

Education Development Improvement Programme – Gilgit/Baltistan

As part of EDIP's efforts for whole-school improvement, NOWPDP has implemented a teacher training programme to sensitize them to disabilities and provide inclusive education for children with mild to moderate disabilities.

Introducing the concept of inclusive education in Gilgit-Baltistan was of the utmost importance, and has a lot of relevance to the existing mechanisms of educational institutions. It is widely agreed that separation of children with disabilities into special schools early in life results in their permanent separation from mainstream society later in life as well. It is for this reason that inclusive education is important; it is where the mainstreaming of people with disabilities into society begins. NOWPDP worked closely with various project partners to complete its major activities. While NOWPDP's involvement in EDIP was initially 18 months, the organization was given a no-cost extension in which to complete activities which were delayed due to circumstances out of the control of the project. A Training Needs Assessment (TNA) was completed to gauge the attitudes and perceptions towards disability in GB. Learnings from the TNA were incorporated into the NOWPDP training manual on Disability Sensitization and Inclusive Education, which was used to train Master Trainers and teachers from 19 Learning Resource Schools (LRSs) and 98 schools across GB. Relevant parts of the manual were also used to train Local Level Institutions (LLIs) on the same topic. Finally, NOWPDP held awareness events for community members in which trained teachers and LLI members were identified, and linkages established between community members. The importance of inclusive education was highlighted.

The program covered 98 schools in six out of seven districts of Gilgit-Baltistan. These included:

- Astore
- Ghanche
- Ghizer
- Gilgit
- Hunza-Nagar
- Skardu

Diamer was not included in the programme due to security concerns within the district.