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Towards More Inclusive Approaches in Punjab Primary Schools

a Knowledge Platform and Icarus Incorporated project  
commissioned by the British Council (Pakistan)

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KNOWLEDGE PLATFORM

Haani Mazari  
Mahboob Mahmood



Photography by: Mat Wright

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## KNOWLEDGE PLATFORM

Haani Mazari  
Mahboob Mahmood

## EDITORIAL DESIGN

Waqas Ahmed



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# 1.0 **Glossary**

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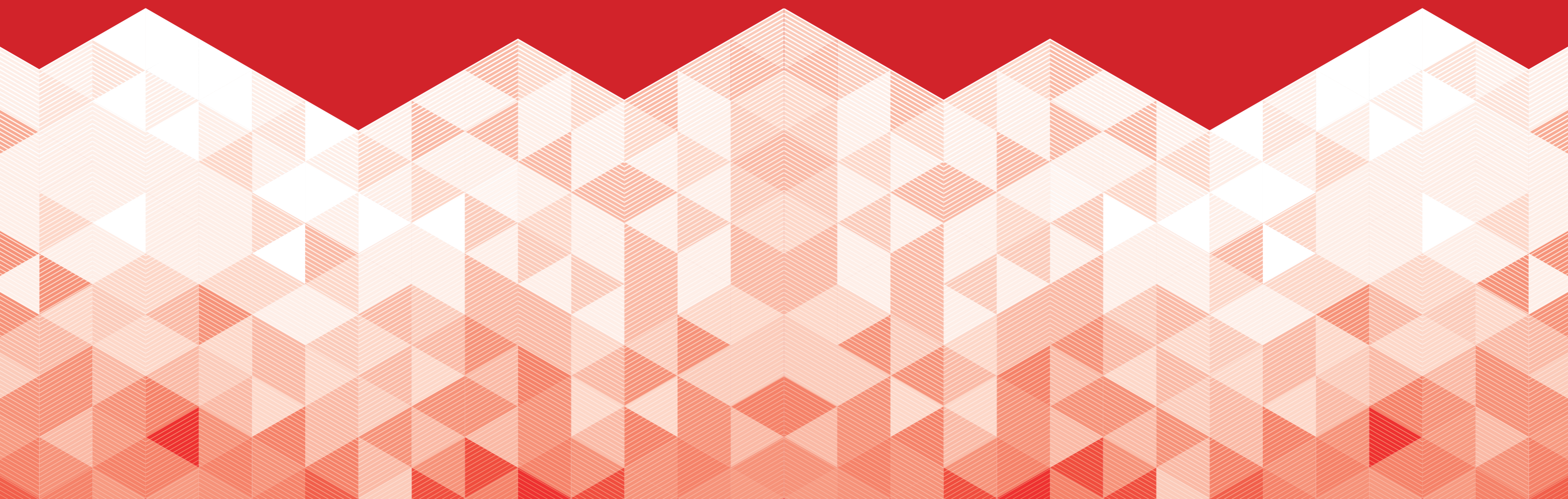
## Words

## Definition

<b>accessibility</b>	the design of products, devices, services, and/or environments to be usable by people with disabilities
<b>barriers</b>	obstacles formed by attitudes or structures that prevent learners from accessing a full range of opportunities
<b>diversity</b>	the range of human differences that include (but are not limited to) race, ethnicity, gender identity, sexual orientation, age, social class, physical ability or attributes, religious affiliation and national origin
<b>inclusion</b>	the action of enabling the participation of all individuals, irrespective of their condition or identity, through equal access and opportunity
<b>inclusive education</b>	an education system that is able to provide a meaningful learning experience to students who are 'disadvantaged' like girls, students with learning and physical disabilities, religious minorities, ethnic or linguistic minorities and students with financial difficulties
<b>ethno-linguistic minority</b>	an individual whose ethnicity or mother tongue is different from most of the people around them
<b>learning disability</b>	a neurological condition that effects cognition and learning
<b>mainstreaming</b>	the process of including people with disabilities as equal participants in all activities
<b>religious minority</b>	an individual whose religion is different from most of the people around them
<b>psycho-social difficulties</b>	social, emotional or behavioural difficulties that can result in disruptive or anti-social behaviours
<b>physical disability</b>	a sensory disability and/or mobility-related disability

## 2.0 **Introduction**

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## Research Justification

The Incheon Declaration (2015) on inclusion and equity has set a mission to “give everyone an equal opportunity” in education. Although there is a plethora of research on diversity and inclusion, most of it has been conducted in a Western cultural context. Inclusive practice cannot be simply imported from one context to another, as numerous studies have shown that teaching culture is strongly influenced by collective and individual cultural factors (Hofstede, 1980; Ryan & Louie, 2007; Kaur & Noman; 2015). For this reason, the effective design and implementation of inclusive practices in education needs to be informed by context-specific research.

There is extremely limited research on inclusion in the Pakistani educational context. Existing studies centre around how disability acts as a barrier to inclusion in the classroom and society as a whole (British Council, 2014; Haider, 2008; Singal, 2016). However, in Pakistan, a country marked by diversity and inequality, many other factors hinder a child’s ability to unlock his or her full potential. These include ethno-linguistic identity, gender, religious affiliation and socioeconomic status.



## Research Context and Objective

The Government of Punjab, the Quaid-e-Azam Academy for Educational Development (QAED) and the British Council have formed a partnership - the Punjab Education and English Language Initiative (PEELI) - to support the goal of promoting inclusive and equitable education by enhancing teacher capabilities and improving classroom practices. To advance the objectives of this partnership, Knowledge Platform and Icarus Incorporated, with the support of the British Council, have recently completed a limited research project on **Towards More Inclusive Approaches in Punjab Primary Schools**.

While the cultural shift required to implement inclusive education, particularly in government education systems, demands curricular reform, institutional realignment and inclusive classroom practices, our research focuses specifically on classroom practice.

The primary objective of the research covered by this report is to understand and make recommendations with respect to teacher capabilities and classroom practices in the primary classroom in government schools in Punjab, with a particular focus on the teacher’s role as a facilitator of inclusive education.

Aligned with PEELI’s objectives, our research explores how teachers in the government primary schools of Punjab can best be supported to provide a full and meaningful learning experience to all. Towards this end, we have sought to evaluate teacher attitudes and practices in government primary schools across Punjab. Further, we aim to recognise the extent to which teachers believe that inclusive classrooms are desirable and or feasible, and to recommend how teachers may be supported to drive inclusivity in the classroom.

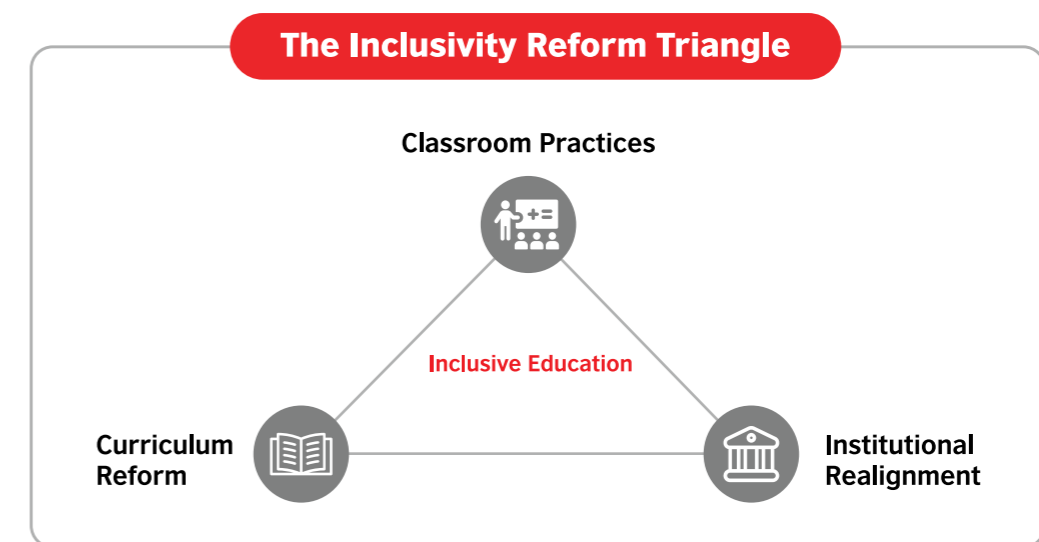


Figure 1: The Inclusivity Reform Triangle

# 3.0 Executive Summary

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Many perceive it to be impractical to promote inclusive education into schools without adequate facilities or institutional and curricular reform. However, this perspective minimizes the role of the teacher as a facilitator of inclusive classroom practices. Because it is imperative for teachers to take the forefront of this charge, they must undergo training that shifts their perceptions of inclusivity prior to learning inclusive practices (Florian, 2008). Accordingly, our research addresses the barriers towards inclusive education in Punjab and how teachers both perceive and overcome these barriers to create a full and meaningful learning experience for all students.

