that are active in the nation have already worked with individuals who have special needs or disabilities. The number of governmental and non-governmental organizations that assist in the rehabilitation of individuals with special needs has been discovered. The research demonstrates the extent of the future and how to enhance their rehabilitation program. Current issues including the financial crisis, effective budget management, the monitoring system, and the overall progress report system have also been covered. They should have easy access to buildings, public areas, transportation networks, and educational institutions. In addition, kinship care must assume a leadership role by enhancing residency training programs, engaging with other specialties to inform them of the importance of an early, comprehensive, integrated rehabilitation, and creating neurorehabilitation services and training for individuals with special needs.

Mr. A.H.M Noman Khan et al, (December 2002). Employment Situation of People with Disabilities in Bangladesh. In this research the researcher stated that employment of people with disabilities and special need in a just and fair environment of equal opportunities and scopes will ensure economic sovereignty and contribute in the reduction of poverty. When the rate of poverty will be decreased, then the positive influence will occur, improving the situation of the people with disabilities in the country. Poverty has been directly linked to as a significant influencing factor in recent development studies. Poverty has been directly linked to as a significant influencing factor in recent development studies.

Islam, Sk. Iftesham. (2023). Persons with Disabilities and Their Right to Work: Bangladesh's Failure to Respect International Human Rights Model of Disability. The researcher also looked at the current state of employment and livelihood issues pertaining to people with disabilities globally, as well as the employment and livelihood of people

with disabilities in Bangladesh. The study's primary goals were to investigate the possibilities, obstacles, and challenges that people with disabilities may have in obtaining employment as well as to make recommendations for the future growth of an inclusive labor market in Bangladesh. Despite advancements since 2010, the availability of data remains restricted in low- and middle-income countries (WHO, 2011). 2015, as reported by the Department of Economic and Social Affairs Nonetheless, there is still more to be done to improve the job situation for people with disabilities nationwide.

Nuri, R. P., Aldersey, H. M., Ghahari, S., Huque, A. S., & Shabnam, J. (2021). The Bangladeshi Rights and Protection of Persons with Disability Act of 2013: A Policy Analysis. In this study according to the UN Convention, Bangladesh's Rights and Protection of Persons with Disability Act of 2013 offers assistance to children with disabilities and their families. The Act is consistent with the principles of international disability policy as well as the Sustainable Development Goals. The report highlights the necessity of strong monitoring systems, cooperation between ministries, and policy initiatives that are family-centered, autonomous, and secret. It is imperative for policymakers to guarantee emergency responses that are inclusive of individuals with disabilities and to involve them and their families in consultations to ascertain their requirements.

2.1 The Second Section Focuses on the Rehabilitation, Education, Employment of Children with Special Needs all Over the World

Pankaj Bajpai & Damayanti Sethy (2016). Rehabilitation of Children with Special Needs in India: Rehabilitation of Children with Special Needs in India. This study investigated how having a kid with a handicap has been viewed as a hardship in our culture. It is crucial for parents to embrace their children and support their development. Parents will be a kid's primary teacher and facilitator in the areas of sensory-motor, cognitive-perceptual, and psycho-social development since each child develops in these domains in a unique and dynamic way.

Dr. Shaista Majid & Adeela Razzak (2015). In this work, the researcher constructed a model for job training and vocational rehabilitation for individuals with special needs. The researcher looked into building a model of vocational training programs for handicapped people using Open and Distance Learning (ODL) mode. The goal of this study was to provide a model for impaired people's vocational training programs.

UNICEF Malaysia, (2014). Rehabilitation and Habilitation for Children with Disabilities in Malaysia. This study provides a definition of rehabilitation under the heading "Rehabilitation Services." Rehabilitation is the term for health care treatments that assist an individual in regaining or improving functioning for everyday life as well as communication abilities that were lost or compromised as a result of illness, injury, or disability.

Like many other countries, Bangladesh must undertake the critical challenge of developing and implementing effective policies for the employment, education, and rehabilitation of

youth with special needs. Oftentimes, these children require extra support and opportunities to develop into competent, contributing adults. This study's goals are to critically examine the current policies that deal with these young people, pinpoint their flaws, and offer practical solutions to overcome these challenges.

