

A Case Study from the Perspective of Rural Areas in Bangladesh Concerning “Additional Financial Aid” and “Support for Students”

Md Mirajur Rhaman Shaoan¹, Patricia Mannix McNamara² and Niamh Lafferty²

¹Faculty of Education, Southwest University, China

²School of Education, University of Limerick V94T9PX, Ireland

***Corresponding author’s e-mail: saonmiraj@email.swu.edu.cn**

Received: March 16, 2023 Revised: April 24, 2023 Accepted: May 23, 2023

Abstract

This study focused on educational solutions for children with special needs that are more effective in enhancing their academic performance than their social integration. The paper gives a case study of extra support provided by mobile special and rehabilitative educators to students deemed by their schools to need further assistance in reaching their goals but who are not recognized as having special needs in Bangladesh. A qualitative case study featured nine students and nine mobile CFP students who participated in the school throughout the 2017-18 school year survey. In this study, the author was interested in understanding the notion of inclusion and whether or not student assistance was currently in place would not only target additional professionals to assist the student, In the event of learning difficulties or special needs but also take into account the individual’s original environment (assistance to the child’s parents or guardians) and overall social inclusion. The present study evaluated the help and support given to students whose program orientation for students with special needs has not yet been determined but whom, according to practitioners, would benefit from additional support and incentives to increase their participation in the educational process. However, the paper discovered a fragmented view of inclusion and an emphasis on student participation. Despite positive results, developing less exclusive behaviors remains an Idabel obstacle.

Keywords: Extra aid and support, Inclusion, Mobile special rehabilitation educator, Learning challenges

Introduction

Inclusion as a valued posture is vital guidance within the educational system. It increases the criteria for evaluating the quality of various systemic solutions to the education of children with special needs and other often excluded groups of students (Arduin, 2015; Florian, 2014, 2015; Lesar, 2019; Thomas, 2013). Initially, the notion of inclusion just

supplanted the concept of integration; nevertheless, the distinction between the two is becoming more prominent nowadays. Haug (2017) identifies disparities between ideas via the lens of integration practices of individuals with special needs in most schools, which may also be found in the Bangladesh rural areas school system. As in other Asian nations, the rural areas of Bangladesh expanded their efforts to integrate students with special needs into mainstream schools. The so-called first phase inclusions after Hag (there) began toward the end of the 20th century.

The integration strategy was based on the premise that the physical involvement of the student would have good consequences in and of itself. However, it was shown in the 1975s that shifting the school site did not eradicate segregation, marginalization, and prejudice against students, and similar objections have been raised in rural Bangladesh (Lesar, 2009). Haug (2017) characterizes the second phase of inclusive development as redirecting integration measures toward the educational process. In rural areas of Bangladesh, this conception of inclusion has been especially prominent in the years after the 2000 approval of a policy aimed at individuals with disabilities (ZOUPP-1, 2011), which is, despite some modifications, still in effect today. Pupils with special needs should become more integral members of departments and schools by accessing individualized and differentiated assistance and individualized evaluation. Consequently, educational institutions have a growing demand for personnel with special-pedagogical training and an increasing responsibility for the success and inclusion of students (Ermenc, et al., 2019).

The last third, hug inclusion (2017), focuses on the notion that the school should welcome diversity as a fundamentally sound aspect of its functioning. Inclusion is not limited to special-needs learners but is aimed at all (often excluded) students. In other words, it will transition from a specific academic knowledge of integration processes to a community understanding (Florian, 2015; Ermenc et al., 2019; Lesar, 2009, 2019). In the context of such a broad understanding of inclusion, this paper will conduct a case study of the practice of providing additional assistance and support to students who do not have special needs. It was determined that schools are more likely to require other incentives, targeted services, and support. The latter was not just focused on providing the student with extra professional aid in the case of learning challenges but also considered the individual's familial environment and social inclusion in general.

A group of nine mobile special rehabilitation educators (hence referred to as the CFP) who participated in the Asian Social network of professional institutions to support children with special needs and their families gave extra support and assistance to nine students (2017-2020). It was a project executed following the priority axis. Priorities for social inclusion and poverty risk reduction and investment Increasing employability while actively supporting equitable opportunities and active engagement. It was designed to establish, improve, and administer integrated treatment clinics for children and adolescents. This project was enhanced in 2021 by establishing thirteen Expert Centers for children and adolescents with exceptional needs. Two goals outline the core aim of the investigation. We were first curious about how the mobile CFPs working on the project understood inclusiveness and how it is incorporated

into their evaluations. The long heritage of segregated schooling of individuals with special needs and separate education of teaching personnel has often resulted in independent students being excluded in some form from a majority school.