## Research Questions

- What are the barriers to creating a more inclusive classroom environment in Punjab?
- How do teachers perceive these barriers and what practical solutions do they use to overcome them?
- What do teachers know about inclusive education and the range of classroom approaches or activities that it may involve?
- To what extent do teachers believe that an inclusive classroom is desirable or feasible?

## A Mixed-Methods Approach

Using a mixed-methods approach, we explored the extent to which primary school teachers, in 12 districts across Punjab, are equipped to deal with diversity. We conducted focus groups, interviews, surveys, and classroom observations to gauge teachers' perceptions and understanding of barriers and inclusive education, and the practices that they use to cater to the diverse needs of:

**ethno-linguistic minorities**  
**religious minorities**  
**female students**

**students with psycho-social difficulties and learning disabilities**  
**students with physical disabilities**  
**socio-economically disadvantaged students**

## Key Findings

An inclusive teacher understands both their personal limitations and the limitations of their classrooms and students, and amends their teaching practices accordingly. Therefore, our findings relate to how teachers understand barriers and identify their perceptions of inclusive education.



### Strong Understanding:

Teachers feel they know how to deal with ethnic-linguistic diversity and social-economic disadvantage, but some of the key practices they adopt to address these barriers may not reliably generate the best outcomes.



### Medium Understanding:

Teachers feel they know how to deal with students who have mild learning disabilities, but not psycho-social disabilities, which they do not want to deal with at all. A learning ability is perceived as something innate, rather than something that is developed.



### Low Understanding:

The teachers do not view gender and religion as posing barriers to inclusive education. This is a significant lacuna, as it leads to stereotyping of students by gender and marginalization of students from religious minorities.

When it comes to inclusive education generally, the attitudes, knowledge and practices of the teachers in our sample could also be said to fall into a spectrum.

### Attitudes:

The teachers are positive about the goal of inclusive education practices and are generally keen to adopt such practices.

### Knowledge:

The teachers have some generalized knowledge of the goals and practice of educational practices, but this knowledge needs to be strengthened. In the case of practices, the teachers need the most support, both to understand best practice and to know how to effectively implement practices of which they are aware.

### Practices:

The teachers in our sample believed that PEELI has provided them with a good understanding of practices such as individualized learning and cooperative learning. However, the linkage of these practices to inclusivity needs to be stronger. As another example, the teachers have mostly migrated to using cooperative learning as a core, regular strategy, but need to strengthen their knowledge of and capabilities in effectively managing student groups.

As we journey towards more inclusive approaches in primary school classrooms in Punjab, we recommend a simple, effective and limited intervention that includes training, policy, practice and community components. We recommend an approach that is both face-to-face and digital, thereby providing both 'richness' and 'reach'.

**Teacher training** must be both strengthened and universalized. It should include the goals of inclusivity in education, the identification of each type of barrier and related biases, and examples of best practice that may be implemented given the constraints of class and classroom sizes.

**Policy manuals** should be implemented at school level. They must include a requirement for each teacher to participate in training, a recommendation for each teacher to participate in an inclusive community, a requirement for teachers to study and use a practice guide, and a requirement for teachers to create a brief profile that describes each of their students.

**A community of practice** that provides teachers with a space to address inclusive challenges must be established in each school. Within each community, there is an appointed community leader who, if feasible, organizes periodic community meetings. To create a wider support network, a mobile community of practice should be established on which community managers post examples and field questions.

# 4.0 **Research Scope and Methodology**

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After conducting a comprehensive literature review to define inclusive education and identify observable inclusive classroom and teaching practices, four research instruments were created. To yield results that measured explicit knowledge and evaluated implicit attitudes towards inclusive education, our research methodology involved the triangulation of surveys, focus groups, in-depth interviews and classroom observations.

To collect data representative of Punjab as a whole, research was conducted in both urban and rural areas in the central, northern and southern regions of the province. Our sample consisted of schools selected by the Quaid-e-Azam Academy for Educational Development (QAED), the body of the Government of Punjab responsible for teacher training. To enable our research, QAED also provided No-Objection Certificates (NOCs) for our fieldworkers to visit the schools.

Although our survey and focus group sample was made up of teachers, we explored the perspectives of an administrator from each school through in-depth interviews. In the event that the principal was unavailable, we interviewed head teachers.

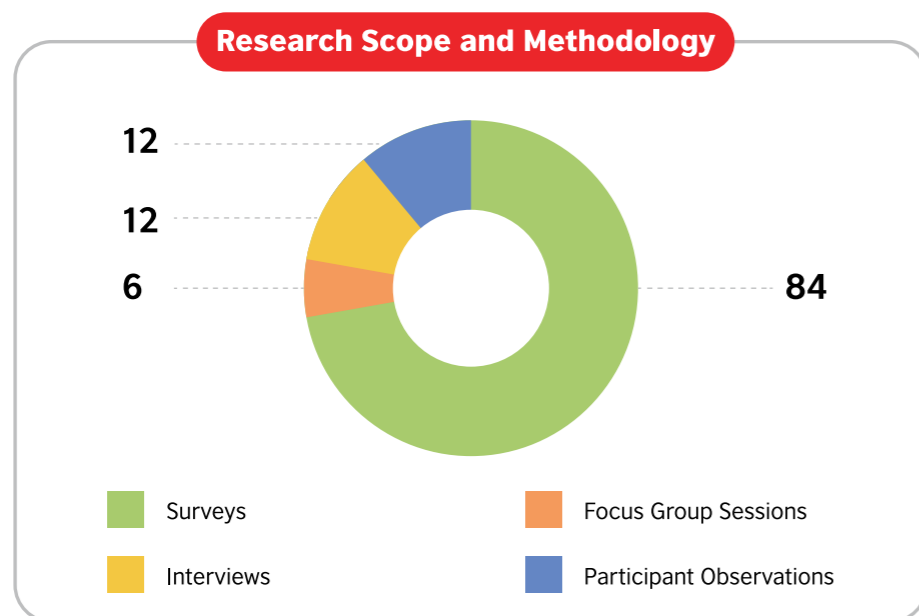


Figure 2: Research Scope and Methodology

District	School	Survey	IDI	FGD Participants	Classroom Observation
Bahawalpur	GPS Bhatta	3	1	8	1
	GPS Gaman Hasbani	6	1	-	1
Faisalabad	GHS Duddiwala	10	1	8	1
	GHSS Dijikot	8	1	-	1
Jhelum	GGPS Gura Saleem	7	1	7	1
	GGPS Social Uplift	10	1	-	1
Lahore	GGES Bhutto Colony	11	1	8	1
	GGES Kot Illumdin	5	1	-	1
Rawalpindi	GGPS Gujer Khan	8	1	8	1
	GGPS Arya Mohalla	8	1	-	1
Vehari	GPS Tibba Sultan	3	1	-	1
	GGPS Chak 451/EB	5	1	6	1
<b>Total</b>		<b>12</b>	<b>84</b>	<b>12</b>	<b>45</b>

Figure 3: Research Sample and Scope

# 5.0 Literature Review

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## Defining Inclusive Education

Inclusive education places an emphasis on any students who face barriers in experiencing full and meaningful participation in the classroom, irrespective of their differences (Ballard, 2004; Booth & Ainscow, 2002). Concerned with the “presence, participation, and achievement” of all children (Ainscow, 2005), the goal of inclusive education is to “eliminate social exclusion resulting from attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and ability” (UNESCO, 2008, p.5). Many of these attitudes and responses to diversity are shaped by traditions and social norms (DFID, 2018), making the task of implementing inclusive education a difficult one.

Inclusive education is more than an accessibility issue pertaining to physical barriers. Rather, student achievement can also be affected by symbolic barriers formed by distinctions that separate individuals into groups (Van den Bergh et al, 2010). These barriers form unconscious biases that stereotype individuals of particular demographics. In the classroom setting, unconscious biases can instill a sense of self-doubt within students who are branded as less capable or intelligent (McKown & Weinstein, 2008). A teacher could, for instance, have lower expectations of girls’ achievements in mathematics. They could also perceive students with learning disabilities to be less capable. These implicit biases hold a glass ceiling on not only what a student is encouraged to achieve by others, but also the range of possibilities that they imagine for themselves.

An inclusive school is one that is barrier-free to accommodate all students both physically, in terms of infrastructure, and symbolically, through culturally responsive curricula and support systems (CSIE, 1996). The school does so to promote collaboration and equality (CSIE, 1996) through its teachers’ dynamics with students and the administration’s dynamic with parents (CEC, 1994). In consequence, promoting inclusivity requires a shift in educational culture towards the values of equality and impartiality (Cameron et al, 2018).

