NOWPDP Impact Assessment

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# ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AKDN</td>
<td>Aga Khan Development Network</td>
</tr>
<tr>
<td>AKES,P</td>
<td>Aga Khan Education Services, Pakistan</td>
</tr>
<tr>
<td>AKF</td>
<td>Aga Khan Foundation</td>
</tr>
<tr>
<td>AKPBSP</td>
<td>Aga Khan Planning and Building Services</td>
</tr>
<tr>
<td>AKU-HDP</td>
<td>Aga Khan University – Human Development Programme</td>
</tr>
<tr>
<td>AKU-IED</td>
<td>Aga Khan University – Institute for Educational Development</td>
</tr>
<tr>
<td>CWD</td>
<td>Children with Disabilities</td>
</tr>
<tr>
<td>EDIP</td>
<td>Education Development and Improvement Programme</td>
</tr>
<tr>
<td>GB</td>
<td>Gilgit-Baltistan</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impairment</td>
</tr>
<tr>
<td>ID</td>
<td>Intellectual Disability</td>
</tr>
<tr>
<td>IDI</td>
<td>In-depth Interview</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualised Education Program</td>
</tr>
<tr>
<td>LD</td>
<td>Learning Disability</td>
</tr>
<tr>
<td>LLI</td>
<td>Local Level Institutions</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MT</td>
<td>Master Trainer</td>
</tr>
<tr>
<td>NOWPDP</td>
<td>Network of Organizations Working for People with Disabilities, Pakistan</td>
</tr>
<tr>
<td>PD</td>
<td>Physical Disability</td>
</tr>
<tr>
<td>PDCN</td>
<td>Professional Development Centre North</td>
</tr>
<tr>
<td>PDT</td>
<td>Professional Development Teacher</td>
</tr>
<tr>
<td>PWD</td>
<td>People with Disabilities</td>
</tr>
<tr>
<td>TNA</td>
<td>Training Needs Assessment</td>
</tr>
<tr>
<td>ToT</td>
<td>Training of Trainers</td>
</tr>
<tr>
<td>TT</td>
<td>Teacher Training</td>
</tr>
<tr>
<td>VI</td>
<td>Visual Impairment</td>
</tr>
</tbody>
</table>
## 2. OPERATIONAL DEFINITIONS

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Attitude                                  | a: a mental position with regard to a fact or state  
b: a feeling or emotion towards a fact or state                                                                                       |
| Children of school-going age              | Children between 7 and 18 years of age                                                                                                                                                               |
| Disability Sensitization                  | The sharing of knowledge (types, causes, characteristics, levels of severity etc.) regarding disabilities with a group of people with the aim of bringing about a different, more positive, reaction to disability and persons with disabilities due to increased understanding. Directly addressing common misperceptions is also helpful in the process of disability sensitization. |
| Family                                    | Refers to not only the nuclear family (i.e. mother, father, siblings), but also to the extended family (i.e. grandparents, aunts, uncles, cousins) in the context of Gilgit-Baltistan where joint-family households are common. |
| Inclusive Education                       | Inclusive Education is a process of increasing the participation of all students in schools, including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality. Inclusion implies that the system should be flexible enough to adapt to and accommodate a child with disabilities as opposed to the prevalent system which expects that the child with disabilities must adapt to the existing system. |
| Perception                                | The way in which something is regarded, understood, or interpreted.                                                                                                                                     |
| School Development Plan                   | Each school had signed a Memorandum of Understanding with the partners of EDIP where they outlined agendas of focus for developing their school. One of these was promoting inclusion within schools. EDIP facilitated in achieving these goals. |
| Training Needs Assessment                 | A study through which the training requirements of a specific group regarding a specific topic are researched in terms of their present level of understanding, along with the general understanding of the community. Involvement of the community provides additional context. |
| Training of Trainers (ToT)                | A training in which participants of the training are prepared to become trainers themselves. ToTs often cover material, as well as training techniques.  
NOWPDP conducted a three-week ToT with 18 master trainers from across GB, who then went on to conduct 21 training sessions on the same topic in various districts. |
| Translator/Note-taker                     | Individual responsible for recording the entire Focus Group Discussion and taking detailed notes over the two hour session. Part of the field team. |
3. ACKNOWLEDGEMENTS

The study design and tools for the case studies were developed by Sher Salman Baig and Reem Khan. Training of translators was done by Sher Salman Baig. Data entry and analysis of data was done by Sher Salman Baig and Reem Khan, with assistance from Raziuddin Khan. Saba Hassan completed the formatting and proofreading the report.

The NOWPDP team would like to thank the Education Development and Improvement Programme (EDIP) donor AusAID who provide NOWPDP with an opportunity to gain an understanding about disability in Gilgit-Baltistan. We would like to thank Mr. Babar Khan (Deputy Project Coordinator EDIP at PDCN) for his support in locating children with disabilities (CWDs) in EDIP Learning Resource Schools (LRSs). We would like to thank Karim, Yaqub, Saleema and Afiat (PDT’s) for their support in the field.

We would also like to thank the translators and drivers who have made it possible for NOWPDP to collect data from the field.

Finally, we would like to extend a warm and heartfelt thank you to our participants (CWDs, parents, head teachers and teachers) with whom we spent many hours collecting detailed data. Our participants spoke freely, shared their stories, problems and difficulties, and provided key insights which helped NOWPDP assess the true impact of its trainings on Disability Sensitization and Inclusive Education.
4. INTRODUCTION

The Purpose of Inclusive Education

Inclusive education involves creating a school environment where children of all abilities, ethnicities, and genders are able to obtain quality education. NOWPDP is working with 98 schools across six districts of Gilgit-Baltistan, with a focus on Disability Sensitization and Inclusive Education in order to create a more inclusive school environment for children with mild to moderate disabilities. Creating an inclusive school environment involves —

- Increasing the physical accessibility of school premises;
- Training and sensitizing teachers and administration regarding appropriate teaching methods to cater to the needs of all students;
- Updating and altering the curriculum and teaching materials to cater for the needs of all students;
- Creating a culture and environment where all children are welcome.

NOWPDP’s role in EDIP is to ensure inclusion of children with mild to moderate disabilities in mainstream schools, with the specific aim of improving classroom environment, through the training and sensitizing of teachers. This was achieved via teacher training sessions on Disability Sensitization and Inclusive Education where teachers were able to learn about various disabilities and simple teaching methods for Children with Disabilities (CWDs).

Impact Studies

NOWPDP conducted four impact studies in order to assess the impact of its trainings on the classroom environment. Impact studies have been given one of the following ratings based on the findings —

- Good
- Satisfactory
- Poor

The case studies rated good showed evidence of the following —

- A strong understanding and demonstration of inclusive education and the techniques used in inclusive classrooms;
- Knowledge sharing amongst faculty members regarding disability sensitization, inclusive education, and inclusive techniques/teaching methods;
- A real increase in the confidence and participation of the CWD being observed;
- A real increase in the interaction of the CWD with his/her peers and teacher within the classroom;
- A positive change in the CWDs academic performance;
- A positive change in the overall classroom environment;
- Willingness of the school to be sensitized to disability and inclusive education.

The case study given a satisfactory rating showed evidence of the following —

- A reasonable understanding of inclusive education; demonstrated use of only some teaching methods and techniques;
- Very little knowledge sharing between faculty members;
- Some increase in the confidence and participation of the CWD being observed;
- Some increase in the interaction of the CWD with his/her peers and teacher within the classroom;
- Little or fluctuation change in the CWDs academic performance;
- Some change in the overall classroom environment;
- Some interest of the school to be sensitized to disability and inclusive education.

The case study given a poor rating showed evidence of the following —

- Little to no understanding of the concept of inclusive education;
Education Development Improvement Programme

- No knowledge sharing amongst faculty members regarding disability sensitization, inclusive education, and inclusive techniques/teaching methods; teachers that did display knowledge worked in isolation;
- No increase in the confidence and participation of the CWD being observed; even if an increase was noted, it gave the impression of being temporary and not holistic;
- Some increase in the interaction of the CWD with his/her peers and teacher within the classroom;
- Little to no change in the CWDs academic performance;
- Little to no change in the overall classroom environment;
- A lack of willingness of the school to be sensitized to disability and inclusive education.

Attempt at Impartiality

The EDIP Monitoring & Evaluation team at NOWPDP is independent from the EDIP Training Team. The Training Team was not made aware of the four areas in which the case studies would take place until after the training sessions were completed.
5. METHODOLOGY

Research Questions

1. Was there a change in overall classroom environment?

2. Did the NOWPDP Disability Sensitization and Inclusive Education training have an effect on the level of confidence, communication and participation of students with disabilities?

Study Design

The study was carried out in two districts of Gilgit-Baltistan (Gilgit and Hunza-Nagar), where four students with disabilities were chosen to develop case studies.

To ensure gender balance, two boys and two girls were selected for the study.

District Gilgit and District Hunza-Nagar were selected due to the ethnic diversity; there is mixed population of Sunni, Shiaa, Ismaillies, Christians, and Ahmadies in Gilgit, while in Hunza-Nagar there is the population of Ismaillies and Shiaa Isnashiri.

While the sample size is rather small for the number of schools receiving training on disability sensitization and inclusive education, the districts were chosen using purposive and convenience sampling due to time, weather and budget constraints. Schools with CWDs were identified using the baseline survey data.

Sample Size

Initially, the case studies were to be conducted on only one student from each of the two chosen districts, with a total of two (2) case studies. However, two more students with disabilities were identified from each of the chosen districts and a total of four (4) case studies were conducted.

In district Gilgit it is decided that one student from Haiderpura and another from Oshikhandas while in Hunza-Nagar one case study was taken from Pissan in Nager and another from Karimabad in Hunza.

Data gathering technique

Data collection tools include classroom observation sheets and in-depth interviews (IDIs) with students with disabilities, their parents and head teachers.

Classroom observations were carried out to assess the attitude of teachers, the methods of teaching being used (inclusive or otherwise), the participation, confidence, and communication of students with disabilities, and overall classroom environment.

In-depth interviews were conducted with identified students with disabilities. Questions regarding their level of comfort in class, their relationships with teachers and peers and their overall self-perceived performance in class were asked. Students were also asked about any difficulties they may face in school.

In-depth interviews were conducted with the parents of students with disabilities in order to understand their views of their child’s performance and inclusion within the classroom.

Finally, there was an in-depth interview with Head Teachers in order to gain an understanding of their views on inclusive education.
Secondary data on student attendance and homework of identified students with disabilities was checked by the NOWPDP M&E team.

An Audio Recorder was used to record interviews for analysis after data collection.