With a more comprehensive understanding and inclusion, responsibility for inclusion is transferred to all partners of the educational process (Gregorčič Mrvar et al., 2020), so it is knowledge of diverse representations of what individual practitioners mean to particular inclusion, as well as the development of more inclusive strategies for working with students. Thus, we were interested in the potential overlap between the project model and the systemic initiatives applied in schools (mainly through additional professional assistance and a five-step learning support model for learners with learning difficulties). Beliefs and attitudes of teaching staff on inclusion: The implementation of the principles of inclusion in pedagogical practice is not an easy process, according to the authors of numerous studies, who note that, in addition to providing systemic inclusion, the success of the process is also impacted by the beliefs and attitudes of workers (KobalGrum, 2018; Lesar et al., 2020; Schmidt & Supreme, 2017). Hemberger and Riccardo Kiswarday, Focus on examining a specific target group, pedagogy students (Mažgon et al., 2018), as well as comparisons between different teaching staff, between educators and teachers (Mažgon, 2018), as well as on the attitude of teaching specific groups of individuals with special needs (Kuronja, again, Less study has been conducted on the distinctions between special rehabilitation educators and ordinary teaching professionals.

We may emphasize the survey results (Jeznik & Kotnik, 2018) in which the perspectives of rehabilitation educators, mentors, and volunteers who attended The International Festival Play with me were gathered. This event has been in the planning stages for decades. The Janez Leuc Centre in Ljubljana and the Society for Culture of Inclusion seek to provide events accessible to everyone, regardless of background. Although the poll was designed to examine the unique setting of an inclusively oriented organization, the results are troubling. It was discovered that representatives of associations and non-governmental organizations are, on average, more oriented towards inclusion than those of general and specialized educational institutions. In addition, it is recognized as having the most excellent training to foster an inclusive community. As highlighted in the survey, this reinforces the belief that the provision of inclusion within educational institutions, primarily in the domain of unique and rehabilitation pedagogy, and not the value of the entire community, is a value in and of itself, as this requires a broader understanding of inclusion. In other words, there is a question as to whether this is the prevailing special-pedagogical discourse on inclusion, which may be interpreted in light of a narrower conception of inclusion (Haug, 2017).

This is intended to allow and supplement current assistance for people to attain optimum development and social integration. Partially, a similar concept is likely to be implemented through the newly established Centre for Early, which, following the law on the integrated early treatment of preschool children (2017), took over the management of the child guidance process at the level of early childhood education. The effectiveness of the center's operations will be evaluated based on the attainment of the goals established in practice. One of this project's objectives was to provide mobile CFP help to students who (yet) had not

decided on the orientation of a particular educational program. The primary objective of the present case study was to evaluate the assistance and support given to students whose program orientation for students with special needs has not yet been determined but whom, according to practitioners, would benefit from additional support and incentives to increase their participation in the educational process. Activities should target DSP persons with learning difficulties, but they should also have a broader scope following the core academic idea of inclusivity (Ermenc, 2019; Florian, 2015; Haug, 2017).

The basic idea was for students to develop assistance strategies that would not only target additional professionals to assist the student, In the event of learning difficulties or special needs but also take into account the individual's original environment (assistance to the child's parents or guardians) and overall social inclusion.

Here are two questions:

1. How do the mobile CFP participants see inclusivity, and how do they believe it should be applied to scratch?
2. How can established system solutions (DSP and the five-step model) assist and support students with learning disabilities?

Literature review

Additional specialist help and a five-step approach for assisting students with Problems:

In addition to the teaching staff's views, the foundation enables specific system-level assessments and modifications. The right of special-needs students to extra professional support (in) and a five-step strategy for assisting students with learning challenges are well-established in our sector. DSP is the right of children and adolescents to receive an individualized educational curriculum with supplementary professional services (ZOUPP-1, 2011). In recent years, the percentage of students with a say in their academic curriculum has been reduced to a level equivalent to that of other Asian nations, or around 8% of the population of school-aged children. Approximately 2% of the population is enrolled in specialized educational institutions, whereas 6% attends regular schools (Statistics and Analyses, 2020).

The DSP is organized in two ways within the current education system: as additional professional assistance provided by the mobile exceptional rehabilitation service, which is a part of the assistance offered to regular schools by specialized education institutions or DSP providers. Who is employed at the parent schools of students with Special Educational Needs? In 2016, an assessment was conducted of the different types of extra professional support given to children in compliance with the law (VrsnikPerše et al., 2016).

The survey revealed, among other things, a significant positive impact of DSP on academic achievement and a lesser effect on the social integration of pupils, which led the authors of the report to propose strengthening other types of professional assistance for children while altering current practices. Since 2008, the Project expert basis for further developing and implementing the "Learning difficulties in primary school" (Magajna et al., 2008) has presented the so-called five-step model of learning assistance or. Continuum of service to

learners with learning difficulties; a statement on the steps has been an integral part of the project.