It is imperative for teachers to take the forefront of this charge. However, according to Grant (2019), most teachers are reluctant to adopt inclusive classroom practices because they fear that they lack the support and resources to do so. This is particularly true in the case of students with disabilities, as the process of mainstreaming can be difficult to facilitate in poor countries (GEMS, 2020). It is for this reason that teachers must undergo training to shift their perceptions of inclusivity prior to learning inclusive practices (Florian, 2008). Believing in inclusive practice catalyzes teachers to implement effective inclusive practices despite the conditions of their schools.



## Identifying an Inclusive Classroom

Inclusive education has frequently been observed through frameworks (British Council, 2019) that focus on student participation to determine levels of inclusivity. These frameworks evaluate whether students ask and answer questions, follow instructions, write on the board, and remain engaged during lessons. Another approach centers on cultural responsiveness (Gay, 2001) as a measure of inclusivity. In this approach, a checklist for inclusivity is used to assess whether teachers recognize their own affinities or prejudices, if they are using a variety of teaching and assessment methods, and whether they are adaptable and accommodate students with various disadvantages.

By incorporating both approaches, we understand that inclusive teaching practices require teachers to grow aware of the “conditions” of their environment and are equipped with the knowledge of effective practices to tackle these barriers and increase student participation. An inclusive teacher understands both their personal limitations and the limitations of their classrooms and students, and amends their teaching practices accordingly. They must move through a framework that focuses on the conditions that hinder inclusivity, consider effective teaching practices that can prevail these conditions, and assess the outcomes that follow.

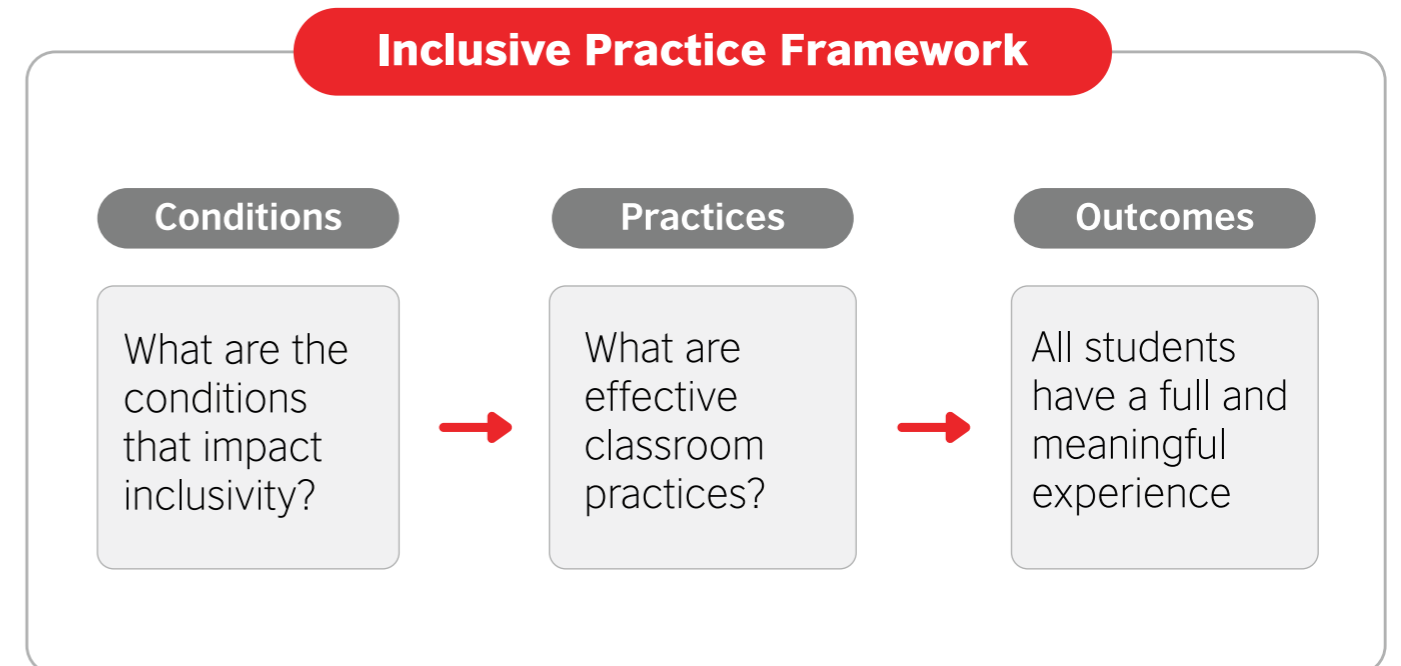


Figure 4: Inclusive Practice Framework

## Classroom Conditions

Assessing classroom conditions demands a deep consideration of the characteristics that describe the students, the teacher, the curriculum and the classroom itself:

1. **What barriers do my students experience?**
2. **What are my limitations and biases?**
3. **What are curricular limitations?**
4. **What are the characteristics of my classroom?**

## Teacher Biases & Attitudes

To propel the change towards inclusive practice, a teacher should first and foremost, be aware of how their unconscious behaviour can set additional barriers in the classroom. Teachers require an attitudinal shift before learning inclusive practices. Inclusive training should change the way that teachers think about inclusion rather than simply reinforcing inclusivity goals (Florian, 2008). Through this process, teachers should work towards the following:

1. They understand the role of their own ethnicity and language in responding to students from other cultures (Delaney, 2017).
2. They are well versed in explicit knowledge about students from diverse backgrounds (UNESCO, 2017)
3. They believe in a "growth mindset" that does not view intelligence as a reflection of fixed and innate abilities (Dweck, 2006).

Thus, inclusive teachers, first and foremost, are well-versed in knowledge about their students from diverse backgrounds and the barriers they face (Gay, 2001; Conteh, 2003; 2006). But this approach should not be student-centric. Rather, it is critical for teachers to consider the ways that their own identity and biases shape interactions with students (UNESCO, 2008).

## Curriculum and Classroom

There are various limitations posed by the facilities and curriculum that scaffold classroom dynamics. To assess the physical characteristics of a classroom, one must consider mobility, light, sound and other conditions, and whether the classroom physically accommodates students with disabilities. Particularly in poorer countries, many schools are unequipped with the support or facilities required to teach students with disabilities. It is for this reason that teachers are hesitant to implement inclusive education (Grant, 2019; Dexter & Douglas, 2014). In addition, Ainscow (1999) argues that curriculum can be an "oppressive, discriminatory, and disabling" barrier to inclusion (Mittler, 2000). This is because a rigid curriculum may restrict the use of different teaching methods and can discourage the use of examples and perspectives that relate to minority group identities.

*“oppressive,  
discriminatory,  
and disabling”*

(Ainscow, 1999)

## Inclusive Teacher Practice

To override these constraints, inclusive teachers must plan lessons while considering the needs of all their pupils. Hopkins et al. (1997) observe that inclusive teachers are able to “develop a range of lesson formats” that contain differentiated activities (Dun et al., 1992) to take into account different learning styles and abilities while fostering a common purpose that overarches across these differences (Kurawa, 2010). To do this, inclusive teachers use a range of methods, including cooperative learning and individualized learning, that are handled by effective classroom management.

While observing the use of inclusive practices, one also needs to consider the dynamics within the classroom as lessons unfold. It is in this interaction that one can determine whether a teacher is truly overcoming the barriers of exclusion. Are students given the opportunity to work together, if so, how? Are there any observable conflicts between students and, if so, how does the teacher manage this?



Figure 5: Inclusive Classroom Best Practices

## Cooperative Learning

Cooperative learning (Johnson & Johnson, 1999) fosters peer support and connection through the “instructional use of small groups” to fulfil a common task or activity (Sapon-Shevin et al., 1994; Kurawa, 2010). Through group activities, students are able to help one another through discussions and arguments and, as a result, they fill in gaps in each other’s understanding. This forges a sense of “positive interdependence” (Johnson & Johnson, 1999) that yields higher results in achievement, reduces segregation and improves collaborative behaviour (Slavin, 1995). However, it is essential to ensure that all children participate in a group activity. If any student feels restricted in directing their own learning or underutilized in supporting their classmates’ learning, further barriers can arise (Ainscow, 2002).

## Individualized Learning

Individualized learning ensures that “instruction is adjusted to accommodate each student’s unique pace” (Grant, 2014). The goal of this approach is to ensure that individual students can progress through the curriculum at different speeds that correspond to their specific learning needs. In advanced contexts, Universal Design for Learning prefers an approach to classroom practice that embraces multiple means of representation (what a student learns), multiple means of action and expression (what a student does and says) and multiple means of engagement (how students are engaged and evaluated) (Hall et al., 2012). This encourages diverse ways of learning that accommodate students with different capabilities, interests and experiences of barriers.