Data was collected once prior to NOWPDP training sessions, three months after the NOWPDP sessions, and finally eight months after the NOWPDP sessions. At the pre-training assessment, the NOWPDP team ensured they would observe the classroom of teachers who would be attending NOWPDP trainings on Disability Sensitization and Inclusive Education. In the event that a teacher did not attend the training, another teacher who had attended the session would be observed.

**Data evaluation and analysis**

After the collection of data and the translation process, data evaluation and analysis was carried out. Case studies were drafted separately with comparative analysis in the form of tables and further details are given in the form of pre- and post-analysis. The process of evaluation was purely qualitative.
### CASE STUDY #1

<table>
<thead>
<tr>
<th>Details</th>
<th>FG Girls Primary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School name</td>
<td><strong>FG Girls Primary School</strong></td>
</tr>
<tr>
<td>Area and District</td>
<td>Haiderpura, Domeial, Gilgit</td>
</tr>
<tr>
<td>Principal/head teacher</td>
<td>Nadia Rehman</td>
</tr>
<tr>
<td>Student’s Name</td>
<td>Uroosa</td>
</tr>
<tr>
<td>Disability of student</td>
<td>Visual Impairment and Chronic Illness (skin disease)</td>
</tr>
<tr>
<td>Grade</td>
<td>2nd</td>
</tr>
<tr>
<td>Total # of students in the class</td>
<td>8</td>
</tr>
<tr>
<td>Total # of teachers and staff</td>
<td>8</td>
</tr>
<tr>
<td>Total # of CWD in the school</td>
<td>1 (+ 2nd halfway through assessment)</td>
</tr>
<tr>
<td>Date of visit (pre-training)</td>
<td>27 June 2011</td>
</tr>
<tr>
<td>Date of visit (post-training I)</td>
<td>14 November 2011</td>
</tr>
<tr>
<td>Date of visit (post-training II)</td>
<td>29 June 2012</td>
</tr>
</tbody>
</table>

**Result:** Satisfactory
## Summary table of Case Study 1

### Classroom observations

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-training Assessment</th>
<th>Post-training Assessment</th>
<th>Post-training Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- No written lesson plan used by the teacher.</td>
<td>(3 months after session)</td>
<td>(1 year after session)</td>
<td></td>
</tr>
<tr>
<td>- Clear lack of time management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uroosa, the CWD, was seated in the back of the classroom despite her visual impairment. Teacher seemed unaware of the child’s disability.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uroosa was seated alone while other students were seated in pairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Classroom arrangement did not allow for easy mobility of Uroosa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No particular teaching strategy was implemented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hands on activities were ignored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Seating arrangement was modified during class because of difficulty being faced by Uroosa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uroosa was not included in classroom discussion/question and answer session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Written lesson plan and IEP were still missing</td>
<td></td>
<td></td>
<td>Time management was satisfactory</td>
</tr>
<tr>
<td>- Time management was satisfactory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uroosa was still seated on the last bench</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teaching strategy for another student with visual disability was implemented, but Uroosa was ignored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Classroom arrangement did not allow for easy mobility of Uroosa</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Hands on activities were still ignored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The teacher was still unaware of Uroosa’s multiple disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teacher was unaware of Uroosa’s basic medication needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uroosa participated in question and answer session. Some improvement seen in her confidence level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uroosa displayed increased confidence in the classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Head teacher in-depth interview</strong></td>
<td><strong>CWD in-depth interview</strong></td>
<td><strong>Parents in-depth interview</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Initially proposed special schools for CWD’s</td>
<td>-Uroosa’s favorite subject is Islamiat while the least preferred subjects include Mathematics and Science as she found them difficult to follow.</td>
<td>-Reason for sending Uroosa to school is so that she learns something studying from all children</td>
<td></td>
</tr>
<tr>
<td>Claimed that participation of CWD’s is encouraged in sports/games</td>
<td>-Reported no use of hands-on activities in classroom</td>
<td>-Her mother suggests Uroosa has a learning disability; but no proper diagnoses has been done</td>
<td></td>
</tr>
<tr>
<td>- “special attention to special students” campaign was to be added to the school development program</td>
<td>-High absence from school due to headaches</td>
<td>-Uroosa’s behavior was reported as being negative with siblings and parents at home. Uroosa preferred to be alone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believed it might be possible to include CWD’s into mainstream schools</td>
<td>-Uroosa’s favorite subject is now English and she dislikes Urdu</td>
<td>-Improvements have been noted; now Uroosa studies on her own also</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Stated that teachers still complain about the perceived extra time needed to accommodate CWD’s</td>
<td>-Uroosa complains of fewer headaches (changed seating?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Uroosa is more integrated in the household and has started helping her mother with household chores. Her behavior with her siblings is also more positive.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Parents continue sending Uroosa to the school because she enjoys it and has been working hard. She has been happy in school</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Her health is improving and she no longer complains of headaches</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Uroosa’s behavior at home has improved. No negative behavior displayed.</td>
<td></td>
</tr>
</tbody>
</table>
1.2.0. BACKGROUND
FG Primary School Haiderpura is situated near Aga Khan Gilgit Medical Centre on River Road in Gilgit. This school offers co-education and there are permanent government teachers, contingent teachers and some volunteer teachers. Nadia Rehman is the Head Teacher of the school.

There is a road to the school ground, but it is inaccessible to vehicles due to small water channels. The school building consists of four rooms including the principal’s office. Younger students were seated in the classrooms while students for classes III, IV and V were seated in the open veranda.

The teachers were busy with, and enthusiastic about, the School Development Plan.

The student chosen for this case study is Uroosa who is a 12 year old girl from Haiderpura in Gilgit. She lives with her parents and siblings near Gilgit City. She is the youngest of four children; two of her brothers go to English medium public schools while Uroosa and her sister attend government schools. Her younger sister is one class ahead of her. Uroosa has been studying in the FG Girls Primary School Haiderpura for last three years.

Uroosa’s parents state that she has multiple disabilities. She has a visual impairment, and a skin disease; however, her parents also feel she may have a learning disability, but have not had this diagnosed by a specialist. Due to the difficulties she faces in school as a result of her disabilities, she has been in the same class for last two years.

1.3.0. CLASSROOM OBSERVATION

1.3.1. Teaching
Classroom observation was done with a permanent teacher. Once the class started it was observed that she had not prepared a written lesson plan, which affected time management.

Uroosa, the CWD, was seated in the back row and was ignored throughout the class. She clearly had difficulty reading and copying work from the board, and was not accommodated by the teacher. Halfway through the lesson, Uroosa was moved to the front of the class in order to see the board more clearly.

There was no use of any teaching strategies used by the teacher in an effort to accommodate different learning styles and disabilities. The teacher only used the blackboard for the entire lesson.

There was a lack of hands-on activities, group work, games, and art work which are all integral elements of inclusive education.

1.3.2. Participation of CWD
The teacher was encouraging all students to ensure their participation but there was no specific encouragement for Uroosa. Uroosa did not take part in the question and answer session, and remained very quiet throughout the lesson. The teacher made no attempts to include the child in classroom discussions.

Other students were seated in pairs whilst Uroosa was seated alone.

1.3.3. Classroom environment
The overall classroom environment was not conducive to teaching CWDs. The teacher seemed uninterested in accommodating Uroosa, who clearly has a visual disability. The primary teaching method used was the blackboard, which may not be a good learning method for many students. The question and answer session was not inclusive of all students, especially Uroosa.
1.4.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.4.1. Thoughts on Inclusive Education
During the interview, the Head Teacher stated “ideally students with disabilities should be in special schools because there are teachers who are well trained to deal with them. On the other hand, there should be a provision for students with disabilities in mainstream schools because every parent cannot send their CWDs to special schools.”

1.4.2. Treatment of CWDs
According to the head teacher, CWDs often get called names and made fun of; it is for this reason that most students with disabilities stop coming to school. She stated that “students with disabilities lose confidence and then leave the school or do not maintain their interest in studies.”

1.4.3. Inclusion of CWDs
The head teacher claimed to include CWDs into games by giving them simple roles such as referee. She believed this was enough to make a CWD feel included.

The head teacher also said that the teachers in the school did not want to teach CWDs as they believed they would need to spend extra time with them. However, the head teacher wanted to add the following slogan into their School Development Plan - Khususi bachun k liy khususi twajah (special attention for special students).

According to the head teacher, there are many children with disabilities living near the school who do not enrol due to negative societal perceptions. There were two more CWDs in the school, a few months prior to the interview; one of them was transferred to special school while another left school altogether.

1.5.0. IN-DEPTH INTERVIEW - CWD
Uroosa likes going to school so that she can meet other students and leave her house. She stated that her favourite teacher was the one who sometimes helped her when she did not understand a lesson. According to her, most teachers did not help her when she needed.

Her favourite subjects include Islamiat and Social Studies because of the stories, while her weak subjects are Math and Science; she found it difficult to do math sums and read science lessons.

According to Uroosa, teachers almost never use visual materials or do group work; there are also no activities in class. Mostly, teachers dictate material and often write on the board, which Uroosa finds difficult to read. After that, the class often does questions and answers from the book. Uroosa states that the teacher never asks her questions, and some children in the class tease her about her difficulty in reading the board.

Uroosa felt that her class did not have enough activities, games and sports.

1.6.0. IN-DEPTH INTERVIEW - PARENTS
According to Uroosa’s mother, Uroosa is very happy to meet other children at her school and is happy when she is able to interact with them.

Her mother said that while the teachers are nice to Uroosa, other children sometimes tease her. She also stated that Uroosa gets frequent headaches in school and cannot focus on her lessons.

She stated that Uroosa is often distant from her family and has poor relations with her siblings. Uroosa’s sister is a class ahead of her, even though she is younger, and this may be a reason for Uroosa’s distance. Her mother also states that Uroosa is isolated in her home and does not participate in household chores.
1.7.0. BACKGROUND
In FG Primary School Haiderpura, post-training classroom observation was done in the same class but with another teacher who received training on inclusive education. Only two teachers from this school attended NOWPDP training on inclusive education.

While the head teacher said she was unaware of the NOWPDP training in Disability Sensitization and Inclusive Education, other teachers sitting nearby said they received a letter from the Education Department regarding NOWPDP training. However, teachers were not encouraged to attend the training.

The head teacher also expressed a lack of interest in having the two trained teachers share their learnings on Disability Sensitization and Inclusive Education with other teachers in the school. The environment in the FG Primary School was not conducive to information sharing and peer learning.