The first step of support consists of a teacher who, via internal differentiation, takes as many measures as possible to limit the efficacy of the curriculum to address each student's learning issues. At this aid level, "aid" also refers to the pupil's support in the context of additional education and in (Magajna, etc., 2008). If the instructor fails or needs assistance, the school counselor assists him in the following phase. At this point, the advisory service's responsibilities are tripled. It is also the student's observation and recommendations to the student's parents or guardians and the instructor (Lesar I, 2009). The third stage is to give the student a group or individual learning aid and, if necessary, further diagnostic investigations. Even if this is insufficient, the fourth stage should include counsel from an external institution, whose network is often limited to metropolitan centers. The fifth step is implementing a routing process in compliance with the law (Official Gazette of the Republic of Slovenia, 2011). The observation has corroborated the findings of several studies highlighting the insufficiencies in teacher training for working in diverse environments (Lesar & Žveglič Mihelič, 2020; Peček & Macura-Milovanović, 2015, 2019).

The mobile CFP in question incorporated an important goal-setting component—the process. It is essential to emphasize that the deployment of DSP for students with a complete trajectory should be distinct from this. There are two separate mobile apps known as Call for Papers (CFP), one of which focuses on a person's social abilities while the other emphasizes a person's intellectual accomplishments. It was often the case that there was a connection between an individual's social abilities and their academic success. According to the research findings, the quintuple strategy may be found in the mobile CFP, but with a substantially lower degree of effectiveness rating. This strategy is intended to aid youngsters who have issues learning.

The statement above_posits that individuals who endeavor to inculcate an inclusive value system within a specific cohort may encounter imposter syndrome, as their reluctance to promote inclusivity is largely unrelated to their professional aptitude. The statement, as mentioned above. Underscores the necessity of establishing transparent channels of communication and collective responsibility among the diverse stakeholders engaged in the educational process; to attain a seamless integration (Gregorčič Mrvar et al., 2020). The subsequent section of this manuscript scrutinized the aims and methodologies of forthcoming assistance. Our focus was primarily on programs that complement established systemic solutions, such as the five-step assistance model for learners with learning difficulties and DSP.

Methodology

A Case study: updated DSPD implementation despite the disclosed system solutions, we cannot infer that applying the principles of inclusion in pedagogical practice in rural areas in Bangladesh is ideally effective. Jeznik (2018, p. 125) collapses some evidence that our school space is imbued with a special-pedagogical paradigm: the individualistic perspective, which presupposes the adaptation of the individual to which it is incorporated; medical treatment of an individual with unique needs leads to the search for solutions at body level

rather than wider; forms of aid are developed according to diagnosis and not based on a reflection on.

Some lessons that make it feasible to implement inclusion included enveloping activities within the Asian Social Security Project network of professional institutions to help children with special needs and their families. The overarching concept of the project was connected to the implementation of a portion of the White Paper's (2011) provisions, which called for the construction of a network of professional and support reference kindergartens and schools. Expert centers are expected to include highly qualified specialists. Innovative solutions, techniques, and ways of work may offer practical support for children and adolescents with special needs, their families, kindergartens, schools, and other institutions dealing with children with special needs. The facilities are also anticipated to link the health, social, educational, training, and family systems.

Description of the population studied

The case study featured nine students and nine mobile CFP students who participated in the school throughout the 2017-18 school years, supplementing their baseline labor requirement with the hours given above. All mobile CFPs have the necessary university degrees for employment. Both contractors were invited at the outset, but those with more extraordinary experience were given priority. At the time of the research, they collaborated with one or two schools, one of which was a suburban primary school with more than one thousand students, and the focus was on the high school in the city. Self-evaluation of the quality of mobile devices in our investigation, we determined that the CFP at the schools we analyzed was high. On a scale from 1 (very unsuccessful) to 10 (extremely successful), no one selected a rating below 8, five decided on 9 to 10, and four agreed on an 8 rating.

According to their responses to the mobile CFP, students are characterized. We discovered that one CFP student volunteered to participate in the project, picked by the school's administration, and that two school advisory services (hereafter referred to as students were chosen with the cooperation of the mobile CFP, instructors, SSS, and parents.

Typically, they were students in the first triangle of elementary school. Three were seven years old and in second grade; three were eight years old and in third grade; one was ten years old and in fifth grade; and two were in the third triad, one in seventh grades, and one in eighth grade. Four times among the child-related allegations, the mobile CFP was selected as not having such issues as to be classified as a pupil with special needs.

After selecting the following statements twice:

The students should be applying for guidance; however, the procedure has not yet been initiated; and the student should be advising parents or guardians to use it for advice; however, the design has not yet been initiated. Once a statement indicating the kid had been directed at an introductory level of education was selected, it was determined that the learner was now producing.