3. Methodology

The research approach used to gather the data for this study is covered in this chapter. study technique discussed the approach employed during the study process and demonstrated the research outcome (Sileyew, 2019). The research design, study strategy, study area, sample and sampling techniques, data gathering procedures, tools for data collection, and data analysis procedures are all included in the research procedures, or methodology.

The purpose of this research was to investigate the limitations of our national education policy for the children with special needs. Then to understand the ways of overcoming the challenges for implementing those policies. Also, for understanding the importance of rehabilitation and employment of children with special needs. Finally, for assessing the educational policies for the better development of education and to identify what parents think about the role of inclusive education on rehabilitation of children with special needs. The methodology of research refers to the systematic approach or framework used by researchers to conduct a study or investigation.

3.1 Methodology Matrix

Research question	Data Source	Sample size	Sampling	Research Instruments
1. What are the effective ways of overcoming the limitations of existing policies about special education?	Parents, Special Educationist, NGOs, Policy Makers.	20 Participants Parents-10 Special Educationist-5 NGOs-3 Policy Makers-2	Convenience sampling	Open Ended Questionnaire
2. What are the possible solution of those challenges about implementing policy?	Parents, Special Educationist, NGOs, Policy Makers	20 Participants Parents-10 Special Educationist-5 NGOs-3 Policy Makers-2	Convenience sampling	Open Ended Questionnaire
3. What are the effective use of rehabilitation system for special children in Bangladesh?	Parents, Special Educationist, NGOs, Policy Makers	20 Participants Parents-10 Special Educationist-5 NGOs-3 Policy Makers-2	Convenience sampling	Open Ended Questionnaire

3.2 Research Design

Qualitative research methodologies were used to perform this study. The gathering and examination of numerical data to characterize, explain, forecast, or manage occurrences is known as qualitative research (Gay, Mills, & Afrasian, 2009).

3.3 The Participant and the Sampling Technique

Any whole group that shares at least one trait is called a population. The group of people that the intervention aims to study and make conclusions from is known as the target population. The target population's characteristics, as well as those of any subgroups, should be explicitly stated in the cost-effectiveness analysis. People do not make up populations. People can make up a population, but they are not the only ones. Parents, special educationists, NGOs, and policy makers were the intended audience. Any whole group that shares at least one trait is called a population. The set of people from whom the intervention plans to conduct research and draw conclusions is known as the target population (Louise Barnsbee, 2018).

The target population's characteristics, as well as those of any subgroups, should be explicitly stated in the cost-effectiveness analysis. People do not make up populations. People can make up a population, but they are not the only ones. Teachers were the intended audience. The convenience sample rules were followed in the identification of participants. The quantity of individuals involved. The researcher aimed to gather data from policy makers in Bangladesh, special education specialists, parents, and non-governmental organizations. Three NGOs, two policy makers, five special educators, and ten parents were present.

4. Data Collection Tools

The researcher utilized open-ended questionnaires as a method of gathering data. The researcher was shown the steps involved in collecting data as the individuals filled out the questionnaires. Respondents are allowed to reply to questions in their own words without being restricted by predefined categories or options while using an open-ended questionnaire, a type of survey or data collection instrument (Susan Farrell, 2016). To gather qualitative data and develop a thorough picture of the participants' thoughts, emotions, opinions, and experiences, an open-ended questionnaire is employed.

4.1 Data Collection Methods

Ten parents, five special educators, three non-governmental organizations, and ten policy makers took part in open-ended questionnaire sessions in this study. Open-ended questionnaires are one kind of data collection tool that allows participants to give extensive qualitative information by answering questions in their own words, according to the authors of "Research Methods in Education." Louis Cohen, Lawrence Manion, and Keith Morrison (2000) emphasize the value of this method for exploring complex subjects and going deeply into respondents' thoughts and experiences.

4.2 Data Analysis Technique

Since it was a qualitative study, the researcher carried out this thematic analysis examination. According to Ary (2010:481), understanding the phenomenon being studied,

synthesizing data and explaining relationships, theorizing about how and why the relationships appear as they do, and tying new knowledge to what is already known are all part of the data analysis process in qualitative research. According to Bodgan & Biklen (2006:157), analysis entails a variety of tasks, including working with data, organizing it, dividing it into manageable chunks, synthesizing it, looking for patterns, determining what is significant and vital to learn, and selecting what information to share with others.