1.8.0. CLASSROOM OBSERVATION

1.8.1. Teaching
Uroosa was still seated alone at the back of the classroom, indicating that the teacher was either unaware of the child’s disability, or uninterested in accommodating her. The teacher had no lesson plan or Individual Education Plan (IEP) for that day, even though the importance of both was stressed during NOWPDP trainings.

Interestingly, the teacher’s attention was focused not on Uroosa, but on a newly enrolled student who also had a visual disability. This new student was seated in the front of the classroom, and was being given extra attention and help by the teacher during the lesson. The teacher was ensuring that the new student was taking part in classroom discussions as well.

1.8.2. Participation of CWD
Compared to the pre-training assessment however, Uroosa showed increased confidence in the classroom. She was interacting often with the teacher and her peers, and was trying to answer the questions asked by the teacher.

1.8.3. Classroom environment
There was still no classroom or group activity noted during the lesson. The teacher was, however, both writing on the board and speaking simultaneously, which is helpful to students with visual disabilities as well as for audio-learners.

1.9.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.9.1. Inclusive Education
This time the head teacher expressed the possibility of teachers facilitating the mainstreaming of CWDs into regular schools, given the right training. She did however express concern at mainstreaming children with mild or moderate intellectual disabilities into regular classrooms.

Her view was that since teachers already complain about teaching CWDs, they would have a very difficult time teaching children with intellectual disabilities.

1.9.2. Inclusion of CWDs
However, she stated that prior to NOWPDP training and awareness, the school faculty did not want to accommodate CWDs in the classroom; CWDs were thought to be “un-teachable”. However, after the NOWPDP trainings, the head teacher stated that “we can help these students if we change our own practices.”
1.10.0. IN-DEPTH INTERVIEW - CWD
Uroosa expressed her happiness at being in school due to many changes that had taken place over the last few months. According to her, there were more colourful posters (teaching aids) on the walls which she liked very much, as well as tools which were used in the classroom to facilitate learning.

Uroosa also stated that she liked other students in her class as they were more helpful to her in her studies. Many students were also now her friends, which she was very happy about. She also mentioned that her teacher helped her when she did not understand her lesson.

According to Uroosa, her teacher arranges classroom activities at least once a week and also uses pictures, charts and games during the lesson.

1.11.0. IN-DEPTH INTERVIEW - PARENTS
According to Uroosa’s mother, Uroosa began to take more interest in her studies and studies both before and after school hours. She also has fewer headaches in school and fewer complaints about other children teasing her about her disability. According to her mother, there are still some children who tease Uroosa, but not as many as before. Her mother also spoke about a few new friends of Uroosa’s, and stated that they often help her with her studies. However, Uroosa sometimes still refuses to go to school without giving a reason.

Uroosa’s interaction with and integration in her family had also improved. She was more involved in household chores, and was less isolated. She no longer locked herself in her room for hours.
Post-Training Assessment II – June 29th 2012

Post-training assessment II was conducted a full one-year after the initial assessment. A surprise visit was made to FG Girls Primary School in Haiderpura, Gilgit.

1.12.0. CLASSROOM OBSERVATION

1.12.1. Teaching
During this observation it was noted that a written lesson plan and IEP were still missing. However, the teacher was making a real effort to accommodate all students in the class by going to each child, asking questions, and providing help while they were doing class room assignments.

The teacher appeared to use only one strategy to accommodate different learning styles and/or disabilities of the two CWDs in her class; she presented most of her lesson orally, but also used the blackboard. She did not, however, incorporate any hands-on activities or group work. Her reason for not incorporating activities was lack of time. However, it was clear that she had not grasped the use and importance of simple activities to teach subjects as she unsuccessfully spent the entire class trying to explain the concept of division. A simple activity with stones or marbles is very useful for such mathematical concepts.

It was observed that the teacher asked questions of both CWDs during the lesson and was aware of the needs of these two students.

1.12.2. Participation of CWD
It was observed that Uroosa who was under observation (along with the other CWD) was participating in classroom discussions and was very attentive towards the lecture. The teacher’s oral lecture appeared to be helpful for Uroosa, who previously had trouble reading the board. The teacher also called her to the board to solve a math question, which had not been observed in the previous two assessments. Uroosa seemed confident in the class and tried to solve question on the board.

1.12.3. Classroom Environment
There were two CWDs in this classroom; one was Uroosa who was under observation, and the other was a boy also with a visual impairment. It was encouraging to see that both CWDs were not seated together, which would go against the concept of inclusion. While the CWD under observation was seated in the front, the male CWD was seated in the back of the classroom, which was surprising. However, he did not seem to have any difficulties due to the oral presentation of the lecture.

Th.with ample space between desk, a classroom arrangement allowed for the easy mobility of students with visual disabilities.

1.13.0. IN-DEPTH INTERVIEW – HEAD TEACHER
The head teacher stated that while Uroosa had repeated Class II previously, she had passed this year and was now in Class III. She also indicated that special efforts were made to include Uroosa into sports and games.

1.13.1. Inclusive Education
It was observed that while the head teacher was speaking of the importance of integrating CWDs into mainstream schools, she herself was not completely convinced about the benefits of inclusive education. She spoke about the “slow work pace” of all CWDs, and how this negatively impacted classes and the performance of the entire school.

1.13.1. Knowledge sharing amongst staff
The head teacher also stated her concern about knowledge sharing among teachers in the school. According to her, the teachers who attended NOWPDP trainings did not share knowledge and information with other teachers or even with new teachers.
The head teacher used the word “retarded” to describe mild and moderate intellectual disability, which is an outdated and offensive term, and highlights the lack of knowledge sharing between trained and untrained members of the school.

1.13.2. Inclusion of CWDs
The head teacher discussed the importance of meeting the needs of students with different disabilities; she spoke about the inaccessible school entrance, which she said she would make accessible for students who may have a physical disability.

The head teacher spoke about a child with disabilities being enrolled in the school in April 2012. According to her, while the teachers were trying to integrate CWDs, they were having trouble with the behaviour of other students towards CWD. She did, however, speak about the role of the teacher in ensuring that CWDs are treated fairly by their peers.

1.14.0. IN-DEPTH INTERVIEW - CWD
According to Uroosa, her favourite subject is English as it is easy to understand; however, she has problems with Math and Urdu because the teacher only writes the lessons on the board. She now likes science and finds it easy, because her teacher explains the concepts with the help of activities and exercise. She wished that her teachers for other subjects also used activities as they helped her learn her lessons and made the process enjoyable.

Uroosa said that her class fellows are nice and that she plays with them at school.

She also expressed extreme delight at the recent whitewash her school had received, as well as at the new chairs they had been given.

1.15.0. IN-DEPTH INTERVIEW - PARENTS
Uroosa is said to be taking a lot of interest in her studies and is improving at school. Her mother reported that there are no complaints from Uroosa regarding teachers’ attitude, school support, community support and transportation. She also stated that teachers were now giving Uroosa equal attention compared to other students, which was giving her more confidence. Uroosa was making more friends in the school appeared to be happier.

Uroosa’s mother did say that there was never any communication from the school regarding Uroosa’s performance. She found it strange that the school did not keep parents updated about their child’s progress.

Uroosa is said to be integrating well into her family and no longer isolates herself. Her headaches have lessened and she attends school regularly. Finally, Uroosa’s family got her visual disability and skin disease diagnosed by a professional in order to be able to manage it better.

1.16.0. IN-DEPTH INTERVIEW - TEACHER
Uroosa’s teacher stated that she attended the training on inclusive education arranged by NOWPDP. She enjoyed learning about different disabilities and the various teaching methods that can be used. She admitted that she did not have an IEP for the two CWDs who were in her class, but said that she was working on it. She stressed the importance treating all children equally, and giving everyone equal attention.

When the teacher was asked why the CWD with a visual impairment was seated in the back row, she said that it was only on that day that he was seated in the back and that usually he is in the front row. This was not confirmed by the CWD who said that he was placed in the back row by the teacher and never sat in the front.
1.17.0. ANALYSIS OF CASE STUDY 1

1.17.1. Improvement in Classroom Environment
Overall, the classroom environment seemed to have improved for the CWD, who showed increased levels of confidence, participation, and interaction. There was also a decrease in the CWDs absenteeism, fewer complaints of headaches and other ailments due to which the CWD would leave school early, and higher overall grades. While at the surface it appeared as though Uroosa’s teacher was not making an extra effort to integrate Uroosa, her improved performance in school, as well as her increased enthusiasm indicated that she was, in fact, being accommodated by her teacher. There was also an improvement in the overall attitude of the head teacher towards CWDs.

1.17.2. Challenges
Lack of Knowledge Sharing
The most important information emerging from the case study is the lack of knowledge sharing between teachers in this particular school; this was highlighted in the head teacher's in-depth interview where she stated that she was not updated about the trainings that the teachers of the school had received. While the teachers who attended the NOWPDP sessions on Disability Sensitization and Inclusive Education were applying many of the techniques taught, the head teacher and other teaching staff were not aware of these techniques. Part of the NOWPDP session was on knowledge sharing within the school environment. Knowledge sharing would ensure that all teachers are able to manage CWDs in their classrooms, using the trained teachers or the Master Trainer present in the cluster LRS as a resource.

Misperception of Disability and Inclusive Education
An alarming finding was the approach of teachers to CWDs. While the Head Teacher was clear in repeatedly stating the importance of integration, she held a generalized opinion that all CWDs were slow in learning compared to other children. This is not the case as many CWDs are problematic in classrooms simply because of the attitude teachers and other students have towards them. Also, while Uroosa’s teacher stated the importance of treating all children equally, she also stated that she did not give Uroosa as much homework as the others because she had a disability. This goes against the concept of inclusive education and equality, and will be addressed in future NOWPDP trainings.

1.17.3. Conclusion
While there was a definite improvement in classroom environment, student confidence, and student learning due to a sensitized teacher, there was little impact on the school community due to lack of knowledge sharing.

Also due to the lack of knowledge sharing, there is a danger of teachers assuming myths about disability, such as the idea that CWDs are all slow learners. There may also be a risk of “misuse” of the concept of inclusive education, including special treatment of CWDs at the expense of other students, or different behaviour towards CWDs including the assignment of less homework, and lowered expectations.