When identifying the initial observations of the chosen pupil (the question was: Describe your first observations of X), most mobile CFPs pointed out several distinct aspects. Only one cause of the student's ignorance was not specified by anything. In six examples, among others, learning challenges are shown. However, just one case suggests that the chosen student is learning well. In three instances, the essential social inclusion of the student is emphasized by behavioral issues, which are also underlined in two cases. In the three models, the economic surroundings of the kid were disadvantaged.

The mobile CFP also revealed the primary issues faced by students. If a student made a policy decision, their immediate concerns would be related to the following areas: a) behavior; b) achieving knowledge standards; c) inclusion in the class as a community (peer acceptance); d) family issues (neglected children); e) class involvement (quiet, unmoving, invisible, overlooked child); f) Other. Five respondents decided to address the issue of attaining knowledge requirements; three selected a family response (neglected kid), two desired response behaviors, two class engagements chosen as a community (peer acceptance), and one set another. It is not noticeable that it would need guidance, only supplementary instruction, Non-verbal specific learning difficulties. The response was picked after the class's incorporation (quiet, remote, invisible, overlooked child). As the primary factor for student selection (the question was: Describe the primary criteria by which you selected the students for the project), it was indicated three times that the student could not make a decision and that collaboration with parents is feasible. Additional qualifiers were the excellent teamwork with the class female, a youngster from a non-incentive environment, and a child and disciple of the first triad.

Data collection and processing

At its first meeting in June 2017, the project invited mobile CFP participants to participate in the survey's fundamental starting points, which included inviting schools to participate, conducting a study to determine which students would be suitable for an invitation, and obtaining parental consent before implementation.

During the second meeting of the mobile CFP in October 2017, the first study findings were given to the participants. A December 2017 copyrighted electronic survey response from a participant mobile CFP was utilized for the case study. The email addresses of the participants were used to deliver the questionnaire. In response to the email, the survey designer received completed questionnaires. The survey included a set of general questions (such as education, years of experience, school size, etc.), questions about the student or students who participated in the survey with the mobile CFP (such as sightings of the child, criteria for selecting the child, etc.), and a set of substantive questions (understanding of inclusion, similarities, and differences between aid and support model and DSP and five-step aid model, etc.).

One question component had a closed conclusion, but another piece did not. There were two data processing phases. Using descriptive statistics, the replies to closed-ended questions were analyzed. The open-ended responses were first modified by assigning coding units and underlying concepts or codes. These were categorized, compared, and allocated in alleged

relationships, allowing us to grasp equations. There are more statements than mobile CFPs participating in the poll since each message may be broken into many groups. March 2018 saw the third meeting of mobile CFP participants. The goal of the meeting was to provide the first analysis of the collected data. Participants were allowed to expound on their opinions, which resulted in the creation or confirmation of data interpretations (Telban, 2014), a vital part of qualitative research methodologies such as case studies.

Results

Knowledge and implementing inclusion: Based on prior research, we imagined educators specializing in special rehabilitation had a poor understanding of inclusion (Haug, 2017). This perspective focuses mainly on integrating children into the school environment, emphasizing acquiring academic information and adapting teaching methods to meet the requirements of students with special needs. Table 1 illustrates the analysis of the results, with chosen Statements added to the subsequent data.

Table 1 Sympathetic inclusion

Category	Code	Number
A narrower understanding of inclusion	Inclusion in the class of the majority school Special didactic adaptations	3
A narrower and broader understanding of inclusion	For all students, Community enrichment.	2
A more limited and more comprehensive knowledge of inclusion		
A broader understanding of inclusion	The environment adapts to the individual general-pedagogical changes in the learning process, Adapting the environment for all children at all levels of education, Changing the culture of the educational institution	4

The qualitative data analysis can only partly support the theory. The articles exhibit both a narrower and a broader conception of inclusion. According to the data below, a more targeted approach would emphasize inclusion and individual academic success in majority-student classrooms. I define inclusion as the participation of a student with special needs in a full-time primary school and, therefore, as the child's adaptation to facilitate success at the attended school. Methods of work, assistance, time, space, and the search for additional opportunities for children to acquire diverse experiences for effective social inclusion are all examples of special-didactic adaptations.

Two recordings reveal the connection between a more particular and broad concept of inclusion. One event applies to all kids: This should also apply to students who are not

expressly recognized as PP children but have distinct defects or characteristics. The significance of variety as a method of enriching a community is emphasized in the second paragraph; this is also a chance to help other students and instructors.