## Classroom Management

Proper classroom management is required to ensure that these learning methods are, indeed, conducive to implementing inclusive dynamics. This includes a class-generated contract for behaviour that regulates student dynamics to instill values like “cooperation, collaboration, helpfulness and empathy” (Douglas, 2019, p.6). Additionally, students should be seated in ways that support inclusivity. Adequate seating arrangements should be made based on accessibility and diversity. To accommodate diversity, teachers should refrain from grouping students in homogeneous clusters with others with similar abilities or backgrounds, as this can instigate social stigmatization (Larson et al., 1984). Instead, they should use diverse formations of heterogeneous clusters that better support cooperative learning.



## 6.0 **Diversity and Barriers to Inclusivity in Punjab**

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Punjab is ethno-linguistically diverse. Although predominantly Punjabi-speaking, 24.8% of the population speaks Pushto, Sindhi, Saraiki, Urdu, and Balochi (Pakistan Bureau of Statistics, 2017). In Alif Alaan’s 2016 school district education province ranking, 8 out of the top 10 performing districts in Pakistan were in Punjab. But two districts in southern Punjab — Dera Gazi Khan and Rajanpur — did not even feature in the top 100. People of both these districts are predominantly Saraiki and Balochi-speaking.

Although Punjab is 97.21% Muslim, the province’s population includes Christians, Hindus, Ahmadis, scheduled castes, and others. Even within Muslims, there are sectarian differences that can also emerge as a barrier. Although fostering tolerance is a curricular objective, textbooks are Islam-centric and tend to ignore the beliefs and practices and, often, even the existence of religious minorities.

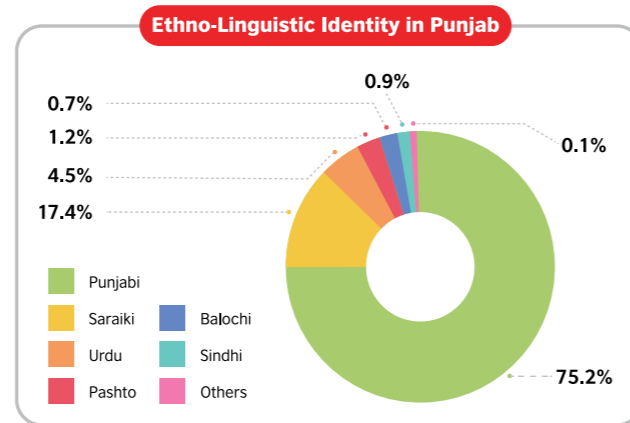


Figure 6: Ethno-Linguistic Identity in Punjab  
Source: Pakistan Bureau of Statistics (2017)

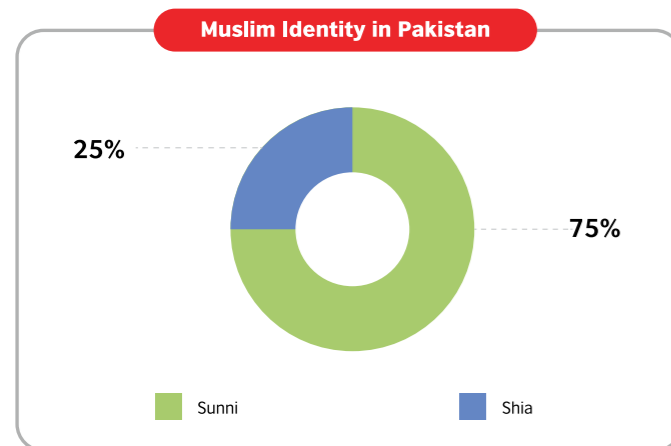


Figure 7: Muslim Identity in Pakistan  
Source: Pakistan Bureau of Statistics (2018)

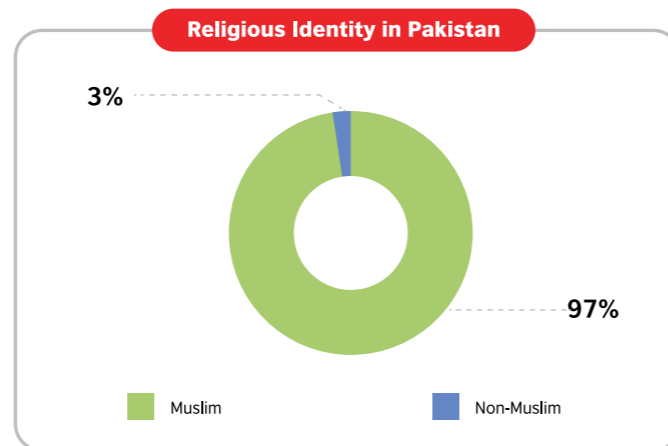


Figure 8: Religious Identity in Pakistan  
Source: Pakistan Bureau of Statistics (2018)



The most recent survey on people with disabilities in Pakistan reported that 3% of the Pakistani population is made up of people with physical or psycho-social disabilities. However, these statistics are outdated and many (Singal, 2016; British Council, 2014) predict that the figure is somewhat higher than that. In Pakistan, people with severe disabilities are highly marginalized. They are rarely given employment opportunities and often remain unmarried (British Council, 2014).

There are huge economic disparities in Pakistan, particularly between rural and urban areas. The shift towards private sector education is an important measure of the impact this has on education. In rural Punjab, 73% of students attend government schools, while this figure drops to 23% for urban Punjab (Memon, 2006). There is a significant difference between the quality of education received by children in government schools and children in private schools in Punjab. In private schools, 72% of 5th graders are able to read an Urdu story, while only 68% of 5th graders in a government school can read the same story (Annual Status of Education Report, 2018).

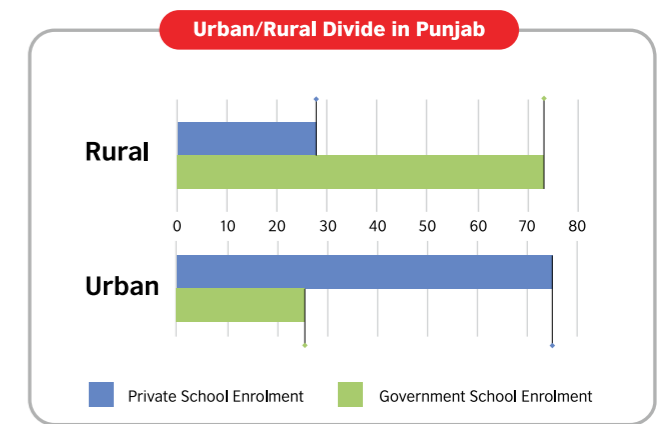


Figure 9: Urban/Rural Divide in Punjab  
Source: Banuri (1992)

The gap between urban and rural Punjab is also reflected in female literacy rates. Compared to other provinces, there is not a substantial discrepancy between female and male literacy in Punjab as a whole. However, this gap grows significantly when we measure female and male literacy in rural areas.

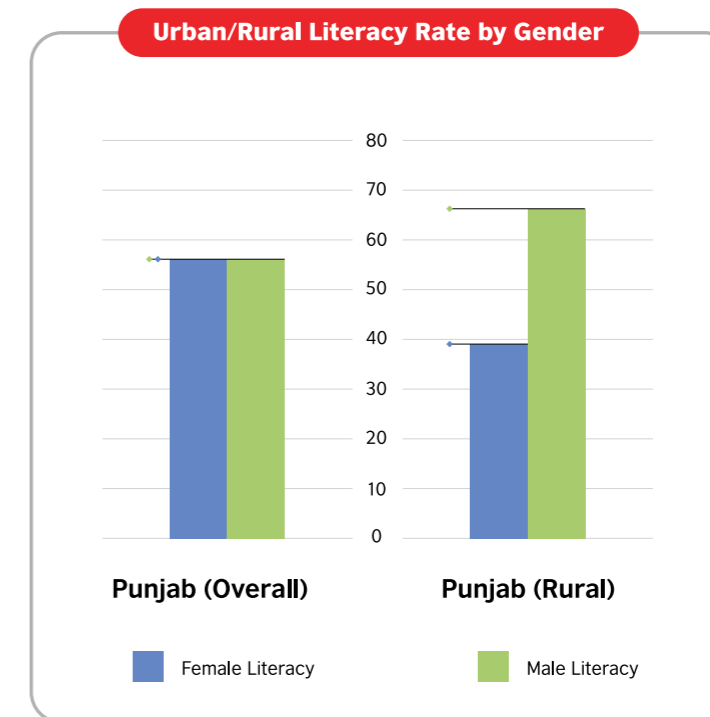


Figure 10: Urban/Rural Literacy Rate by Gender  
Source: Pakistan Bureau of Statistics (2016)

# 7.0 Observing Inclusivity in Punjab: Conditions

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## Observing Conditions

In the schools we visited, we observed that a number of conditions shape the capacity of teachers to deliver an inclusive education. Perhaps the greatest hindrance that teachers must overcome is a large student population in each class, which makes it very difficult for teachers to ensure that each student has a full and meaningful experience.