Since the importance of knowledge sharing in order to ensure a sensitized school community had been stressed at the NOWPDP trainings, this failed to materialise in the school visited for this case study. For this reason, this case study has been given a rating of satisfactory.
### 9. CASE STUDY #2

<table>
<thead>
<tr>
<th>Details</th>
<th></th>
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<tbody>
<tr>
<td>School name</td>
<td>DJ Primary School</td>
</tr>
<tr>
<td>Area and District</td>
<td>Oshkhandas, Gilgit</td>
</tr>
<tr>
<td>Principal/head teacher</td>
<td>Ghareeb Ali</td>
</tr>
<tr>
<td>Disability of student</td>
<td>Nayab</td>
</tr>
<tr>
<td>Student’s Name</td>
<td>Learning Disability (undiagnosed)</td>
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<td>Grade</td>
<td>2nd</td>
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<tr>
<td>Total # of students in the class</td>
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<tr>
<td>Total # of teachers and staff</td>
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<tr>
<td>Total # of CWD in the school</td>
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<tr>
<td>Date of visit (pre-training)</td>
<td>7 July 2011</td>
</tr>
<tr>
<td>Date of visit (post-training I)</td>
<td>16 November 2011</td>
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<tr>
<td>Date of visit (post-training II)</td>
<td>28 June 2012</td>
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<td>Result</td>
<td>Good</td>
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### Summary Table for Case Study 2

#### 1.1.0.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-training Assessment</th>
<th>Post-training Assessment</th>
<th>Post-training Assessment</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>(3 months after session)</td>
<td>(1 year after session)</td>
</tr>
<tr>
<td>Classroom observations</td>
<td>-Written lesson plan was missing</td>
<td>-Written lesson plan and IEP missing</td>
<td>-Written lesson plan and IEP still missing</td>
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<tr>
<td></td>
<td>-Lack of hands-on activities</td>
<td>-Positioning of Nayab was better</td>
<td>-Positioning of CWD was appropriate</td>
</tr>
<tr>
<td></td>
<td>-Seating arrangement not inclusive</td>
<td>-Inclusion of group work and art in the learning environment</td>
<td>-Inclusion of group work and activities in the learning environment</td>
</tr>
<tr>
<td></td>
<td>-Teacher was ignoring Nayab, the CWD, and was visibly uncomfortable with the idea of teaching her</td>
<td>-Seating arrangement was inclusive</td>
<td>-Seating arrangement was inclusive i.e. inclusive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Teacher was very helpful, and assisted Nayab during the lesson</td>
<td></td>
</tr>
<tr>
<td>Head teacher in-depth interview</td>
<td>-Welcoming to the idea of inclusive education</td>
<td>-Improvement in the mindset to accommodate CWDs</td>
<td>-Acceptance for CWDs in mainstream schools</td>
</tr>
<tr>
<td></td>
<td>-Teachers believed that all CWDs do not like to study</td>
<td>-Teachers making efforts to involve parents of CWDs in their academic lives</td>
<td>-CWDs taking interest in studies, contrary to what teachers believed in pre-training assessment</td>
</tr>
<tr>
<td></td>
<td>-Reduction in the level of homework given to CWDs; not reflective of inclusion</td>
<td>-Faculty working on development of IEPs</td>
<td>-CWDs are given equal homework</td>
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<tr>
<td></td>
<td>-Head teacher proposed to open a special school for the CWDs; not in accordance with inclusive ideology</td>
<td>-Head teacher still in favor of special school for CWDs; not in accordance with inclusive ideology</td>
<td>-Newly inducted Head Teacher also in favor of special school for CWDs; not in accordance with inclusive ideology</td>
</tr>
<tr>
<td></td>
<td>-Time management a major issue within classrooms</td>
<td>-CWDs appear to be more confident with their teachers</td>
<td>-Performance of CWD improved vastly over past year</td>
</tr>
</tbody>
</table>
| CWD in-depth interview | Nayab’s favorite subject is drawing, while Urdu is the least preferred subject. | Nayab has started liking studies | CWD passed Class II
| | Homework is a problem for Nayab | Mathematics has become her favorite subject while Urdu remains the least preferred subject. | Urdu is now her favorite subject |
| | She wants more visual teaching aids in her class as she likes to learn lessons with them. | | |
| Parents in-depth interview | Nayab lacks ability to concentrate | Nayab still lacks concentration, but is being helped by her teacher | Nayab makes an effort to concentrate due to interest in studies |
| | Homework is difficult for Nayab | Nayab has started doing homework now which is an improvement | She tries very hard to complete all her homework |
| | Feedback from teachers is seldom received | Feedback from teachers is never received | Feedback from teachers is still not received |
| | Nayab likes to shop and helps around with small household chores | Nayab has started liking listening to and sharing stories that she reads | Nayab uses stories as a way to spend time with family and friends |
1.2.0 BACKGROUND
Nayab has been attending D.J primary school for four years.

Her parents and teachers believe she has a learning disability, but have not had it diagnosed by a specialist. Nayab’s parents believe her disability is a result of two accidents Nayab encountered during her infancy; first, the ingestion of rat poison, and second, a fall from the roof of the house the family lives in.

The head teacher of the school Mr. Gharieb Ali stated that Nayab has problem concentrating on her studies; she found it difficult to sit in one place for too long and often fidgets and moves around the classroom. She has difficulty following instructions, and is often unable to understand the lessons taught in class. He also stated that Nayab never finishes her homework and is always the last one to finish in-class assignments and activities.

1.3.0 CLASSROOM OBSERVATIONS

1.3.1. Teaching
There was an absence of a written plan during the class.

Nayab was seated in the far left corner of the classroom and was having difficulty seeing the board; she left her seat and changed her location many times in order to be able to copy the work on the blackboard.

The teacher asked his students to make sentences out of the words written on the blackboard; his instructions were unclear and some students, including Nayab, did not understand. The students who understood began working while the ones who did not began consulting each other for clarification. Nayab was asking for help, but the teacher did not respond, forcing her to copy down the answers of the student sitting next to her.

1.3.2. Participation of CWD
Nayab tried to answer the questions asked by the teacher but gave wrong answers to all the questions. When the teacher asked a volunteer from the class to fetch chalk from the office, Nayab was the first one to respond and fetched the chalk. During the lesson, the teacher stepped out for a few minutes, during which time Nayab left the class twice.

It was observed that the teacher was not making an effort to include Nayab. It was apparent that while the teacher realized Nayab’s disability, he did not know how to accommodate her.

1.3.3 Classroom environment
Due to a warning notice issued by AKES due to its involvement in recent strikes, the school faculty was distracted and students were not disciplined. There was an exclusion of hands-on and group activities during the class, and there was little communication between the students and the teacher. The teacher’s discomfort at accommodating Nayab was also very obvious.

1.4.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.4.1. Inclusive Education
With regard to inclusive education, the head teacher was of the opinion that CWDs should be in a separate school, or at least a separate class. He mentioned that some parents complained about the idea of inclusive education, as they did not want their child to be in the same classroom as a CWD. He added that other students make fun of CWDs, so keeping them separate is a better idea.

According to the head teacher, it takes teachers more time to integrate CWDs into the classroom due to “their behavior”. It was clear that the head teacher had not been sensitized to disability.
1.4.2. Inclusion of CWDs
However, Mr. Ghareeb Ali welcomed all children with disabilities to his school. He said the school accommodated CWDs by giving them less homework, since CWDs “did not like to work”.

1.5.0. IN-DEPTH INTERVIEW - CWD
Nayab has been studying in this school for the last four years. Nayab likes going to school and she likes Sir Ghareeb Ali because he is friendly and affectionate.

She stated that she did not like homework as it was often very difficult for her to complete. She said that sometimes she did not understand the homework or the instructions given in class.

According to Nayab, she has some friends and likes to play with them at school.

Nayab said that the charts in their class room were old and should be changed so that they are more interesting.

1.6.0. IN-DEPTH INTERVIEW - PARENTS
Nayab’s mother and grandmother openly shared information about Nayab during their interview. Her mother said that Nayab is very good in games, singing and she dances very well. She likes to draw cartoons on her notebooks, but she does not like to write in them or read books. Her difficulty with concentration prevents her from reading books.

Her mother stated that while Nayab prefers to be active, she has always had difficulties concentrating on her studies and her memory is unreliable. Nayab has always had trouble sitting in one place for too long. Nayab’s mother said that she had fewer expectations from her child as she is unable to focus on studies, even though she is good at everything else.

Nayab’s mother stated that the school makes an effort to keep parents up-to-date on their child’s progress. She also said that other students are friendly with Nayab, since she is energetic and likable.
1.7.0. CLASSROOM OBSERVATION

1.7.1 Teaching
It was clear that Nayab’s teacher was using techniques taught during NOWPDPs session on Disability Sensitization and Inclusive Education.

Firstly, the teacher was giving Nayab attention and was helping her understand the analog clock timing when she required assistance. Secondly, the teacher had also arranged better seating for Nayab, as well as for other students so everyone could see the board and the teacher with ease. Thirdly, the teacher was encouraging peer interaction by assigning “buddies”; peers were responsible for helping each other understand the lesson. This is an excellent teaching practice in inclusive education as it fosters peer interaction and integration. Finally, the use of classroom activities was evident, as the teacher made teams and encouraged students to come up to the board to draw the face of a clock with the correct time.

1.7.2 CWD participation in class
As before, Nayab was active in classroom activities and during question answer sessions; however, this time the teacher was channeling her energy by bringing her to the board to answer questions, and by getting her to help her fellow students with the lesson.

1.7.3 Classroom environment
Unlike the pre-training assessment, both the head teacher and the teaching staff were extremely organized and the students were well disciplined. The use of activities, encouragement of peer teaching, and increased interaction between students (including the CWD) and teacher resulted in a very positive classroom environment where students seemed enthusiastic to learn.

1.8.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.8.1. Inclusive Education
The head teacher had revised his opinion of inclusive education; he stated that while children with mild to moderate disabilities could be integrated into mainstream classrooms using simple teaching techniques, he still felt children with severe disabilities would be better off at a separate school.

The head teacher still however, feared that inclusion would lead to giving less time to non-disabled students as he felt all CWDs require extra help from their teachers. This showed that while the head teacher was aware of the teaching methods taught by NOWPDP, he did not clearly understand them.

1.8.2. NOWPDP Training Sessions
Head Teacher had kind words to share about the NOWPDP training on Disability Sensitization and Inclusive Education, the professionalism and knowledge of the Master Trainers, and the usefulness of the material shared. He stated that prior to the training teachers believed CWDs were incapable of being educated; however, teachers are now trying everything to facilitate CWDs.

Finally, the head teacher commented on the importance and use of IEPs; however, there was no sign of an IEP for Nayab during the classroom observations.
1.9.0. IN-DEPTH INTERVIEW - CWD
According to Nayab, her teacher had begun to have activities during lessons. She was happy that their teacher allowed them to have activities during lessons, because she liked to participate in them and it helped her understand the lesson.

She also mentioned that her teacher helps her more often, and answers her questions when she has difficulty understanding instructions.

Finally, she said that while she still dislikes homework, she now tries to complete her homework every day, which she did not do before.