In four instances, a larger sense of inclusiveness triumphed. Each album has a distinct emphasis. Regarding inclusiveness, I am aware that the environment (in our sample, the school) is adapted to meet the needs of minorities. This inclination to adjust the setting to suit an individual's desires is widespread (in contrast to integration). The second song emphasizes the importance of more considerable pedagogical innovations in the educational process. We focus on the child's needs, difficulties, and deficiencies. This necessitates individualized instruction for each student. Typically, young children are eager to acquire new abilities but do so in various unorthodox ways and reject standard teaching techniques. The next generation of students must move while studying to receive knowledge via several sensory channels more simply, rapidly, and joyfully. This kind of instruction requires a flexible instructor, a small class size, and the capacity to use various technological devices. While the teacher is the central figure in the inclusion process, I believe that aid and support are vital. Suppose we want kindergartens and schools to feel pleasant and successful. In that case, the learning method and learning environment must be modified for children from various language and cultural backgrounds, according to one statement.

Eventually, however, there is a tendency for the culture of the educational institution to shift: Inclusion entails attempting to alter the educational institution's culture toward individual acceptance. Throughout the poll that included mobile CFP, we discovered varied perceptions of inclusion. The result is confirmed by mobile cfp responses to the question concerning the degree of implementation of the inclusion principle as expressed in school practice. On a scale from 1 to 10 (1 = Not at all exercised, 10 = thoroughly exercised), a score of 3 was selected once, a score of 3 was chosen twice, a score of 5 once the score was between 5 and 6, a score of 6 four times, and a score of 9 once. In reality, just a portion of what the mobile CFP purports as inclusion is achieved. Participants detailed and defended their choices. Several reasons are offered in the next section. Three times, the attitude and reluctance of the instructor to practice inclusion resulted in exclusion. We supply the following file example: Some instructors are dedicated to their profession, self-taught, cooperative with special educators, accept them as classroom supports, and are receptive to and accommodating of their means. In addition, they use several labor techniques and styles to aid in children's education. To determine what tactics and procedures are necessary to assist such youngsters, they attempt to comprehend the deficiencies of children from less supportive home environments or children with poor social-emotional skills and enforcement functions. When the teacher has a comprehensive awareness of and regard for the student's home environment, the learner can better overcome deficiencies.

The following three explanations apply exclusively to students who have decided on their orientation. Targeted students get substantial assistance, guidance, and monitoring by having a greater understanding of learning strategies that assist students in overcoming barriers and completing projects. Established expert groups facilitate collaborative efforts between educators, administrators, counselors, and parents. However, I see an increasing number of

children who are not targeted but need care in practice. Due to financial restrictions or unusual family situations, parents sometimes need help to give their children the required assistance for learning, understanding social interactions, and recognizing emotions.

However, the three instances' failure is the instructors' failure: teachers often feel powerless because they lack the information to design the learning process and choose suitable techniques, forms, and learning aids. They believe that such instruction is not well prepared professionally and are often more anxious as a result. There have been two reminders that their role in students' accomplishment is significant. The following is an example of such a document: the author of this study used this method to analyze inclusion at my teaching school instead of comparing students individually. Depending on the sickness, the kid's difficulties, parents, social position, and attitude. How modifications are implemented in practice has been mentioned twice.

The following is an example of the document: Educators may have a variety of attitudes toward their students. While some may be able to shift space and time, others may have the ability to make drastic alterations. I believe exceptional educators in this field can advise and assist instructors. Individual responses were also provided, and one highlighted the existence of specialized institutions: On the other hand, there are still a significant number of children with PP who attend technical institutions instead of standard, too, including the deaf, hard of hearing, blind, and visually impaired. In one case, the integrative function of schools poses a problem: we still possess a very high level of integration. Children with disabilities attend mainstream schools and try to integrate with their peers. Although a wide variety of modifications are mandated by law, I have seen in my work that, in some instances, the learning environment has been modified to suit children, despite the extra assistance and collaboration of the teacher with a special educator.

A single assertion supports the implementation of inclusion. Displays the whole document: Given the available teacher abilities and hours, the school participating in the initiative is virtually at its maximum capacity. Although the replies from the participants are broad, it is evident that The CFP associates the primary causes for exclusion with characteristics unrelated to the individuals' specialties.

Combining student assistance and support with systemic measures

Assessment studies of inclusive education programs in rural Bangladesh have previously shown, as stated in the study's introduction, that one of DSP's flaws is its emphasis on academic success at the expense of social inclusion (VrsnikPerše et al., 2016). We asked participants in the mobile CFP survey to identify and describe some of the general objectives specified for the student at the outset of the project because we were intrigued as to whether project activities would change focus from academic to other educational aims. We emphasized that the goals did not need to align with the individualized plans developed by students who have chosen to concentrate on specific educational programs. In one case, a study of the replies revealed that the learner's social skills were the focus of the critical goals, which included involvement in a more confined environment, acceptance of a new one, social inclusion, self-image, and speech and language development.