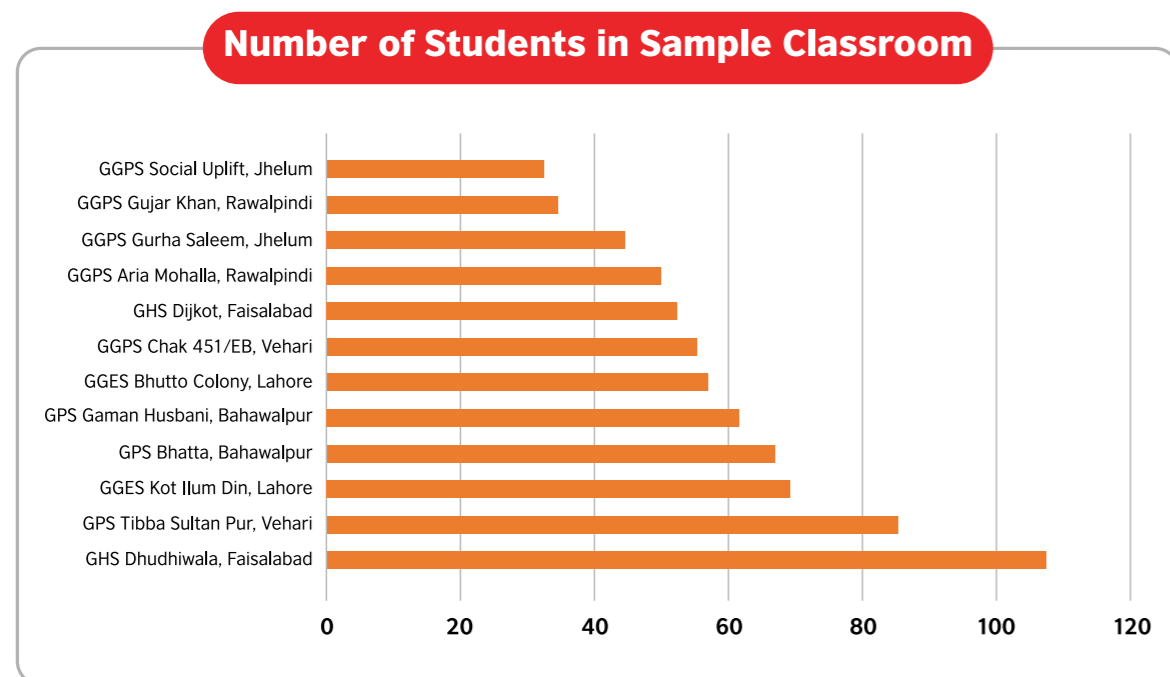


Figure 11: Number of Student in Sample Classroom

In classes with such substantial student populations, a lot of teacher time is devoted to classroom management, which cuts down on time for lesson delivery. In the classes we observed, the average lesson was only 27 minutes long. The large student population in each class and short lesson periods make it very difficult for teachers to encourage student participation, let alone uphold inclusive practices.

Classrooms are also very overcrowded. There is limited space between desks in 11 out of 12 of our sample schools. And, while 9 out of 12 of our sample schools are accessible to students with physical disabilities, the rest have limited accessibility. Severely constricted classroom space works against students with physical disabilities and also constrains the capacity of teachers to form groups of students or walk over to a student to provide individualized attention.

100% of the teachers in our sample are Muslim, but most schools have Christian students. Assuming teachers in government schools tend to be Muslim (as in our sample), they are likely to have very limited peer interactions with teachers of different faiths. Both the curriculum and religious backgrounds of the teachers tend to create a sense of invisibility around the identity of religious minorities.

The language of instruction in all the classrooms we observed is Urdu. In some respects, this is a positive indication of national integration. In other respects, this may also create a barrier to inclusivity, as most children in government schools in Punjab speak Punjabi or another language. We also observed that students had different levels of mastery over Urdu. While we were not able to correlate the level of student mastery of Urdu to socio-economic background, it would be useful to determine by deeper study the linkages between these two factors. We suspect, but cannot verify, that students of less advantaged socio-economic background tend to have great level of difficulty in mastering Urdu. We suspect that mastery of English may suffer from an even greater socio-economic bias.



# 8.0 Observing Inclusivity in Punjab:

## Understanding Barriers

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There are multiple layers to the way that teachers in Punjab primary schools understand the barriers that impact their students' experiences. Teachers and administrators in all schools identified a 'disadvantaged student' to be one whose needs are not being met by their family, in terms of financial or emotional support:

*"In my opinion, domestic issues are a major cause of negative effect on students' performance,"*  
(teacher, GGPS Social Uplift, Jhelum)

*"In my view poor family backgrounds create many problems which doesn't allow them [students] to concentrate on studies effectively. These children are considered disadvantaged,"*  
(principal, GPS Tibba Sultanpur, Vehari)

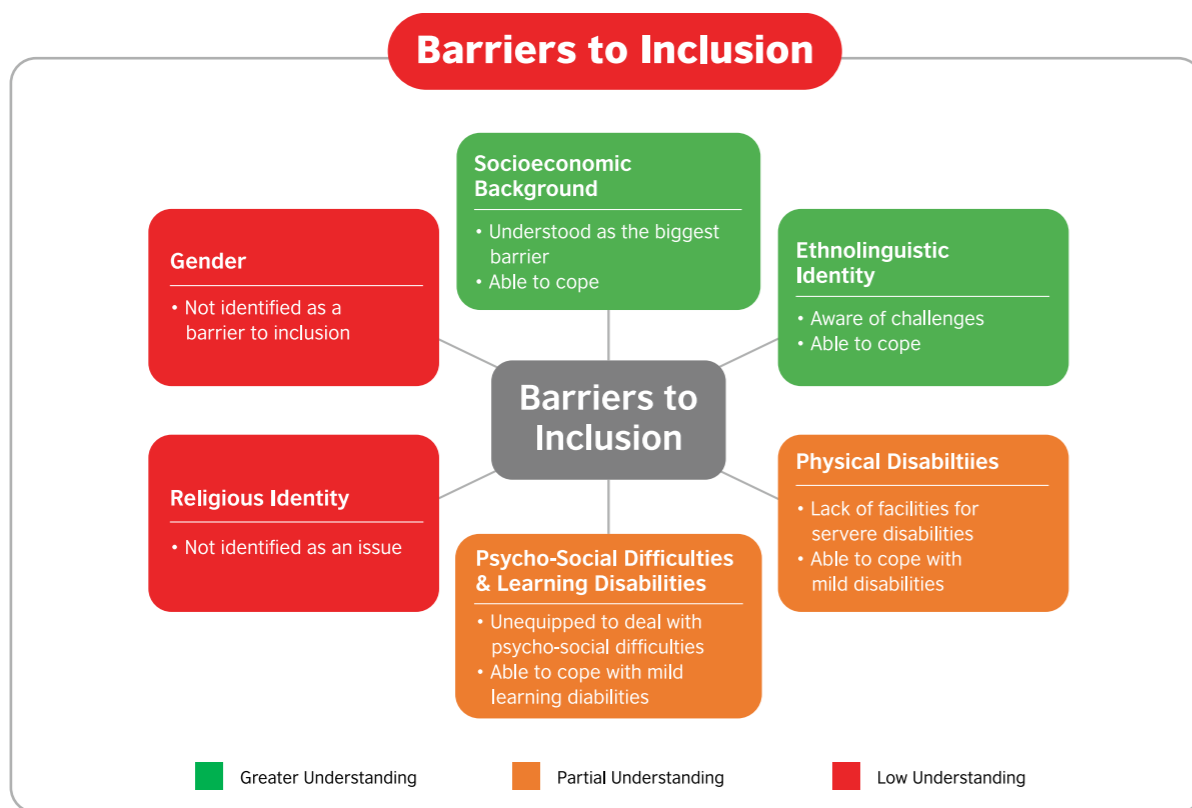


Figure 12: Barriers to Inclusion

Both these issues were linked to a child's socio-economic background and their parents' level of education, implying that a student's socio-economic background is considered to be the greatest barrier. Gender and religious identity were not identified to be barriers to inclusion in the classroom. For both these areas, teachers emphasized that girls and religious minorities performed well in their schools and, thus, there was no barrier to education. To not identify a barrier is an issue itself, as there indicates limited awareness to identify any problems that could arise in a student's experience. Teachers expressed the most reluctance to accommodate those with substantial learning, psycho-social difficulties or physical disabilities, fearing that they lacked the facilities to do so successfully.