1.10.0. IN-DEPTH INTERVIEW - PARENTS
Nayab's mother stated that while there is no improvement in her child's ability to concentrate, Nayab is more interested in school and works hard on her homework.

She stated that she no longer receives any updates from the school about Nayab's progress. However, she does hear from her daughter that the teacher is nice to her and helps her with her studies.

However, she did say that Nayab still does not like to read books and is still unable to sit still for too long.
Post-training Assessment II – 28th June 2012

1.11.0. CLASSROOM OBSERVATION

1.11.1. Teaching
Written lesson plan and IEP were still not being used in the classroom; however, the teacher was using inclusive techniques over the course of the lesson.

The teacher asked Nayab questions as many times as he asked other students, engaging all the students in the lesson. During the Urdu class, the teacher incorporated some art work as a learning tool which all the students, including the CWDs enjoyed very much. The teacher was also providing required assistance to students. All the students, including the CWD, appeared to be very attentive during the lesson.

The seating arrangement of the classroom was also inclusive, allowing all students to see the teacher clearly.

1.11.2. Participation
The CWD was very active in classroom discussions, question and answer session, and during the activity. She was interacting with her fellow students and helping those who needed help with the lesson. The teacher encouraged Nayab many times and asked her many questions in order to engage and involve her in the discussion.

The CWD was fidgeting throughout the class, but did complete the art activity given by the teacher. She showed confidence in the classroom.

The seating arrangement allowed for more peer interaction, as students were seated in two groups in the class room.

1.11.3. Classroom Environment
There was enough space in the classroom for students to move around freely; however, due to the presence of storage units, there was a lot of clutter which could be hazardous to students both with and without disabilities. The attitude of the teacher towards the CWD and other students was supportive and engaging.

It was observed that teacher responded to all students both individually and collectively.

1.12.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.12.1. Inclusive Education
While the head teacher expressed support at the inclusion of CWDs into mainstream schools, it was evident that he was not sure of how to accommodate certain disabilities including hearing impairment (HI) and intellectual disability.

The head teacher expressed the importance of teaching non-disabled children how to interact with CWDs, as well as the importance of giving CWDs a chance to do well in school. However, he was concerned that the overall performance of the school would decrease if more CWDs were enrolled in its classes. He maintained the need for a separate school for children with severe or profound disabilities. He still worried about the teasing CWDs face from non-disabled children, and stressed the need for teacher intervention in the matter.

1.12.2. Inclusion of CWDs
Regarding Nayab, the head teacher stated that she was an energetic and sweet child who liked to make friends. He said that she had problems concentrating on her lessons, but with the right techniques, teachers were being able to channel her energies and engage her during lessons.
He also spoke of some knowledge sharing between teachers in the school about inclusive education. According to him, the teachers who had attended the NOWPDP training sessions shared their learning with a few others teachers in order to help them manage children with special education needs in their classrooms.

1.13.0. IN-DEPTH INTERVIEW - CWD

Nayab said that she liked her school; she liked friends and enjoyed the activities. She said she disliked when teachers punished the students by hitting them with sticks. Nayab's favorite teacher helps Nayab and the other students understand the lesson when they have difficulties, and uses examples to help them learn.

Nayab's favorite subjects included Urdu and English because the teacher incorporated art work as part of the lesson plan. She did not like math because the teacher is not able to explain how to solve equations and simply writes them on the board, which she does not like. She preferred her previous math teacher who helped students understand by making them practice on the board.

Nayab expressed pleasure at the use of rhymes, drawings, and pictures during the lessons. Regarding homework, Nayab said that she now completes her homework because it is interesting and she understands it.

1.14.0. IN-DEPTH INTERVIEW - PARENTS

Nayab’s mother noted an improvement in her daughter’s performance at school; she now completes her homework, and goes to extra tuition classes where she completes assignments given by the teacher. She shows more enthusiasm for her studies and is interested in the lessons she learns at school.

Nayab’s mother stated that Nayab’s teachers give her more attention and “take care of her” in school. They try hard to make sure Nayab understands the lessons taught in class. She shared that Nayab enjoys going to school; she polishes her own shoes, and prepares her own lunch for school.

Finally, her mother stated that previously Nayab did not listen to or understand instructions given to her at home, but since teachers started giving her more attention in class, she has shown a major improvement.

1.15.0. IN-DEPTH INTERVIEW - TEACHERS

1.15.1. NOWPDP Training Session

The teacher whose classroom was observed said that she attended a NOWPDP training session in March 2012. She said that she liked everything in the training and suggested a longer session in the future. She especially enjoyed the teaching strategies taught in the session and has been applying them in her classroom.

1.15.2. Inclusion of CWDs

The teacher was very adamant about treating all children the same, and therefore gives all her students equal attention and equal homework. Regarding Nayab, the teacher stated that Nayab demands homework and enjoys completing it.

1.15.3. Inclusive Education

The teacher stated that schools often ignore group work and classroom activities, but that she had been incorporating both into her lessons and was seeing positive results in her classroom. She stated that the techniques she learned at the NOWPDP training sessions also helps with non-disabled students and makes the entire lesson more interesting for everyone.

1.16.0 ANALYSIS

1.16.1. Managing Different Learning Styles

Even though Nayab’s problems with concentration have never been diagnosed by a specialist, it is evident that she has different requirements from the majority of students. She is clearly a kinesthetic learner, and learns by participating in
activities, drawing pictures, and engaging in group work. While a sensitized teacher cannot “fix” the reason a child has difficulties in classroom, s/he can manage the symptoms in a way that make learning more enjoyable for the child.

1.16.2. Improvement in Classroom Environment
This case study is a reminder that the strategies used in inclusive education are not just for CWDs, but also benefit children with different learning styles and requirements. The teachings from NOWPDPs session allowed Nayab’s energies to be channeled productively, allowing her to gain enthusiasm for school work and actively participate during lessons. However, in using different activities to channel Nayab’s energy, the teacher was also able to make the lessons more engaging and interesting for the other students in the class.

1.16.3. Conclusion
The attitude of the teachers in this school who had attended NOWPDP trainings had clearly improved; they were more receptive to the concept of inclusive education and were successfully integrating children with various requirements into their lessons. There was also some evidence of knowledge sharing about inclusive education between teachers in the school; NOWPDP therefore provided this case study with a “good” rating.
10. **CASE STUDY #3**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>School name</td>
<td>F.G. Boys Primary School</td>
</tr>
<tr>
<td>Area and District</td>
<td>Pissan, Hunza-Nagar</td>
</tr>
<tr>
<td>Principal/head teacher</td>
<td>Mohammad Hanif</td>
</tr>
<tr>
<td>Student's Name</td>
<td>Kaleem Abbas</td>
</tr>
<tr>
<td>Disability of student</td>
<td>Chronic Illness (Epilepsy)</td>
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<td>Date of visit (post-training I)</td>
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<td>Date of visit (post-training II)</td>
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<td>Result</td>
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## Summary table of Case Study 3

### Activity

<table>
<thead>
<tr>
<th>Classroom observations</th>
<th>Pre-training Assessment</th>
<th>Post-training Assessment</th>
<th>Post-training Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(3 months after session)</td>
<td>(1 year after session)</td>
</tr>
<tr>
<td>- No written lesson plan</td>
<td>- Teacher had no knowledge of basic medication needs of Kaleem, the CWD</td>
<td>- Teacher still did not have knowledge of Kaleem's medication needs</td>
<td>- Teacher was aware of the disability of child and considered him a burden; however, teacher was not aware of Kaleem’s medicinal needs</td>
</tr>
<tr>
<td></td>
<td>- Hands-on activities were missing</td>
<td>- Teacher was aware of Kaleem’s disability and accommodated him well</td>
<td>- Teacher was untrained and ignored CWD along with other students</td>
</tr>
<tr>
<td></td>
<td>- CWD was not given due attention</td>
<td>- Non-disabled children were ignored as a result of extra attention to CWD, which is not acceptable in inclusive education</td>
<td>- Hands on activities were missing</td>
</tr>
<tr>
<td></td>
<td>- CWD was seated in the back row</td>
<td>- Hands-on activities still missing</td>
<td>- Seating arrangement was not inclusive</td>
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<tr>
<td></td>
<td>- Teacher used some visual aids during lesson</td>
<td>- Seating arrangement had not improved</td>
<td>- No teaching strategies were implemented</td>
</tr>
<tr>
<td></td>
<td>- Kaleem cannot write, and has trouble holding a pencil properly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Head teacher in-depth interview

<p>|                        | - Was of the view that CWDs should be educated in a special school | - Accommodation of CWDs possible with simple teaching methods | - CWDs with mild and moderate disabilities can be accommodated in mainstream schools |
|                        | - Head teacher did not agree with the concept of inclusive education | - CWDs with mild and moderate disabilities can be accommodated in mainstream schools | - It is still difficult to integrate CWDs into schools; CWDs are able to learn but forget things quickly |
|                        | - Said that CWDs were included in sports and other games | | |</p>
<table>
<thead>
<tr>
<th>CWD in-depth interview</th>
<th>Parents in-depth interview</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-Kaleem showed discontent towards the classroom environment; he doesn't like the structure or the teachers</td>
<td>-Kaleem does not like to study and hates doing homework. His parents do not insist due to fear of causing a seizure</td>
<td>-A newly appointed teacher punishes Kaleem and other students</td>
</tr>
<tr>
<td>-His favorite subject is drawing</td>
<td>-No communication from school regarding Kaleem's performance</td>
<td>-Kaleem still dislikes homework</td>
</tr>
<tr>
<td>-He dislikes homework</td>
<td>-Kaleem is still not interested in school</td>
<td>-No communication from school regarding Kaleem's performance</td>
</tr>
</tbody>
</table>
1.2.0. BACKGROUND
As a result of a severe illness shortly after birth, Kaleem’s physical development was affected and he also developed epilepsy. Students of his age group are many grades ahead of Kaleem, while Kaleem is still in Class I.

1.3.0 CLASSROOM OBSERVATION

1.3.1. Teaching
There was no written lesson plan for the class.

The teacher was not including, Kaleem, the CWD into classroom discussions, and was not paying any attention to the child. Kaleem was sitting alone at the back of the classroom, and was playing with chart papers for most of the lesson. He had difficulty seeing the board, but did not speak up. Kaleem remained quiet throughout the class.

The teacher did attempt to use teaching aids such as visual charts, and figures made out of empty milk cartons and biscuit boxes; however, this only engaged some of the students in the classroom.

1.3.2. CWD participation in class
While the teacher was teaching, Kaleem seemed passive and did not interact. The teacher made no efforts to encourage him or include him in the classroom discussions.