In this research, thematic analysis will be employed to systematically identify, analyze, and report patterns within qualitative data concerning government policies on the education, employment, and rehabilitation of children with special needs in Bangladesh. The process will involve coding the data to generate themes that capture the core issues and insights related to the policies, their limitations, and potential solutions. This will include detailed examination of policy documents, interviews with stakeholders (such as educators, policymakers, and parents), and relevant literature. Thematic analysis will facilitate the understanding of the nuanced experiences and perspectives of different stakeholders, enabling the identification of recurring themes and sub-themes that highlight both the strengths and gaps in current policies, and inform practical recommendations for overcoming these limitations.

4.3 Ethical Considerations

Several ethical factors need to be taken into account when doing research on government policies in Bangladesh that pertain to the education, employment, and rehabilitation of children with special needs in order to guarantee that the study is carried out ethically and respectfully. First and foremost, there is a rigorous need to protect the children's and their families' privacy and confidentiality. This entails getting guardians' informed approval and making sure all data is anonymized to safeguard individual identities. In order to authentically and impartially portray the views and experiences of children with special needs and their families, the research should, secondly, refrain from any kind of discrimination or bias. Thirdly, it is important to think about how the research's conclusions could affect the participants and the larger society in order to offer suggestions that would really enhance procedures and policies without having unintentional negative effects. In addition, researchers have to carefully manage the challenges of working with vulnerable groups, offering the assistance and referrals that the children and their families may require in the event that their involvement in the study presents any problems or concerns. Lastly, the study ought to aim for cultural sensitivity, honoring regional traditions, and making sure that the research approach is suitable and considerate of Bangladesh's sociocultural setting.

5. Findings

In this part, the researcher discussed the results in a summary. The research questions were discussed and described in this part of the research. The research on government policies regarding the education, employment, and rehabilitation of children with special needs in Bangladesh faces several limitations. These include data availability and reliability, the broad scope of the study, regional variations, implementation and monitoring challenges,

limited stakeholder perspectives, temporal changes, cultural and social attitudes, and resource constraints. Addressing these limitations in future research could lead to more accurate, comprehensive, and actionable insights. In this research there was three objectives firstly, to identify the limitations of our national education policy for the children with special needs. Secondly, to understand the ways of overcoming the challenges for implementing those policies. Thirdly, to understand the importance of rehabilitation and employment of children with special needs. The results of the theme analysis were presented by the researcher.

5.1 Theme 1: Parental Perception towards the Government Policies on the Education, Employment and Rehabilitation of the CWSN in Bangladesh

In Bangladesh, there is a typically divided impression among parents regarding government policies for the education, employment, and rehabilitation of children with special needs (CWSN). A significant number of parents value the government's endeavors to enhance educational accessibility by means of inclusive education laws and special education initiatives. Nonetheless, some parents have expressed concerns about the efficacy and execution of these regulations, pointing out deficiencies in infrastructure, qualified staff, and resources. Additionally, it is believed that there are few work prospects for CWSN and that skill development and job placement receive insufficient assistance. Despite being acknowledged, rehabilitation programs are frequently viewed as inadequate and unreliable. In general, parents believe that although there has been improvement, more comprehensive and well-enforced policies are still needed to really assist the growth and social integration of CWSN. One of the participants said *“These days, the government is very knowledgeable about policy, employment, and education, but it is still far from achieving the desired results since regulations are in place but are not adequately enforced.”* However, parents often express dissatisfaction with the implementation and enforcement of these policies, citing inadequate infrastructure, insufficient specialized training for educators, and limited employment opportunities. The rehabilitation services, though well-intentioned, are frequently viewed as under-resourced and poorly managed. Consequently, parents advocate for more robust policy enforcement, enhanced teacher training, and greater investment in rehabilitation programs to truly meet the needs of their children and support their integration into society.