## Attitudes and Practices Relating to Socio-Economic Disadvantage

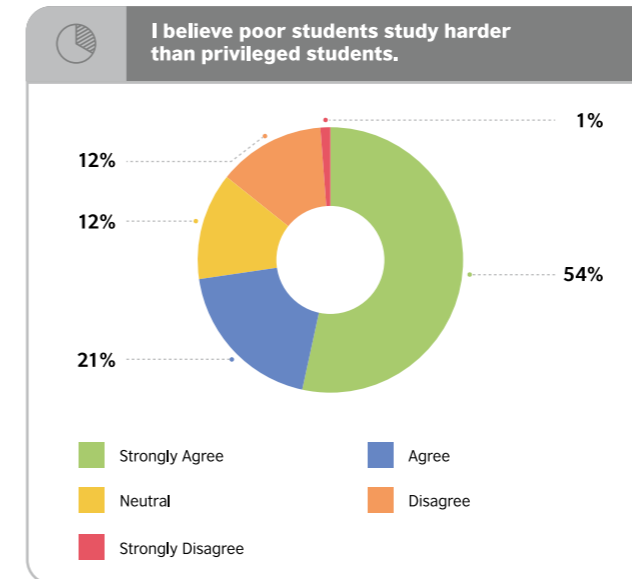


Figure 13: Attitudes Towards Socio-Economic Disadvantage

Because socio-economic disadvantage is perceived by teachers and administrators alike to be the biggest impediment towards a child's learning experience, they feel they are well equipped to deal with it. 66% of teachers positively discriminate students from poor families, believing that they study harder than their more privileged counterparts. This attitude manifests in practice through a charity lens, due to which teachers resort to their own pockets to help students out financially.

*"A student in my classroom belonged to a poor family and was always depressed. I helped her buy new pair of shoes and she started participating in the classroom activities more actively. These are the little gestures which help students towards positivity,"*  
(teacher, GGPS Gujer Khan, Rawalpindi)

*"I think that students with very financially unstable backgrounds lack even most basic study items like stationery items (books, pencils etc). So, we provide them such things out of our own pockets, and the school also has a charity shop for this purpose."*  
(teacher, GGES Bhutto Colony, Lahore)

Using a charity lens may divert teachers away from understanding the learning and socialization challenges that result from socio-economic deprivation. For instance, one teacher described her student's shame relating to her father's profession:



*"Once, I asked a female student about the profession of her father, but she didn't speak out of embarrassment. But later, she reached out to me and whispered in my ear that her father pushes a cart in streets to sell different things. She felt uncomfortable saying it in front of her classmates,"*  
(teacher, GGPS Gujer Khan, Rawalpindi)

## Attitudes and Practices Relating to Ethno-Linguistic Diversity

Most teachers did not express any issues with accommodating students from diverse ethno-linguistic backgrounds. They feel that students with ethnically diverse peers learned more and grew more tolerant than those in ethnically homogeneous schools, and valued this learning experience.

*“We have Pashtun students in our school and many of these children speak their mother language. We encourage them to speak Urdu, provide them time and act as role models. We also mix students, so they start communicating with each other,”*

*(teacher, GGPS Gujer Khan, Rawalpindi)*

78% reported that they encourage students to use examples from their own culture.

To manage classroom dynamics in the case of any interpersonal tensions between students, many teachers enforce an informal code of conduct. They explain to students that it is important not to make fun of any other student's traditions.

Teachers feel equipped to handle ethno-linguistic diversity by using a variety of teaching practices, which include individualized examples, group activities, peer learning and visual aids. However, one significant strategy teachers deployed was to cluster together students into homogeneous ethnic-linguistic groups as they felt this facilitated the learning process.

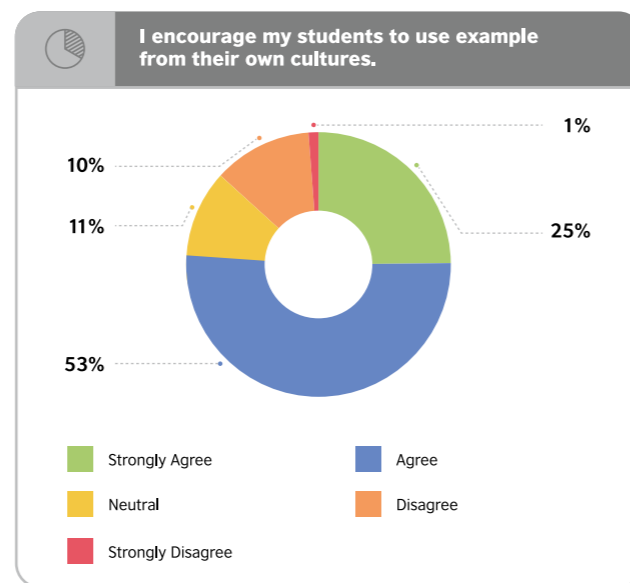


Figure 14: Culturally-Responsive Teaching Practices

***“Students with cultural and linguistic differences learn better when they learn together,”***

*(teacher, GGPS Gura Saleem, Jhelum)*

Although teachers and administrators seem confident about accommodating students from different cultures, their strategy of forming homogeneous clusters can have a negative effect. Grouping students by ethno-linguistic background may work in some cases but, if heterogeneous clusters are never formed, this could also reinforce the ethno-linguistic barriers that impede individualized learning. Additionally, teachers had little understanding of ethno-linguistic cultures outside of their own. This kind of cultural knowledge is essential towards supporting culturally-responsive teaching.

## Attitudes and Practices Relating to Learning Disabilities

The teachers in our sample feel equipped to teach students with learning disabilities by using cooperative learning strategies that place high performing students with low performing students. However, 54% of teachers perceive these strategies to impede the learning of other students.

*“In my view students’ interactions influence their behaviour considerably. For this purpose, we arrange group activities in a class in which we place two high grade students with two low grade students in one group and give each group a task to complete,”*

*(teacher, GGES Bhutto colony, Lahore)*

Intelligence is seen as an innate quality rather as something that can be developed with proper support. Teachers are unable to identify different learning disabilities and instead, students with learning disabilities are described as “slow-learners” with a “low IQ”. This perspective risks limiting the extent to which a teacher will invest time in the education of students with learning disabilities.

*“We can’t make them more capable that they already are since they have their own mental calibre”*

*(teacher, GHS Dhuddiwala, Faisalabad)*

The willingness to accommodate learning disabilities dwindles further in response to more severe disabilities, that are probably psycho-social in nature.

*“We focus more on weak students. We bring them to the front row,”*

*(teacher, GPS Gujer Khan, Rawalpindi)*

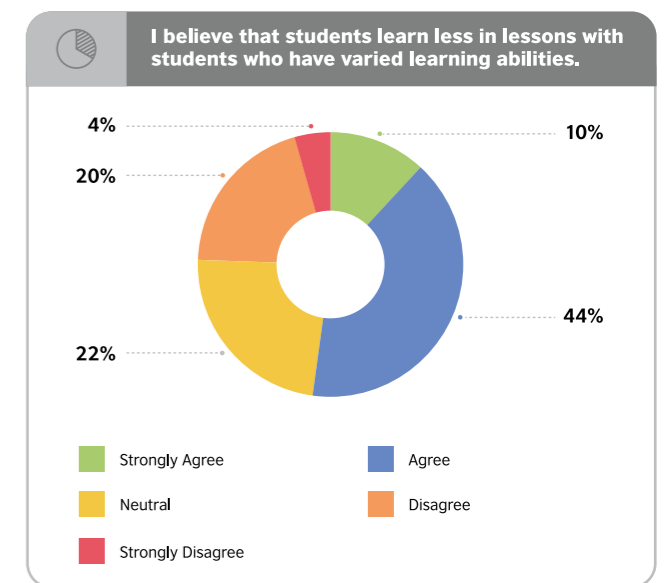


Figure 15: Attitudes Towards Diverse Learning Abilities

## Attitudes and Practices Relating to Psycho-Social Difficulties

Although many teachers feel equipped to teach students with mild learning disabilities, they are not comfortable including students with significant psycho-social difficulties. Teachers describe these students as difficult and disturbing to other students, and thus, 88% believe they are better suited for “special schools”.