Kaleem was also sitting alone, while other students sat with their peers.

1.3.3. Classroom environment
The seating arrangement was in a traditional manner in rows and columns; there was a small passage to walk through. There was not enough space for easy mobility for students.

The teacher clearly lacked any understanding of Kaleem’s chronic illness, and did not have any knowledge of the medical needs of the child.

There were no classroom activities with which students could be engaged. The lesson was verbal and most students, including the CWD, were not attentive.

1.4.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.4.1. Inclusive Education
The head teacher was of the opinion that a separate school is better for CWDs. He stated that CWDs strained the time of teachers and other students, and that it was too difficult to integrate them into a regular classroom. He believed that CWDs required specially trained teachers to teach them.

1.4.2. Inclusion of CWDs
The head teacher mentioned that the school tries to accommodate CWDs. Kaleem is allowed to eat his lunch whenever he wants, and is not forced to study when he does not want to. The head teacher also highlighted the integration of another child who has a speech impairment, but is very intelligent so is able to remain in class with non-disabled children.

1.5.0. IN-DEPTH INTERVIEW - CWD
Kaleem said that his younger brother goes to school with him, but that he is a year ahead of Kaleem. Drawing is his favorite subject, and he enjoys it thoroughly; however, he does not like other subjects because he cannot read the books or write the lessons. He said that even though he likes his teachers, none of them help him with reading or writing. He says that when they do try to help him, he gets headaches and cannot understand.

Kaleem stated that he can do whatever he wants in school. His teachers let him leave early, eat his lunch whenever he wants, and does not have to study like the other children if he prefers not to.

When speaking about his fellow students, Kaleem stated that some of his class fellows are nice and help him. Once, they brought him home when he fell and hurt himself. However, he spoke about many other children who make fun of him and call him names.

Kaleem wishes that there were more pictures in his school, and that his teacher had more games and group work in the class.

1.6.0. IN-DEPTH INTERVIEW - PARENTS

Kaleem’s mother decided to send Kaleem to school because she wanted him to have an education so that he would be able to work later in life.

Kaleem’s family felt that the teachers at the school viewed CWDs as a burden and did not know how to include them in their classrooms. However, his mother spoke about the positive change seen in teachers’ attitudes after a recent session by PDCN on inclusive education. She was pleased that teachers were treating her son in a better manner after that training by PDCN. She seemed unaware of NOWPDP’s role in training teachers. The attitude of Kaleem’s peers, however, remains very negative.

Kaleem’s mother also spoke about the special treatment her son receives at school. She believed that teachers let him do whatever he wanted because they did not want to be troubled with teaching him in class. She said that Kaleem is allowed to leave school whenever he wants and is not expected to finish his homework, which she believed was not a good approach as it encouraged carelessness. She stated that it is the teacher’s job to make sure all students are learning, and therefore should make greater efforts to include students of all abilities.

Kaleem’s condition (epilepsy) had been diagnosed by a doctor.
1.7.0. CLASSROOM OBSERVATION

1.7.1 Teaching
There was still no lesson plan or IEP being used in class.

The teacher appeared to know the child’s disability and had made some arrangements to accommodate the child in the classroom, including using both oral and written lecture methods, and opting for inclusive seating of the students. However, while the teacher encouraged Kaleem, the CWD, to participate throughout the lesson and gave him special attention during group work and independent study, she did so at the expense of other students whom she appeared to completely ignore. This goes against the concept of inclusive education.

1.7.2. CWD participation in class
Kaleem was participating in the question and answer session and displayed some confidence.

Kaleem interacted with other students and was being continuously encouraged by the teacher, who was making efforts to involve and engage him.

1.7.3 Classroom environment
The environment was relaxed and participatory, and even though the teacher was focusing primarily on Kaleem, other students were working independently and appeared to understand the task they were given.

However, the teacher was still not fully aware of Kaleem’s chronic illness, and had not made inquiries with his parents. During the NOWPDP training session, participants were taught about chronic illnesses (including epilepsy), the importance of knowing how to manage a seizure, and the importance of maintaining contact with the child’s family regarding the condition. The teachers lack of knowledge of Kaleem’s condition indicates a serious gap in her knowledge and understanding of inclusive education.

1.8.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.8.1. Inclusive Education
The head teacher still supported the existence of separate schools for CWDs as he felt that they were difficult to teach and required specially trained teachers.

1.8.2. Inclusion of CWDs
However, he did state the importance of including CWDs that are present in mainstream school. He cited an example of teachers encouraging Kaleem to write on the board to improve his motor skills. The head teacher was knowledgeable about the teaching strategies used to teach CWDs, and believed that proper and consistent use of these strategies could definitely help CWDs. He said that he had seen a slight improvement in Kaleem’s performance since his teacher started using inclusive teaching strategies learned in the NOWPDP session.

1.8.3. Change in Teacher Attitude
While only two out of five teachers in the school attended the NOWPDP training on Disability Sensitization and Inclusive Education, the head teacher said he could see a change in the teachers’ behavior towards Kaleem. Previously, teachers were unable to understand Kaleem’s condition, but now they are able to identify and manage his needs. The head teacher felt that Kaleem’s confidence had increased due to the attention he was receiving in class.
1.9.0. IN-DEPTH INTERVIEW - CWD
Kaleem said that his teachers are now helpful during class; he said that he likes the head teacher of the school as he is caring and affectionate. He said he likes math because it is easy to understand, but dislikes social studies because there are difficult words and long sentences which he has trouble understanding.

Kaleem was passive during interview and responded slowly; his parents said he was unwell that day. He said that his teachers spend more time explaining things to him, and that some of his class fellows also help him. He still disliked doing homework because he found it too difficult.

1.10.0. IN-DEPTH INTERVIEW - PARENTS
Kaleem’s mother believed she has seen an overall improvement in Kaleem in terms of behavior, studies, and health. He is able to walk to school by himself, and is happier about attending classes. She stated that Kaleem’s teachers no longer avoid interacting with him, and that Kaleem enjoys the help he receives from teachers, as it allows him understand the lessons taught in class and therefore engages him. She stated that Kaleem even wants to go to school on Sundays due to his new enthusiasm for learning.

His mother says that since Kaleem cannot memorize things due to his poor memory, it is important that teachers explain concepts to help him understand and remember them. However, according to his mother, while Kaleem is enjoying school a lot more, his academic performance has not improved and he has repeated the same class twice.

Kaleem’s mother has never spoken with the teacher about her son’s condition; she believes that the teacher is not aware of how to manage a seizure if it happens in the classroom.
1.11.0. CLASSROOM OBSERVATION

1.11.1. Teaching
The teacher observed during the last assessment had been transferred to another school, and the class was being taught by another teacher. This teacher had not attended a training session on Disability Sensitization and Inclusive Education by NOWPDP.

During classroom observation it was noticed that teacher was not trained in teaching or inclusive education and he was conducting a typical class.

There was neither an IEP nor a written lesson plan. The teacher was writing on the board and asking students to read what he had written. There were no activities, group work, or a structured lesson.

1.11.2. Participation
Kaleem was not participating or attentive. The teacher addressed the NOWPDP observer during the lesson to state that there was a child with disability in that class which he said was problematic. He was not making any efforts to engage or involve Kaleem into classroom activities or discussions; however, Kaleem often yelled out the correct answers without being asked. Kaleem was not given the opportunity to present in front of the class while all the other students were asked to do so.

Kaleem was seated alone and near the back of the classroom.

1.11.3. Classroom environment
The classroom was disorganized and the teacher did not display any time management skills. Many students were talking during the lesson, and only a few were being engaged by the teacher.

1.12.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.12.1. Inclusive Education
For the interview, the head teacher was rushed for time as he was on his way to complete ‘exam duty’. He now insisted that there were no CWDs in his school, but that his school and faculty would make efforts to ensure the school was inclusive.

The head teacher stated that while his school promotes the motto “Education for All”, it does not specifically encourage CWDs to enroll in the school. The head teacher added that CWDs are slower than other students, which causes time management problems for teachers. According to him, it is therefore difficult to accommodate CWDs in mainstream schools. He did, however, admit that it would not be difficult to integrate children with mild or moderate disabilities. He cited the example of two young children with disabilities that lived near the school, but did not attend. He felt it is important for such children to attend school and be accommodated by the teachers.

1.12.2. NOWPDP Training Sessions
The head teacher, who had attended a NOWPDP training session, said that he liked the information shared during the session. He said that his favorite topic was “labeling” and expressed the need for a longer training on Disability Sensitization and Inclusive Education.

1.13.0. IN-DEPTH INTERVIEW - CWD
Kaleem, the CWD, said that he dislikes his school, and dislikes the new teacher (who was observed in class) as he is mean and ignores him during class. His favorite subject is English as it involves more speaking, and he dislikes Urdu due to the writing involved in lessons.
Kaleem stated that many children are nice to him, but some children still make fun of him, which upsets him.

1.14.0. IN-DEPTH INTERVIEW - PARENTS

Kaleem’s mother stated that he dislikes school due to the negative attitude of his new teacher. She said that any enthusiasm Kaleem had for school and learning had disappeared, and he now made excuses so that he did not have to go to school. He no longer wants to go to school on Sundays and often pretends to be ill.

Due to his weak motor skills, Kaleem is still unable to write properly, and now does not have the help of his old teacher. The new teacher ignores him and does not take the time to explain concepts. While his fellow students are still mostly friendly with him, he dislikes school because of his new teacher.

1.15.0. IN-DEPTH INTERVIEW - TEACHER

The teacher who was observed had not attended the training on inclusive education. The teacher stated many times that Kaleem is a weak student and cannot be taught. He also stated that Kaleem is unable to answer questions or learn lessons. The teacher stated that he did not want to teach Kaleem and did not know how to help him in the classroom or during lessons.

The teacher did express the importance of CWDs to go to school, as education teaches children how to think.

1.16.0 ANALYSIS

1.16.1. Challenges

Unclear Understanding of Inclusive Education

In post-training assessment I, while Kaleem’s enthusiasm for and performance in school had increased due to his teacher’s positive attitude towards disability, it was clear that the teacher was unclear on the concept of inclusive education.

She was seen giving Kaleem extra attention while ignoring other students in the classroom. This goes against the concept of inclusive education, and can be destructive to the learning process of non-disabled children.

As well, the head teacher, despite attending NOWPDPs sessions, did not show much improvement in his understanding of inclusive education. He was still uncertain about including CWDs into mainstream school, although he did speak of the importance of accommodating those CWDs that were already enrolled.