5.2 Theme 2: Special Educationists' Perception towards the Government Policies on the Education, Employment and Rehabilitation of the CWSN in Bangladesh

The government's policies for the education, employment, and rehabilitation of children with special needs (CWSN) are generally viewed by special educationists in Bangladesh as progressive, but with inadequate implementation. Even while they support programs like the Persons with Disabilities Rights and Protection Act of 2013 and the National Education Policy of 2010, they frequently point out that the essential infrastructure, skilled staff, and resources are lacking. Although the policies seek to advance equitable work opportunities and inclusive education, a number of special educationists believe that there is still a substantial gap between the two. To properly incorporate CWSN into mainstream educational and

professional domains, they push for stronger monitoring systems, more financing, and more public awareness. One of the respondents said- *“As special educators, we constantly strive to provide the best care possible for the children with special needs, but we lack the necessary resources and knowledge. If the government provides us with further help, we will be able to provide the best care possible.”* Overall, while the policies themselves are seen as positive steps, the gap between policy and practice remains a significant challenge.

5.3 Theme 3: NGOs’ Perception towards the Government Policies on the Education, Employment and Rehabilitation of the CWSN in Bangladesh

Though they are hampered by financial constraints and practical constraints, NGOs in Bangladesh believe that the government's policies for the education, employment, and rehabilitation of children with special needs (CWSN) are progressive in aim. They acknowledge the government's support for CWSN and commitment to inclusive education, but they also draw attention to enduring implementation deficiencies, including low budget, inadequate teacher preparation, and subpar infrastructure. One of the respondents said- *“Since we are an organization, we don't receive much assistance from the government; instead, we must always rely on donations and fundraising, which can be difficult. Although the government's policies are a positive move, many special needs children still view them as statements of intent rather than reality unless they are properly implemented and adequately resourced.”* This opinion is representative of the larger NGOs' worry that in order to genuinely help CWSN, more concrete assistance and cooperation are needed.

5.4 Theme 4: Policy Makers Perception towards the Government Policies on the Education, Employment and Rehabilitation of the CWSN in Bangladesh

Government policies on the education, employment, and rehabilitation of children with special needs (CWSN) are widely seen by policymakers in Bangladesh as progressive and essential for fostering inclusivity and equitable chances. They contend that these laws are essential to the advancement of the country and provide a strong basis for enhancing the lives of CWSN. They are aware of the difficulties in implementing policies, though, including the lack of resources and the requirement for more awareness and training. A policymaker stated, *“The policies are well-crafted and show our commitment to inclusive education, but there is a significant gap between our aspirations and what we can achieve with the current resources.”* Other respondent stated that *“We need more coordinated efforts and dedicated funding to ensure that our policies for CWSN translate into tangible improvements.”* These programs, in the opinion of policymakers, show a dedication to the advancement and rights of CWSN. They do acknowledge several difficulties, though, such the lack of resources, the requirement for more specialized training for teachers, and the need for more cooperation between stakeholders. Despite these obstacles, authorities are nonetheless upbeat about how these laws might enhance the lives of CWSN, highlighting the need of ongoing initiatives and improvements to close implementation gaps.

5.5 Theme 5: The Effective ways of Overcoming the Limitations of Existing Policies about Special Education

In special education, overcoming the constraints of current policies calls for a multifaceted strategy. First and foremost, in order to guarantee sufficient money for infrastructure,

teacher preparation, and support services, increased financial allocation expressly aimed at special education programs is required. To guarantee a comprehensive approach to policy execution, legislators should also place a high priority on cooperation and coordination among pertinent stakeholders, such as governmental organizations, academic institutions, non-governmental organizations, and parents of children with special needs. It is essential to invest in extensive programs for educating teachers that emphasize inclusive teaching approaches and methods for meeting the requirements of students from a variety of backgrounds. Furthermore, identifying areas for development and guaranteeing accountability may be achieved by regularly evaluating and assessing the success of policies and modifying methods accordingly. Lastly, encouraging societal acceptance and increasing awareness of people with exceptional needs initiatives for advocacy and community involvement can help special education policy succeed by fostering an atmosphere that is more inclusive.