Another instance in which academic achievement was prioritized: was the student's increased enthusiasm for reading (she chooses a book to read and brings it to the clock). The student improves their reading comprehension and (separating visibly similar letters, reading at an appropriate pace, strategies before, during, and after reading). The pupil enhances their record of self-control (corrects writing errors and correctly writes spelling heavier words). Seven subsequent recordings explored the connection between academic achievement and social ability. The following is an example: With progressively specialized sub-ends inside this, the student's academic performance (reading, writing, and arithmetic) increases. The student can comprehend and manage his emotions under strict conditions. Recognize challenging circumstances and apply restraint. When things get complicated, the student knows where and how to seek assistance.

A five-step assistance plan for students with learning challenges was another systemic tool that supported the inclusion of education in Bangladesh's rural districts. First, we were interested in seeing how well the mobile CFP grasped this model and how it used it (what the school has already done, helping the implementation of DSP, overlapping concepts, etc.). Mobile CFPs self-assessed their familiarity with the model using a scale from 1 to 10 (1 = I do not know him, and 10 = I know him reasonably well). The highest score was ten on the measure. She was selected on six occasions, twice for a score of nine and once for a score of eight. Participants were asked to exhibit less skepticism when judging the five-step support model's practical application than when rating their understanding of the concept (1 = 10 = It is incredibly effective). Once a 5, then twice a 7, three times an 8, and finally three times a 9, were picked. When asked to evaluate the prior selection and collaboration process with the chosen based on a five-step support model, respondents provided various responses (what has the school already done; assistance; the idea overlaps with project activities).

According to two comments, the five-step support approach has yet to be used to its full potential in practice. It is evident from the instance of one kid that the five-step plan was not implemented, as the school ignored the child's difficulties entirely. Since the student's difficulties had been ignored for so long, she was excluded from the five-step plan. Fearing prejudice, her parents first refused assistance. However, given that they know the student needs help and are enthusiastic about the project's potential, they will initiate the routing procedure if required.

The responses also indicate that the five-step assistance model incorporates some of the activities from the prior survey, with academic accomplishment taking a second seat. This concept is comparable to the fifth and final stages of the five-stage model and the project activities. The initiative also provides parents and kids with various possibilities to collaborate. A greater emphasis is put on engaging with parents, interacting with teachers, and using school counseling services. Options for additional activities with the students have been included in the mobile CFP's assistance measures. The following excerpt from the response exemplifies: All schools should explore or include the notion of assistance, which is well-defined. Typically, instructors are too focused on production and give academic skills precedence. The education

system emphasizes assisting children with their cognitive abilities while disregarding other developmental variables equally crucial for their future growth potential.

One respondent selected the assertion that the activity plan is the same as that of other students in terms of choice and intellectual property. In contrast, seven respondents opted to seek other collaboration methods and hours execution. Regarding the second option, a mobile CFP linked the two alternative responses, especially regarding the readiness to work with teachers on enhancements. According to the remarks, the activities cannot support and assist school students primarily focused on work inside the educational environment, regardless of their unique needs.

However, the descriptions of the project's activities were somewhat generic and reflected what was available in the urban implementation setting. The actions listed below are summarized: Participation in CSD programs (Santa Claus for One Day, Santa Claus on the Go, Eid festival etc.); Cinema Balon; Social learning workshops (smaller group); Dog therapist seminars (still in arrangements) - reading hours and behavior and mood seminars; Collaboration with external organizations (Centennial Bridge, Young Dragons Community); Eid festival for One Day, 2 Eid festival, etc.; organizing visits to the free activities that are offered (Kinobalon, a visit from the park, relaxation workshops, participation in events at the Most Centre, viewing public places, etc.); Attendance at the occasion Attend lessons for the Eid festival Bazaar and actively engage in product sales; Spend the night in the library with special education (sleep at school); (help spec. ped). (assist spec. Ped.). Utilizing money acquired at the Bazaar, participate in the final expedition organized by the expert; - coordinating the assistance of older and younger students. In one instance, peer-to-peer interactions were emphasized via classroom assistance, collaborative learning, and afternoon free time with peers, and cultural excursions. Relationships between class one and parents are a concern, as is class one's increased parental participation (and the family as a whole). The solutions do not consider how to design and implement activities that engage the students while sticking to participation (Rutar, 2013; Kodele, 2017).

This demonstrates that reaching academic educational goals must be complemented by focusing on other objectives, such as the individual's social integration, etc. In an attempt to create more inclusive teaching approaches, the current case study began by examining perspectives on the inclusion of the mobile CFP. On the other hand, we tried to connect the initiatives with similar systemic measures already in place in educational institutions (in particular, DSP and a five-step model of assistance to learners with learning difficulties). In the first batch of mobile CFPs, we noticed a range of disagreements on the meaning of inclusion.

In more restrictive ideas of inclusion, school integration of children with special needs was prioritized above community adaption. The importance of learning outcomes and specific pedagogical adjustments are essential to the rise of inclusiveness. In the second section of the second part of two records, the concept of inclusion is initially understood in a more restricted manner, reflecting on the significance of particular pedagogical adaptations for all learners and how the presence of individuals with special needs should be acknowledged in the Augmentation. Therefore, diversity is a beneficial aspect of the community.