Lack of Knowledge Sharing

Knowledge sharing was not effectively undertaken within the school following the NOWPDP session. The teacher who had been trained in Disability Sensitization and Inclusive Education did not share her learning with other faculty members; upon her transfer to another school, very little knowledge remained behind. While NOWPDP stressed the importance of building an inclusive and sensitized school community via knowledge sharing, this clearly did not happen at this school.

This may indicate a weakness in the “Building an Inclusive School Community” section of the NOWPDP manual.

1.16.2. CONCLUSION

Kaleem showed a visible improvement in post-training assessment I, but a sharp decline in performance and enthusiasm in post-training assessment II. However, this case study saw no improvement between the pre-training assessment and the post-training assessment II. This case study has therefore been given a “poor” rating.

The NOWPDP team believes that teacher training is not an effective means of changing classroom environment unless all a majority of the teachers in a school are trained on disability sensitization and inclusive education.
## CASE STUDY #4

### Details

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<tr>
<td>Area and District</td>
<td>Ghaimash, Karimabad, Hunza</td>
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<td>Principal/head teacher</td>
<td>Gul Zadi</td>
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<td>Student’s Name</td>
<td>Fahad</td>
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<td>Disability of student</td>
<td>Visual Impairment</td>
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### Summary Table of Case Study 4

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<tr>
<td>Classroom</td>
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<td>(3 months after session)</td>
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</tr>
<tr>
<td>observations</td>
<td></td>
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<tr>
<td></td>
<td>- Well organized and executed lesson but the written lesson plan was missing</td>
<td></td>
<td>- No lesson plan, but excellently managed lesson</td>
</tr>
<tr>
<td></td>
<td>- Fahad, the CWD, was sitting in the last row; it was difficult for him to see the board</td>
<td></td>
<td>- No IEP, but the teacher had previous IEPs</td>
</tr>
<tr>
<td></td>
<td>- Fahad lacked confidence and remained quiet in class</td>
<td></td>
<td>- Fahad was seated in inclusive seating arrangement</td>
</tr>
<tr>
<td></td>
<td>- Teacher made no efforts to include Fahad</td>
<td></td>
<td>- Increased confidence and interaction with his peers and teachers</td>
</tr>
<tr>
<td></td>
<td>- Seating of the students was done in a conventional way and was not inclusive</td>
<td></td>
<td>- Use of many strategies including group work, drawing, coloring, activities, and discussion</td>
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<tr>
<td></td>
<td>- Low interaction between teacher and students and among students</td>
<td></td>
<td>- Attention was given to each student</td>
</tr>
<tr>
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<td>- No group work or activities</td>
<td></td>
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</tbody>
</table>
### Head teacher in-depth interview

- Stressed the need for inclusive education
- Teachers complained to each other about teaching CWDs and do not discuss progress of CWD
- Observed that children tease CWDs
- Stated that teachers complain of the extra time needed to teach CWDs
- Teachers attitudes have changed after NOWPDP trainings
- Teachers do not complain about teaching CWDs
- Teachers discuss teaching methods for inclusive education
- The attitude of the other students has improved towards CWD due to teacher intervention, but there is still room for a lot of improvement
- While teachers still feel the need for some extra time to teach the CWD, they complain less and are making time
- Displayed a positive attitude towards CWDs
- Teachers share knowledge and learnings about teaching strategies
- Student attitudes towards disability improved slightly
- Teachers do not take extra time to teach CWDs

### CWD in-depth interview

- Fahad does not like his school and misses his school in Karachi
- Fahad complained of being teased by other students
- The lack of hands-on activities and group work make the lessons monotonous and boring
- His teacher is not always helpful and forgets about him
- He still misses his school in Karachi, but no longer dislikes this school
- Fahad did not like when teachers punished students with sticks
- Fahad likes drawing and social studies which are interesting, enjoyable and easy to learn
- He now sits in the front of the class
- His teacher gives him more attention and help which he enjoys
- Fahad now likes his school
- He likes the attention teachers given him as it helps him learn
- He enjoys the activities his teachers have as part of the lesson plan
- He likes the change in seating arrangement
## Parents in-depth interview

- Fahad was treated better by his teachers in his school in Karachi

- Parents are not kept up-to-date on their child’s progress by the school management

- Fahad has difficulties reading and writing, but loves to listen to and share stories

- Fahad’s speaking skills and observation skills are very strong. He is very inquisitive and asks many questions

- Fahad has very good analytical and reasoning skills

- Fahad is made to sit closer to the board now and is given much more attention than ever before

- The teacher and school are making efforts to accommodate Fahad but can still do more to include Fahad the way he was included in his school in Karachi

- Fahad’s strength are hands-on activities which are not very common in this school

- Fahad has improved in spelling and English, which is a result of his teachers attention

- Increased confidence due to increased teacher attention

- Improved academic performance

- Fewer complaints of teasing.
1.2.0. BACKGROUND
Fahad has been studying in National Education Foundation (NEF) Primary School which is located in Karimabad. He is a child with visual impairment; his eye sight is + 7.5 and he uses thick glasses. While his siblings attend the Hasegawa Memorial Public School, Fahad was enrolled in a school nearby due to his weak eyesight, which makes walking long distances difficult and dangerous.

1.3.0. CLASSROOM OBSERVATION

1.3.1 Teaching
Fahad was observed in his science class which was taught by Ms. Parveen. The lesson was well organized and well executed, but there was no written lesson plan. Time management was very good, but there were many instances in which Fahad was ignored or overlooked. The teacher was encouraging quick learners but did not engage or ask questions from the more passive students including Fahad.

1.3.2. CWD participation in class
Fahad, the CWD, who has a visual impairment and was sitting in the back of the classroom from where he had difficulty seeing the blackboard.

Fahad was very shy and did not speak for the duration of the class. The teacher made no efforts to include him in classroom discussions. Students were asked to draw a plant and label its parts. Fahad drew the plant but was unable to complete the labeling as he could not see the board.

It appeared that the teacher did not know how to manage the child’s disability.

1.3.3. Classroom environment
There was very little interaction between the students and teacher. Inclusion was not being practiced in the classroom, and many students including Fahad remained passive and inattentive during the lesson.

1.4.0. IN-DEPTH INTERVIEW – HEAD TEACHER
The head teacher of the school, Ms. Gul Zadi, is also the wife of Fahad’s paternal uncle.

1.4.1. Inclusive Education
The head teacher believed inclusive education was necessary as it was important for CWDs to interact with their non-disabled peers. She believed proper socialization of children helped them develop their learning and analytical skills.

However, she stated that teachers often complain about teaching CWDs as it takes longer to teach them. She said that teachers do not discuss CWDs and ways to teach them amongst each other.

1.4.2. Inclusion of CWDs
She encourages her teachers to encourage the participation of CWDs in lessons through games and activities; she also encourages non-disabled students to be helpful towards any child who requires help or assistance. She provided the example
of a female student with a physical disability enrolled in the school. Her class fellows take turns helping her go to the washroom and then return to the classroom.

The head teacher claimed that there were two teachers with a hearing impairment (HI) including herself, and one teacher with a visual impairment. She said that teachers are curious to learn about inclusive education and how to accommodate CWDs in classrooms.

According to her, two students left this school because of incessant teasing by other children. The head teacher said that there are four CWDs who live near the school but do not enroll.

1.5.0. IN-DEPTH INTERVIEW - CWD
Fahad said that he did not like this school as the children were mean and called him names.

He said that in his school in Karachi, teachers cared him and gave him activity based work. Here, the lessons are boring for him as teachers read and ask students to write on the notebook every time, with which he has difficulty. He said that his teachers don’t help him when he needs assistance.

Fahad said he didn’t like Islamiat and Urdu because these are tough for him to read and write. He said he likes Ms. Gul Zadi because she helps him whenever he is behind in his lessons.

1.6.0. IN-DEPTH INTERVIEW - PARENTS
According to his father, Fahad faces difficulty in reading and writing, but can learn easily through games and activities.

He said that Fahad was treated very well by his teachers in Karachi, who made efforts to accommodate him in the classroom. Here, however, teachers view him as a burden. Fahad also complains of being teased by other students, which makes him dislike his school. However, Fahad still has many friends with whom he likes to play at break time and after school.

Fahad’s father said that while he has some weaknesses, Fahad has excellent speaking and observation skills. He is very curious and always asks lots of questions. He has very good analytical and reasoning skills, which his teachers do not take notice of, or encourage.
Post-training Assessment I – November 21st 2011

1.7.0. CLASSROOM OBSERVATION
Since the teacher observed pre-training was unable to attend the training session on Disability Sensitization and Inclusive Education, NOWPDP observed the class of another teacher who had attended the session. Fahad was present in that class.

1.7.1 TEACHING
The teacher had not prepared a lesson plan or IEP for her class. She was delivering a lecture on singular and plural for Urdu class.

While the teacher had changed the class arrangement to make it more inclusive, Fahad was still too far away from the board and was still having difficulty copying the work.

The teacher gave classwork to students after the lecture but Fahad had difficulty seeing what he was writing. He appeared hesitant to ask the teacher any questions.

1.7.2. CWD PARTICIPATION IN CLASS
The teacher asked Fahad one question during the class in an effort to include him in the discussion.

However, the teacher was clearly focusing on the more active students and neglecting the passive ones, including Fahad.

1.7.3. CLASSROOM ENVIRONMENT
The U-shaped seating was a good change from the last visit, as it made students more accessible to the teacher and was conducive to classroom discussions.

1.8.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.8.1. Inclusion of CWD
The head teacher stated that after the NOWPDP sessions, teachers have begun to discuss ways to include CWDs in their classrooms. She spoke about the motto of “working for all children” which includes CWDs. She also stated that teachers now complained less about the extra time needed to CWDs, as they had learned teaching methods in the NOWPDP trainings not just for the benefit of CWDs but for the whole classroom.

1.8.2. Attitude of Other Students Towards CWD
The head teacher spoke about the teasing of CWDs by their non-disabled peers; her opinion was that the teasing had lessened due to teachers taking stricter action against those who initiated the teasing. However, she believed there was still a long way to go in improving student behavior towards CWDs.
1.9.0. IN-DEPTH INTERVIEW - CWD

While Fahad still missed his school in Karachi, he said he no longer disliked his current school.

He said that his teachers sometimes used study aids and class activities as part of the lesson which he enjoyed very much.

He said that his teachers sometimes helped him with his lessons, and he like that since he was able to understand what was being taught in class. However, he said that students were sometimes punished in the school with sticks, which he hated.

Fahad said he likes drawing and social studies while Urdu is still difficult for him.

Fahad was very happy with his new seat in class which was near the board. He said that it was a little easier for him to copy work now. He was also proud that teachers gave him the same amount of attention as other students.