5.6 Theme 6: The Possible Solution of those challenges about implementing policy

Implementing special education policy presents a number of issues that need for a combination of calculated answers. First and foremost, it is imperative to allocate resources and invest in infrastructure. In order to meet the various requirements of children with disabilities, this entails not only providing financing but also making sure that the necessary resources including materials, equipment, and facilities are available. Secondly, it is imperative that instructors engage in professional development. Teachers can better address the needs of all students if they get regular training and assistance on inclusive teaching approaches, assistive devices, and behavior management techniques. Stakeholder cooperation and coordination are also essential. Forming alliances between governmental bodies, academic institutions, non-governmental organizations, neighborhood associations, and caregivers can promote information exchange, pooling of resources, and the creation of all-encompassing support systems. Furthermore, policies may be made more relevant, workable, and culturally sensitive by using a participatory approach to their formulation and implementation, which entails speaking with stakeholders and taking their input into account. Ultimately, cultivating an inclusive and accepting culture requires raising awareness and advocating for change at the institutional and social levels. This might include sensitization seminars, public awareness campaigns, and legislative measures that support inclusion, equity, and diversity in school and society at large. Policymakers may increase the efficacy and impact of special education programs and improve results by tackling these issues with a variety of calculated solutions for pupils with special needs.

5.7 Theme 7: The Effective use of Rehabilitation System for Special Children in Bangladesh

In Bangladesh, effective utilization of the rehabilitation system for special children involves a multifaceted approach that addresses their physical, cognitive, social, and emotional needs. Firstly, ensuring access to comprehensive rehabilitation services is paramount. This includes

physical therapy, occupational therapy, speech therapy, psychological counseling, and other specialized interventions tailored to the individual needs of each child. These services should be provided through a coordinated network of government-run rehabilitation centers, private clinics, and community-based organizations, with a focus on affordability and accessibility, particularly in rural and underserved areas. Secondly, fostering early intervention is crucial. Early identification of developmental delays or disabilities and prompt initiation of rehabilitation services can significantly improve outcomes for special children. This requires raising awareness among parents, caregivers, and healthcare providers about the importance of early screening and intervention, as well as providing training and support to frontline workers in identifying and addressing developmental concerns. Thirdly, promoting inclusive education and community integration is essential. Special children benefit from being included in mainstream educational settings whenever possible, with appropriate accommodations and support services in place to facilitate their participation and learning. Additionally, community-based rehabilitation programs can help integrate special children into social activities, vocational training, and employment opportunities, fostering their independence and inclusion in society. Overall, by implementing these strategies, Bangladesh can enhance the effectiveness of its rehabilitation system for special children, ultimately promoting their holistic development, inclusion, and participation in society.

6. Discussion

The study's findings emphasize how critical it is to address the fact that parents were the participants with the most favorable responses. During the information-gathering process, it was discovered that NGOs, parents, and special educators thought that these regulations presented too many obstacles and constraints. However, owing to demand, the policy makers promised to build the policies in the near future, despite their best efforts to avoid this issue and conceal their flaws.

- a) **Evaluation of Existing Policies for Children with Special Needs:** The first objective of this research was to assess the current government policies in Bangladesh pertaining to the education, employment, and rehabilitation of children with special needs. The findings suggest that while there have been efforts to address the needs of this marginalized group, the policies often lack specificity, are fragmented, and face implementation challenges. A holistic and comprehensive approach is needed to provide adequate support for these children.
- b) **Identification of Limitations:** This study aimed to identify the limitations within these policies. Key limitations include inadequate financial allocation, lack of specialized educational resources, limited vocational training opportunities, and barriers to access to rehabilitation services. Additionally, social stigma and discrimination hinder the integration of children with special needs into mainstream society and the job market.
- c) **Ways to Overcome Limitations:** The third objective was to propose strategies for overcoming the identified limitations. To address the financial constraints, the government should allocate a more substantial budget for special education and rehabilitation programs. Specialized teacher training and resource allocation are

crucial to enhance the quality of education. Vocational training programs tailored to the specific needs and abilities of children with special needs must be developed and made widely available. Sensitization and awareness campaigns can combat social stigma, promoting inclusion and acceptance.

- d) **Promoting Inclusivity:** The final objective was to underscore the importance of inclusivity. Inclusion not only involves policy changes but also a shift in societal attitudes. Bangladesh can learn from international best practices in promoting inclusive education, employment, and rehabilitation. The government must take steps to ensure that children with special needs are not segregated but integrated into mainstream schools and workplaces with necessary accommodations and support systems.
- e) **Holistic Approach:** It is crucial to recognize that children with special needs have diverse needs and abilities. A one-size-fits-all policy may not suffice. Individualized education plans and rehabilitation strategies should be developed to cater to each child's unique requirements, ensuring that they can lead fulfilling lives.