Some of the responses, though, demonstrate a more inclusive attitude. One way integration was emphasized was via the emphasis placed on individualization. A school's atmosphere and culture may change when individualized pedagogical adjustments to the learning process are substituted with communal pedagogical adjustments designed for all students across all grade levels. The importance of an inclusive approach has been stressed throughout our study. When we questioned how the mobile CFP put diversity into action, we found the reason for little optimism. Three factors, according to respondents, contribute to only a partial implementation of what the mobile CFP defines as inclusion in practice: different teachers implementing inclusion, teachers focusing solely on students as a result of their choice of an educational program, and teachers' doubts regarding their competence.

The experience has reinforced the effects of various studies showing the inadequacies of teacher preparation for employment in multiple contexts (Lesar & Žveglič Mihelič, 2020; Peček & Macura-Milovanović, 2015, 2019). It may suggest the imposter syndrome experienced by those who try to instill an inclusive value orientation in a particular group because the bulk of their reasons for passivity on inclusion had nothing to do with their professional talents. Furthermore, it highlights the need for open lines of communication and shared accountability among the many parties involved in the educational process to achieve successful integration (Gregorčič Mrvar et al., 2020). The second part of this paper analyzed the objectives and methods of future aid. We were especially interested in programs that complement existing systemic solutions (a five-step assistance model for learners with learning difficulties and DSP). Goal-setting was a significant component of the participating mobile CFP, which should not be mistaken for the usage of DSP for students who had already settled on an overarching direction. There is a mobile CFP that emphasizes social skills and another that emphasizes academic achievement. There was often a correlation between people's social abilities and their academic performance. We also found that the five-step technique of helping kids with trouble learning is recognizable in the mobile CFP but with a much lower practicality grade.

Conclusion and recommendations

The five-step model has been significantly expanded and augmented by a wide range of additional activities, as shown by examining the steps taken during implementation. Since the importance of children's participation in decisions that impact them is not yet fully recognized, the study concludes that project activities cannot be compared to pre-existing resources for students with or without special needs. For example, Kodele (2017) found that the participation rate of academically struggling students was significantly correlated with the institution's culture. Both students and faculty recognize the potential positive impact of student involvement on their overall interest, reducing obstacles to learning and developing academic drive. Activities indicated in the mobile CFP may assist in the conception and execution of a range of educational events, despite the limitations of the presented case study and the inability to generalize the results. However, there are many questions that cannot be answered by this inquiry alone.

Our focus on the mobile CFP might be at the expense of other forms of schooling. Special rehabilitation teachers are now being used at the institution. The school could hire them directly, as illustrated, or they could use mobile CFPs. Since the CFP is embedded into the school's organizational structures, their relationship with the administration, faculty, and students is likely different from that of a mobile CFP who visits the school once or twice weekly for DSP hours. In the same vein, we do not know whether or how employees see the CFP as teachers or a part of the SS (CFP as a second teacher in the classroom for a pupil with DSP).

Establishing as few exclusion practices and feasible responses would include searching for acceptable systemic employment solutions for individual teaching staff as one component. They might also be hired by the company directly. Because the CFP is embedded in the school's organizational structures, their relationship with the administration, teachers, and students is likely different from that of a mobile CFP who visits the school once or twice weekly for DSP hours. Similarly, we do not know whether or how employees see the CFP in terms of its role as a teacher or as a part of the SS (CFP as a second teacher in the classroom for a pupil with DSP). Establishing as few exclusion practices and feasible responses would include searching for acceptable systemic employment solutions for individual teaching staff as one component.

References

Act on Guidance of Children with Special Needs /ZUOPP-1A/ (2011). *Official Gazette of the Republic of Slovenia*.

Act on integrated early treatment of preschool children with special needs /ZOPOPP/ (2017) *Official Gazette of the Republic of Slovenia*.

Arduin, S. (2015). A review of the values that underpin the structure of an education system and its approach to disability and inclusion, *Oxford Review of Education*, 41(1), 105-121.

Čačinovič Vogrinčič, G. (2009). Program guidelines. *Counseling service in primary school*. Ljubljana: Institute of the Republic of Slovenia for Education.

Ermenc, K. S., Ježnik, K., & Mažgon, J. (2019). *Inclusion – A general pedagogical concept*. Hamburg Verlag.

Florian, L. (2014). What counts as evidence of inclusive education? *Asian Journal of Special Needs Education*, 29(3), 286-294.

Florian, L. (2015). Inclusive pedagogy: A transformative approach to individual differences, but can it help reduce educational inequalities? *Scottish Educational Review*, 47(1), 5-14.