Finally, he spoke about some bullies in his school who still teased him and some other children. He wished that the teachers would notice and punish them.

1.10.0. IN-DEPTH INTERVIEW - PARENTS

Fahad’s father mentioned that Fahad was teased less in school and had fewer complaints, even though there are still some children that call him names. He also said that Fahad had been seated in the front of the classroom, and was given attention during class which had helped his confidence.

His parents said that they had seen an improvement in his spelling in English due to his teacher’s attention and assistance. His father stated that Fahad’s teachers seem to be more friendly and caring towards him after the training in inclusive education.
1.11.0. CLASSROOM OBSERVATION

1.11.1. Teaching
Classroom observation was done with the same teacher as in post-training assessment I. There was still no written lesson plan but the teachers teaching style was very accommodating and inclusive. While the teacher had no IEP for that day, she showed the observer her IEPs for the past few months.

Time was well managed and the teacher allocated time with each student in the class. The teacher used multiple methods during the lesson, including writing on the board, oral lectures, drawing, coloring, peer tutoring, and group activity. Her instructions were repeated many times and were very clear.

1.11.2. Participation CWD
Kaleem participated in the lesson and the question and answer session. He was looking confident in the class and interacting with his peers and with the teacher. The teacher consistently encouraged him and other students by name, and was very helpful when they had questions. The teacher also used the buddy system for classwork, which encouraged students to discuss the work. The CWD was participating and enjoying the lesson.

Fahad was also asking many questions which the teacher encouraged and answered.

1.11.3. Classroom Environment
The classroom environment was very good, with students seated in three groups, which encouraged peer interaction. During the class, the teacher changed the seating again, which engaged the students and kept them very interested in the lesson. She seated Kaleem in the front row with a few other students.

There was enough space for easy mobility and a clear route for emergency exit. The attitude of teacher was friendly and kind. The teacher asked the class many questions and everyone had the opportunity to answer.

She was accommodating Kaleem very well by using different teaching methods which kept everyone engaged. It was clear that the teacher was aware of his needs and was accommodating them very well without compromising her attention to other students.

1.12.0. IN-DEPTH INTERVIEW – HEAD TEACHER

1.12.1. Inclusive Education
According to the head teacher, teaching staff did not know how to work with CWDs before attending the NOWPDP training. However, they now use different strategies to manage their classrooms effectively. Many now avoid the simple lecture method and use activities and group work to teach their lessons.

Teachers have begun to reprimand those students who bully CWDs.

1.12.2. Inclusion of CWD
According to the head teacher, Fahad’s teachers had noticed his excellent communication skills, as well as his sharp analytical skills. She was happy that teachers were being more attentive to CWDs and therefore learning their strengths. The head teacher also spoke about the feedback she received from teachers who attended the NOWPDP training on Disability Sensitization and Inclusive Education. She said that the teachers enjoyed the session very much, were using the materials they got during the training, and suggested a longer training in the future.
1.13.0. IN-DEPTH INTERVIEW - CWD
This time, Fahad said that he liked this school as his teachers were teaching him “with love”. He had begun to like Maths because of the interesting games his teacher made the students play during class in order to teach the lesson. He enjoyed doing group work in class, and having discussions with his teacher and class fellows.

Fahad said that he had some friends, but he disliked all the other children in the school because they still made fun of him.

1.14.0. IN-DEPTH INTERVIEW - PARENTS
Fahad’s parents said that Fahad was still getting teased in school, which affected his confidence.

However, they agreed that the attitude of his teachers had changed tremendously and they were making efforts to include him in the classroom. They encouraged him and helped him when he needed. They believe that Fahad’s self-confidence has increased because of this change in attitude. They said that Fahad now enjoyed his studies, and liked to learn the different subjects. Fahad’s interest in his studies has increased since the previous assessment.

His parents were happy to see an improvement in Fahad’s overall performance in and enthusiasm for school.

1.15.0. IN-DEPTH INTERVIEW - TEACHER
The teacher had attended the NOWPDP training session. She said that previously she believed that physical disability was the only disability, but after the training she realized the different types of disabilities and all the different techniques available to accommodate CWDs.

She said that she liked the part of the training where labeling was discussed, and wished that the training had been longer.

The teacher spoke about the different techniques which she used to teach her lessons; she stated that these techniques also helped her manage her time and ensure that the syllabus was covered on time.

1.16.0. ANALYSIS

1.16.1. Change in Classroom Environment
There was a gradual, but real change in classroom environment, teacher’s attitudes, and student behavior (in the classroom) towards the CWD.

1.16.2. Inclusion of CWD
Fahad is clearly an audio-kinesthetic learner, which was being ignored in the pre-training assessment. After the training, his teachers were able to identify his strengths and therefore manage his disability. His teacher used different techniques which allowed the CWD to participate in class and made it easier for him to learn, which in turn boosted his confidence and interaction with his teacher and peers.

1.16.3. Knowledge Sharing
There was some evidence of knowledge sharing amongst teachers. This is necessary to build a strong and sensitized school community.

This case study has been given a “good” rating due to the slow, yet organic improvement in classroom environment and student performance.
12. SUCCESS STORIES

While the NOWPDP team prepared and followed the above four impact studies over the project cycle, we also came across a few success stories. These stories highlight community-led inclusion in action, inspired by trainings on Disability Sensitization and Inclusive Education, and are perfect examples of the kind of impact training sessions should have on communities. Stories such as these prove to be stronger indicators of success compared to any planned and well-executed impact study, as they provide real insight into the life a concept takes on (Inclusion, in this case) within the given context of a community.

The first success story is based in the LRS in Shigar Town, Skardu. The second is in the LRS in Khaplu, Ghanche.

12.1.0. SHIGAR TOWN, SKARDU

One of NOWPDPs Master Trainers is a teacher at the FG Boys High School in Shigar Town, Skardu. Mr. Shahid Hussain shared many examples of inclusion that he practiced in his classroom during the three-week training session for Master Trainers. He passionately believes in the importance of mainstreaming children with disabilities into society, and agrees that inclusive education is the very first step.

After the completion of his training, Shahid further trained numerous teachers cross GB in NOWPDPs training sessions on Disability Sensitization and Inclusive Education. He also shared his knowledge of inclusive education and disability with his fellow faculty-members in the FG Boys High School. He did not stop there.

Shahid took it upon himself to mobilize his own school in Shigar Town, as well as the community to support the dream of an inclusive society. Through mobilization, Shahid’s school raised enough funds to build a ramp.

The Head Teacher of FG Boys High School was also very supportive of the concept of inclusive education. When the NOWPDP team met him in Shigar for the community awareness events, he spoke about his plans to make the classrooms of the schools accessible to wheelchair users, and to construct an accessible toilet. While he admitted that inclusive education was an intimidating concept at first, he believed that with training and work, any school could become inclusive. He also spoke of the importance of sensitizing other students in the school towards disability, so that the entire school community becomes supportive.

A student with disabilities was recently enrolled in FG Boys High School Shigar.
12.1.1. KHAPLU, GHANCHE

The second success story the NOWPDP team encountered by chance was in FG Boys High School in Khaplu, Ghanche.

The NOWPDP team was present at the LRS in April 2013 to complete its Community Awareness Events. Once at the school, the team met with a young boy in his early to mid-teens who was attending the high school.

This boy had started his education very late in life; his physical disability had prevented him from walking to school as a young child, and his mild intellectual disability had caused his parents to keep him at home.

One day, he walked over to the FG Boys High School in Khaplu and informed the Principal that he wanted to study. This incident took place after NOWPDP had completed its trainings in Disability Sensitization and Inclusive Education, and the faculty decided to make every effort to accommodate this young boy.

Since this boy had never been to school, the teachers of the high school decided to teach him in a separate classroom, but within the same school so that he could be with children his own age. The faculty, which is already stretched thin as in most government schools, arranged timetables and lesson plans amongst themselves so that they could teach him all the subjects required.

Today, this young boy has reached class V, thanks to the dedication of the teachers and the inclusive environment of the school. He walks to school every day, and is happy to be learning with children his own age.
13. CONCLUSION

Of the case studies completed, one yielded “satisfactory” results, two were rated “good”, while one was given a “poor” rating.

The case studies that received a “good” rating displayed evidence of a true understanding of the concept of inclusive education, resulting in engaging, friendly classrooms, increased confidence and participation of CWDs, a real change in the attitude of the teachers, faculty members, and the head teacher. There was also evidence of knowledge sharing within the school community, which would lead to a supportive school environment for CWDs.

The case study which received a “satisfactory” rating displayed evidence of some understanding of inclusive education, an attempt at employing inclusive teaching methods, and a slight change in the attitudes of teaching staff towards disability and inclusion. However, the lack of knowledge sharing earned this case study a lesser rating; without knowledge sharing within a school community, there is very little chance that inclusive education will be sustained.

The case study receiving a “poor” rating showed evidence of little to no understanding of inclusive education, a negative attitude of teachers towards CWDs, and no knowledge sharing in the school community. Even if teachers displayed a good understanding of inclusive education and inclusive techniques, a lack of knowledge sharing would indicate that they are working in silo and therefore not helping build an inclusive and supportive school community, without which inclusive education is not sustainable or possible in the long term.

Recommendations

For Teachers/Head Teachers

- Knowledge sharing is essential in building a sensitized and inclusive school community. It is the duty of each teacher who has been trained in inclusive education to share information and knowledge with fellow faculty members in order to ensure an inclusive school environment.
- Teachers must be regularly reminded that giving attention to children with special education needs at the expense of other students is not considered inclusive education.
- Inclusive education aims to include children of all abilities, gender orientations, ethnic/religious/linguistic groups, socio-economic status etc. into the school environment.
- It is the responsibility of the teacher to ensure that student behavior towards CWDs is positive. This is part of building an inclusive school community.

For future NOWPDP trainings on Disability Sensitization and Inclusive Education

- NOWPDP will increase the duration of training sessions at the unanimous request of all its participants who attended. This will give NOWPDP and participants an opportunity to delve deeper into each session and ensure that teachers have a solid understanding of inclusive education.
- NOWPDP will facilitate knowledge sharing sessions within each school after teachers have been trained. This will ensure that those teachers who did not attend trainings are aware of the material taught and develop an interest in knowing more about inclusive education.
- NOWPDP will attempt to arrange health camps for the diagnosis of disability in communities, which will run simultaneously with trainings. During NOWPDP training sessions, teachers were advised to refrain from diagnosing a child’s disability, which can only be done by a professional. However, health camps will allow for the proper diagnosis and therefore, proper management of disability both in homes and in school.