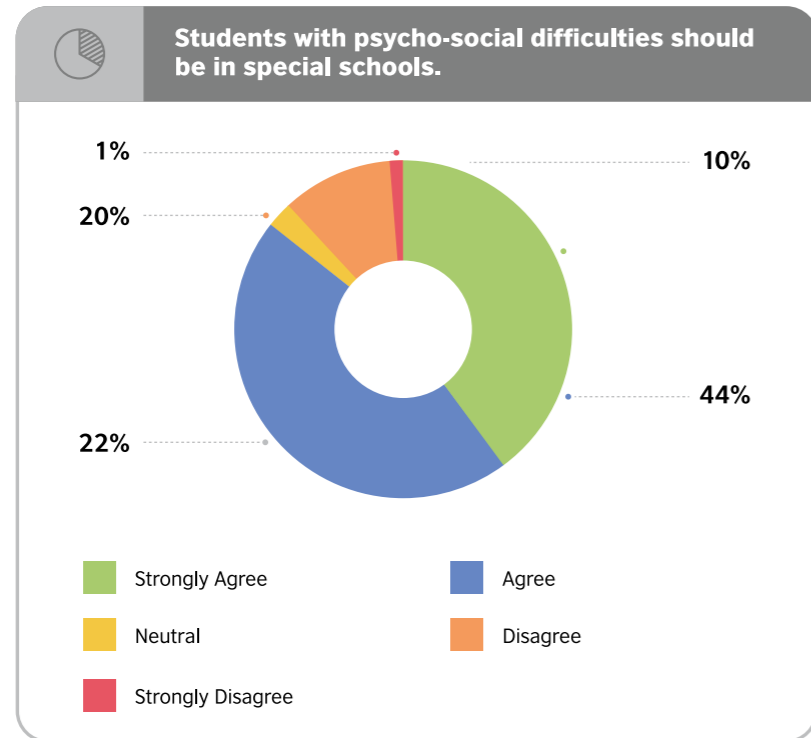


Figure 16: Attitudes Towards Mainstreaming Students with Psycho-Social Difficulties

*“If there is a small problem and the child just needs individual attention, that’s fine. But if it is a special child, then he must not be taught with normal children,”*  
(teacher, GGES Bhutto colony, Lahore)

*“His parents said that Ali is haunted by supernatural powers. Being a senior teacher, I tried my best to help that child by engaging him in various activities. I told him that I have this ability to make the ghost run away through spiritual teachings,”*  
(teacher, GGES Bhutto colony, Lahore)

*“They are usually very stubborn and extremely difficult to manage along with normal children,”*  
(teacher, GHS Duddiwala, Faisalabad)

*“They are usually mentally retarded and, if you ask me, they should be placed in special institutions where trained teachers can take a good care of them,”*  
(teacher, GGES Bhutto colony, Lahore)

Mainstreaming children with psycho-social difficulties raised the most concern for all teachers. While some of these concerns are due to lack of training, they are linked to a wider societal problem of endemic stigmatization. Teachers often referred to students with psycho-social difficulties as “mentally retarded” or “slow”. These labels solidify symbolic barriers and stigmatize students with psycho-social difficulties.

## Attitudes and Practices Relating to Physical Disabilities

Teachers feel able to deal with mild physical disabilities, but not with significant disabilities. They use a mixture of unconventional methods and traditionally ‘inclusive’ ones to try to provide children with physical disabilities with a meaningful learning experience. One teacher mentioned giving students with physical disabilities extra time to ensure that they can complete classroom tasks. Two others mentioned seating arrangements made for students with low vision. The most prevalent anecdotes describe how teachers and their students cooperated to help students with physical disabilities.

*“I once had a child who did not have an arm, so I put four other children with him to help him out,”*  
(teacher, GGES Bhutto Colony, Lahore)

*“I had a student with a physical disability, named Sami Ullah, in my class. We used to carry him to classroom. He was already very disturbed, and his mother’s death shattered him further. Now he is going through trauma and is not performing or taking interest in any activity. We have tried our best to bring him back to study, but he left school,”*  
(teacher, GGPS Gujer Khan, Rawalpindi)

Teachers generally do their best to support their students with physical disabilities, but feel that they do not have the facilities or support to adequately educate and support them.

*“Students with little physical disabilities can study with other students but disabilities like total deafness or muteness cannot be managed without properly trained teachers. It also requires special tools and resources,”*  
(teacher, GGPS Gura Saleem, Jhelum)

Although teachers provide support for their students with physical disabilities, the support they provide could be a result of their perception that it is important to feel sorry for students with disabilities. Feeling sorry for students with disabilities can have a negative effect on such students (DFID Education Policy, 2018; Ainscow & Booth, 2003).

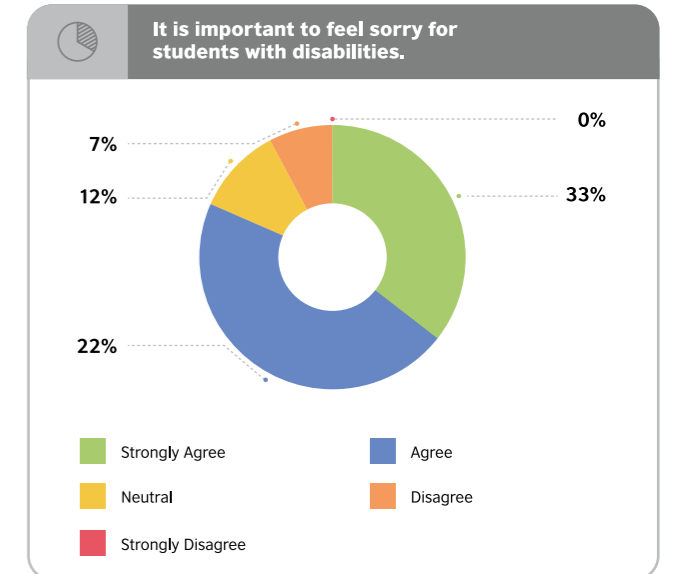


Figure 17: Attitudes Towards Students with Physical Disabilities



## Attitudes and Practices Relating to Gender Diversity

While teachers do not identify gender as a significant inclusivity barrier, their perceptions may reinforce the impact of the barrier. 76% of teachers believed that boy students are more likely to understand math than girl students. This type of unconscious bias can discourage girls from participating fully and meaningfully in their math class. During interviews with school administrators, a word association test revealed that girls are described as “cooperative and hardworking” while boys are “mischievous and curious”.

*“Girls possess a sense of responsibility by birth,”*  
(teacher, GHS Duddiwala, Faisalabad)

*“Compared to boys, girls are more receptive in class and easier to deal with,”*  
(teacher, GPS Bhatta, Bahawalpur)

There is a lack of awareness in the ways that gender stereotypes can impact girl student’s learning and confidence and may lead to further stereotyping of treatment of boys and girls. One teacher understood the basis of this stereotype to be socially constructed rather than biological, and explained how the different barriers faced by girls can impact their learning.

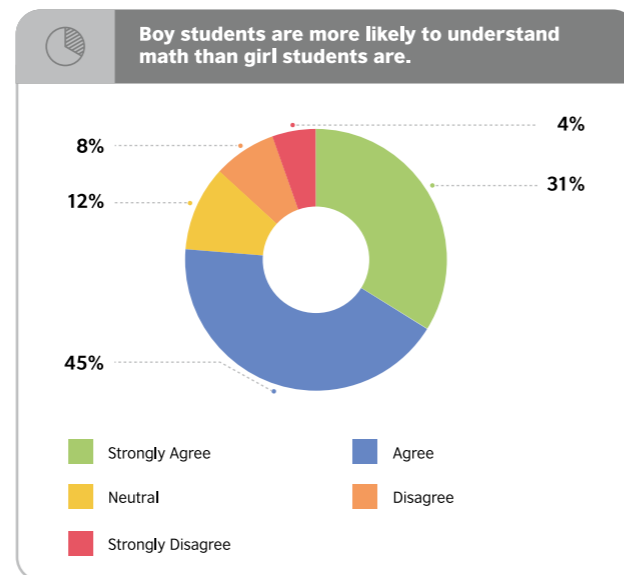


Figure 18: Perceptions of Gender-Specific Academic Performance

*“They are restricted to homes and do not get exposure they require. For this reason, usually girls are not very outspoken,”*

(teacher, GPS Chak 541/EB, Vehari)

## Attitudes and Practices Relating to Religious Diversity

Although every teacher in our sample is a Muslim, religious identity is not perceived to be a significant inclusivity barrier for minorities. Teachers acknowledge that this may become an issue for older students, but not for primary students. During instances when disputes have arisen between students, teachers have emphasized that religious identity does not matter at school.