Gregorčič Mrvar, P., Ježnik, K., Kalin, J., Kroflič, R., Mažgon, J., Šteh, B., & Šarić, M. (2020). *School counseling service: status and perspectives*. Ljubljana: Publishing House, Faculty of Philosophy of the University of Ljubljana.

Haug, P. (2017). Understanding inclusive education: Ideals and reality. *Scandinavian Journal of Disability Research*, 19(3), 206-217.

Ježnik, K., & Kotnik, B. (2018). *Inclusiveness of special educational institutions, the role of the inclusive pedagogue in education*. Maribor: Univerzite tnazaložba University.

KobalGrum, D. (2018). *Psychological indicators of the effectiveness of inclusive education: A systematic review analysis* (pp. 93-102). In Proceedings of the the role of the inclusive pedagogue in education: Conference proceedings 21st century globalization. Maribor: University Press of the University.

Kodele, T. (2017). *Pupils' participation in solving their learning problems* (Doctoral dissertations). Ljubljana: Faculty of Education, University of Ljubljana.

Krek, J. & Metljak, M. (2011). *White paper on education in the republic of Slovenia 2011*. Retrieved from: <http://pefprints.pef.uni-lj.si/1195/>

Kuronja, M., Čagran, B., and Schmidt, M. (2019). Teachers' sense of efficacy in their work with pupils with learning, emotional and behavioral difficulties. *Emotional and behavioral problems*, 24(1), 36-49.

Lesar, I. (2009). *A school for all? The idea of inclusion in school systems*. Ljubljana, Slovenia:Ljubljana: Slovenia: Faculty of Education, University of Ljubljana.

Lesar, I. (2018). A more comprehensive understanding of justice as a basis for introducing inclusivity. *In Egalitarian Symbolizations of Life with Special Needs*. Cirius.

Lesar, I. (2019). Challenges of pedagogy in introducing inclusivity in the school system. *Sodobna pedagogic*, 70(1), 50-69.

Lesar, I., & ŽvegličMihelič, M. (2020). Beliefs of university staff teaching in pedagogical study programs on the concept(s) of inclusiveness - the case of Bangladesh. *International journal of inclusive education*, 24(7), 739-753.

Lesar, I., Majcen, I., & Podlesek, A. (2020). Attitudes of (future) academic workers as a basis for quality integration of immigrant children. *Two Homelands: Emigration Debates*, 52, 47-164.

Magajna, L., ČačinovičVogrinčič, G., Kavkler, M., Pečjak, S., Bregar-Golobič, K. (2008). *Learning difficulties in primary school the concept of work*. Dhaka, Bangladesh: Institute of the Republic of Bangladesh for Education. University of Ljubljana.

Mažgon, J., Ježnik, K., & SkubicErmenc, K. (2018). They are evaluating future school counselors' competencies for inclusive education. *SAGE open*, 84(21), 1-10.

Peček, M., & Macura-Milovanović, S. (2015). Do admission criteria for teacher education institutions matter? A comparative study on student teachers' beliefs from Serbia and Slovenia about inclusive practices. *Teachers and teaching: Theory and Practice*, 21(3), 260-276.

Peček, M., & Macura-Milovanović, S. (2019). *Defining the boundaries of inclusion within compulsory education and teacher education, inclusion in education: Reconsidering limits, identifying possibilities*. Berlin: Germany.

Rutar, S. (2013). *Paths to children's participation in education*. Koper: the University of Primorska, Scientific Research Center, University Publishing House Annales.

Schmidt, M., & Vrhovnik, K. (2017). *Inclusion of students with special needs and teachers' attitudes of primary and secondary vocational schools, In Dimensions of modern learning environments*. Koper: Publishing House of the University of Primorska.

Statistics and analyses on children and adolescents upbringing and education. (2020). Vsebine ni bilo mogoče najti. Retrieved from <https://www.gov.si/assets/ministrstva/MIZS/Dokumenti/Izobra-zevanje-otrok-s-posebnimi-potrebami/Statistike-in-analize/Tabelaucencisposebnim-ipotrebami.pdf>

Štemberger, T., Kiswarday Riccardo, V. (2018) Attitude towards inclusive education: the perspective of Slovenian preschool and primary school teachers, *Asian Journal of special needs teaching*, 33(1), 47-58.

Telban, B. (2014). Methods of research, argumentation, and writing in the humanities and social sciences. Ljubljana, Slovenia: ZRC SAZU.

Thomas, G. (2013). A review of thinking and research about inclusive education policy, suggestions for a new kind of inclusive thinking. *British Educational Research Journal*, 39(3), 473-490.

VrsnikPerše, T., Schmidt, M., Košir, K., Hmelak, M., Bratina, T., Licardo, M., Kalan, M., & Lorbek, T. (2016). *Evaluation of different forms of additional professional support provided to children under the guidance for children with special needs act: A national evaluation study* (Master's thesis). Maribor, Slovenia: University of Maribor.