In conclusion, helping Bangladeshi children with special needs with their schooling, jobs, and rehabilitation is a difficult task. The shortcomings of the policies in place have been brought to light by this research, along with suggested solutions to these problems, underscoring the necessity of an all-encompassing and comprehensive strategy. In order to give Bangladeshi children with special needs equitable opportunity and a higher quality of life, the government must put these policies into action in coordination with pertinent partners.

6.1 Implications and Significance

The findings of this research have significant implications for both policy and practice in Bangladesh. They underscore the need for a comprehensive and inclusive approach to addressing the education, employment, and rehabilitation of children with special needs. The significance of this research lies in the following aspects:

- a) **Policy Reforms:** The identified limitations in existing policies call for urgent reforms to ensure that children with special needs receive the support and opportunities they require. This research provides a roadmap for policymakers to create more holistic and integrated policies.
- b) **Budget Allocation:** The research highlights the importance of increased budget allocations to adequately fund special education, vocational training, and rehabilitation programs. This has the potential to significantly improve the quality of services provided to these children.
- c) **Inclusive Society:** Promoting inclusive education and employment opportunities can lead to a more inclusive society, where children with special needs are accepted and integrated. This research emphasizes the transformative impact of such inclusivity.
- d) **Awareness Campaigns:** The significance of sensitization and awareness campaigns in combating social stigma and discrimination cannot be understated.

- e) **Individualized Support:** Tailoring education and rehabilitation plans to each child's specific needs and abilities is crucial. Implementing such individualized approaches can greatly improve the outcomes for children with special needs.

6.2 Recommendations for Future Research

Indeed, the following research recommendations pertain to potential future directions in the areas of government policies concerning employment, education, and the rehabilitation of children with special needs in Bangladesh:

- a) **Enhancement of Policy Integration:** Enhance the way that policies related to employment, education, and rehabilitation are incorporated into a comprehensive framework. By adopting a comprehensive approach, it is possible to prevent fragmented efforts and ensure consistency among ministries and government agencies.
- b) **Inclusive Education System Development:** Encourage the integration of kids with special needs into regular schools to broaden the scope of the inclusive education system. Mandating special needs accommodations in all public and private schools is one way to achieve this.
- c) **Teacher Training Programs:** Provide teachers with specialized training to give them the tools they need to work with students who have special needs. Personalized instruction, adaptive technology, and early intervention techniques ought to be the main focuses of these initiatives.
- d) **Employment Quota and Accessibility in the Workplace:** Establish and implement hiring limits for people with special needs in the public and private sectors. Furthermore, it ought to be mandatory for workplaces to furnish appropriate accommodations, like assistive technologies and accessible infrastructure.
- e) **Strengthening Rehabilitation Services:** By funding community-based rehabilitation (CBR) initiatives, creating specialized facilities throughout rural and urban areas, and making sure that family-friendly, reasonably priced services are available, rehabilitation services can be expanded and brought up to date.
- f) **Parental Support and Awareness Programs:** Organize training courses and awareness campaigns for parents and other caregivers of special needs children, funded by the government. The early detection, available resources, and treatment options should be the main topics of these programs.
- g) **Collaboration with NGOs and International Organizations:** In order to guarantee comprehensive and long-lasting service delivery, strengthen the alliances between the government, non-governmental organizations, and international organizations. The main goals of these partnerships ought to be resource mobilization, best practice sharing, and capacity building.
- h) **Monitoring and Evaluation of Policy Impact:** Provide a strong framework for monitoring and evaluating (M&E) all policies and programs aimed at children with

special needs. Regular evaluations of program efficacy, stakeholder feedback channels, and data-driven policy modifications should all be part of this framework.

- i) **Improving Data Collection on Special Needs:** Create a nationwide database to precisely monitor the quantity of kids with special needs, their individual disabilities, and the results of their schooling and career paths. Regular updates to this database are necessary to support policy decisions.
- j) **Legislative and Policy Reform:** To make sure they comply with international standards like the UN Convention on the Rights of Persons with Disabilities (CRPD), review and update current laws, such as the Persons with Disabilities Rights and Protection Act. Make certain that all governmental levels comply with the law and uphold it.
- k) **Funding and Resource Allocation:** Increase government funding for special needs education, employment programs, and rehabilitation services. Make sure that funds are allocated fairly, giving rural and underdeveloped areas where resources are frequently scarce special consideration.
- l) **Promotion of Public-Private Partnerships (PPP):** Promote public-private collaborations in the creation of technology, infrastructure, and support services for kids with special needs. Investments in inclusive education initiatives, assistive technology, and rehabilitation facilities can be encouraged from the private sector.

7. Conclusion

In conclusion, the researcher stated that the examination of government policies pertaining to the education, rehabilitation, and employment of children with special needs in Bangladesh highlights both the progress made and the challenges that persist. The significance of this study lies in its ability to shed light on a marginalized segment of society, advocating for their rights, and proposing ways to enhance their overall well-being and integration. The study underscores the importance of inclusive education, emphasizing the need for policies that ensure equal access to quality education for all children, regardless of their abilities. While some strides have been taken, limitations such as inadequate teacher training, lack of accessible infrastructure, and societal stigma remain obstacles to the full realization of inclusive education. The proposed solutions, including tailored training programs for educators and the creation of an inclusive curriculum, aim to transform classrooms into inclusive spaces where every child can thrive. In conclusion, this research has delved into the complex landscape of government policies pertaining to the education, employment, and rehabilitation of children with special needs in Bangladesh. We've illuminated the significant limitations and challenges these policies currently face, including issues related to resource allocation, social stigmas, and hurdles in effective implementation. Furthermore, the study delves into the intricacies of employment policies. It acknowledges the importance of creating a job market that is inclusive and accommodating of individuals with disabilities. Challenges such as limited job opportunities, discrimination, and a lack of reasonable accommodations are identified as barriers to the employment of children with special needs. The proposed solutions,

including awareness campaigns, incentives for employers, and skills development programs, advocate for a more inclusive work environment where diversity is celebrated and talents are nurtured. However, within the context of these challenges, there is a strong foundation for hope and optimism. The objectives of this research were to identify areas for improvement and provide insights for a brighter future. The future holds the potential for overcoming these limitations. By bolstering investment in special needs education, raising awareness, and fostering a culture of inclusivity, Bangladesh can forge a path toward a more equitable and supportive environment for these children. Future policymakers and stakeholders can draw upon the findings of this research to develop and refine policies that better address the unique needs of these children. In the coming years, with sustained commitment, innovative solutions, and collaboration among government agencies, educators, parents, and the broader community, there is hope for a more inclusive and accommodating society in Bangladesh. This vision entails a future where children with special needs not only receive quality education and rehabilitation but also have improved employment prospects, enabling them to lead fulfilling lives and make meaningful contributions to their communities and the nation as a whole.

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Biography

Md. Merajul Islam Opi was born on 28th October, 1999. He completed his S.S.C. and H.S.C exams at Milestone College in Uttara, Dhaka, with success. He belonged to the Bangladesh National Cadet Corps (B.N.C.C.) as well. He served and performed well, earning him a promotion to Cadet Sergeant in 2018 and an award from Milestone College B.N.C.C Platoon for being the best cadet in his batch. After that he got admitted himself at Department of Education (Honors), Proyash Institute of Special Education and Research (PISER) an Army institute Under Bangladesh University of Professionals (BUP). In 2023, he graduated with a CGPA of 3.75 out of 4.00. He is currently pursuing a Masters of Education (M. ED) in Educational Psychology at the University of Dhaka's Institute of Education & Research.

Sammi Chowdhury is recently working as a lecturer at the Department of Education, Proyash Institute of Special Education and Research (PISER), affiliated with Bangladesh University of Professionals (BUP). She was also a coordinator of MSED (Master of Special education), BSED (Bachelor Of Special Education), CDMEd (Certificate Course on Disability Management & Education at the department of continuing education. She was a special educator of PROYASH. She was special educator and ECD specialist of Canadian International School (CIS). She completed Master of Science in Early childhood Development from Brac University. She did also Master of Education in 2007 and Bachelor of Education (Honours) in 2006 from Institute of Education and Research (IER), Dhaka University.