*“Children from Christianity and Islam both are integrated well in school, like they share lunch and teachers don’t discriminate between them,”*  
(teacher, GPS Bhatta, Bahawalpur)

*“One incident took place in my class when Muslim students objected that classroom monitor is a Christian. I resolved this issue by making students understand the acceptance of differences. I told them that here in school, everyone is equal to us,”*  
(teacher, GGPS Gujer Khan, Rawalpindi)

Other teachers feel that their non-Muslim students’ high performance in the subject *Islamiyat* evidences that they are not disadvantaged:

*“In my class, once there was a non-Muslim student who had better marks in Islamic Studies than the Muslim students,”*  
(teacher, GPS Chak 451/EB, Vehari)

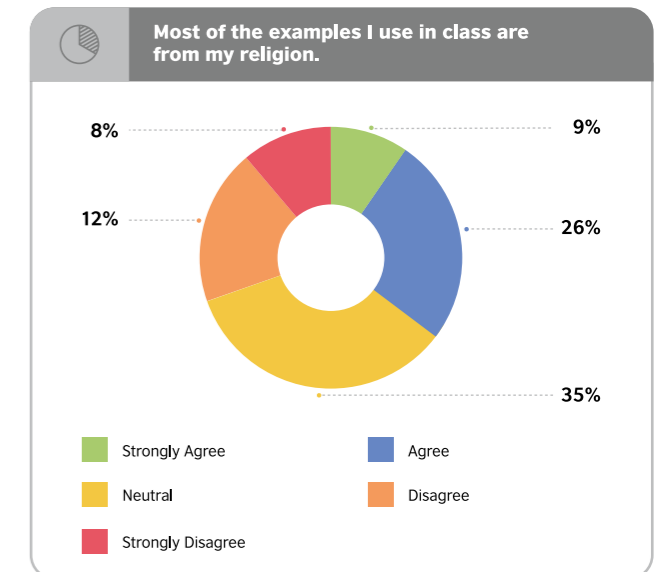


Figure 19: Practices Relating to Religious Diversity

*“In the case of Christians, they even enjoy celebrating Muslim festivals,”*  
(teacher, GGPS Gura Saleem, Jhelum)

However, a lack of awareness of the impact that religious identity has on a student’s education and confidence may lead to the marginalization of religious minorities. In our sample, 61% of teachers reported that most of the examples they use in class are from their religion (Islam). Because textbooks often emphasize a Muslim identity, a culturally-responsive teacher would give examples from other students’ religion and festivities rather than expecting assimilation.

## 9.0 Using Inclusive Practice in Punjab

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Observing classroom practice in our sample schools showed us how teachers overcome, or do not overcome, the barriers of inclusivity and the conditions that shape them. This helped us assess to what extent teachers know or do not know how to effectively use inclusive practices. Some teachers emphasise that using inclusive practices can be time consuming, while others believe that individualizing learning and cooperative learning are effective methods to teach students.

## Individualized Learning

All teachers in our sample called on students for answers. The teachers either made a generalized call for answers or identified individual students for a response. On average, 20% of students were not called for a response and 5% of students did not participate at all during lessons. Beyond calling on students, the teachers in our sample tended not to systematically use other individualized learning strategies such as engaging in depth with a student or recommending specific activity for a student.

11 out of 12 teachers in our sample used relatable examples such as “Sara had 100 rupees and she bought some pencils.” The use of learning aids was much more limited: 4 out of 12 teachers used visual aids like flash-cards and whiteboards.

We did not observe any significant deployment of individualized learning approaches that were driven by considerations of inclusivity. In one case, a teacher asked a student who was partially deaf a question but did not provide the student sufficient time to respond.

## Cooperative Learning

Teachers in our sample used cooperative learning approaches in 11 out of 12 schools. (In one school, a teacher set up group activities but there were not enough materials for every student to be part of a group activity.) In general, the teachers appeared to mix high performing students with low performing students.

In observing group-based activities, our overall impression was that teachers did not have a clear idea how to manage group activity and tended to lose command over the classroom while group activities were taking place. Moreover, during group activities, high performing students tended to answer while lower performing students did not participate

## Classroom Management

Teachers in our sample uniformly seated children with hearing or seeing impairments at the front of the classroom. While 3 teachers also regularly rotate their students’ assigned seating arrangements, 1 teacher was unsure of how to make these rotations while maintaining accessible arrangements. She rotated a student with impaired hearing to the back of the classroom, from where he was unable to participate.

In a shared classroom with grade 2 and 3 (due to limited infrastructure and faculty members), one class would be taught while the other waited silently for their turn to be taught. This made it difficult for the students to stay engaged.

## Implementation Challenges

The majority of the teachers in our sample identified either lack of parental cooperation or the pressures of high levels of class strength (student population) as the greatest challenges towards implementing inclusive education.

In terms of student population, most teachers feel that they have little time they have to provide a meaningful experience to all students. In terms of their parents, teachers feel that parents would be resistant to the idea of mainstreamed education that includes students with disabilities.

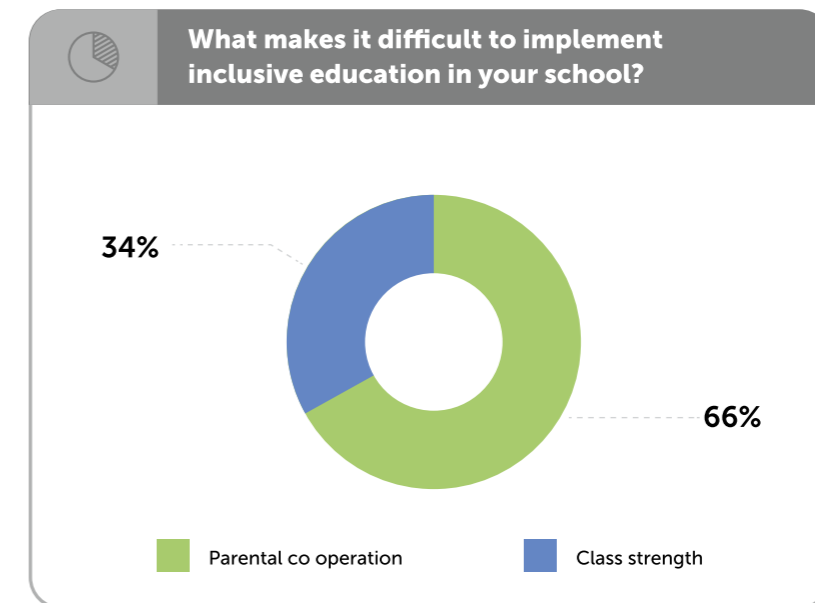


Figure 20: Practices Relating to Religious Diversity

*“Parents’ lack of interest in this ‘inclusive education’ is the main barrier,”*

*(teacher, GGPS Vehari Chak 451/EB, Vehari)*

*“We have a huge ground, but the building doesn’t have enough classrooms. Because of this, we have to accommodate almost 80 students in classrooms that can only accommodate 30 students. Some students even have their classes in the corridor of the school building,”*

*(principal, GGPS Aria Mohallah, Rawalpindi)*

# 10.0 **Summary of Findings**

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When it comes to barriers to inclusive education, the knowledge of and practices used by the teachers in our sample could be said to fall into a spectrum.

The teachers feel they know how to deal with students from diverse ethnic-linguistic and social-economic backgrounds, but some of the key practices they adopt to address these barriers (such as clustering together students from one ethnic-linguistic background together or treating students as charity cases) might not reliably generate the best outcomes.

The teachers feel they know how to deal with students with mild learning difficulties and physical disabilities, but not more significant cases. When it comes to students with psycho-social difficulties, teachers explicitly declared that they do not want to deal with these students at all. Their general approach to dealing with students with physical disabilities is to enlist the assistance of students without disabilities or to seat students with physical disabilities in the front of the class. It is important to note that teachers have a weak grasp of the difference between learning and psycho-social difficulties.

Critically, the teachers do not view gender and religion to be barriers to inclusive education. This is a significant lacuna, as they hold unconscious biases that lead to the stereotyping of students by their gender and/or their religion.

When it comes to inclusive education generally, the attitudes, knowledge and practices of the teachers in our sample could also be said to fall into a spectrum. In terms of attitude, the teachers are positive about the goal of inclusive education practices and are generally keen to adopt such practices. In terms of knowledge, the teachers have some generalized knowledge of the goals and practice of educational practices, but this knowledge needs to be strengthened. In the case of practices, the teachers considerable support, both to understand best practice and to know how to effectively implement practices of which they are aware.

For example, the teachers in our sample believe that PEELI has provided them with a good understanding of practices such as individualized learning and cooperative learning. However, the linkage of these practices to inclusivity needs to be stronger. As another example, the teachers have mostly migrated to using cooperative learning as a core, regular strategy, but need to strengthen their knowledge of and capabilities in effectively managing student groups.

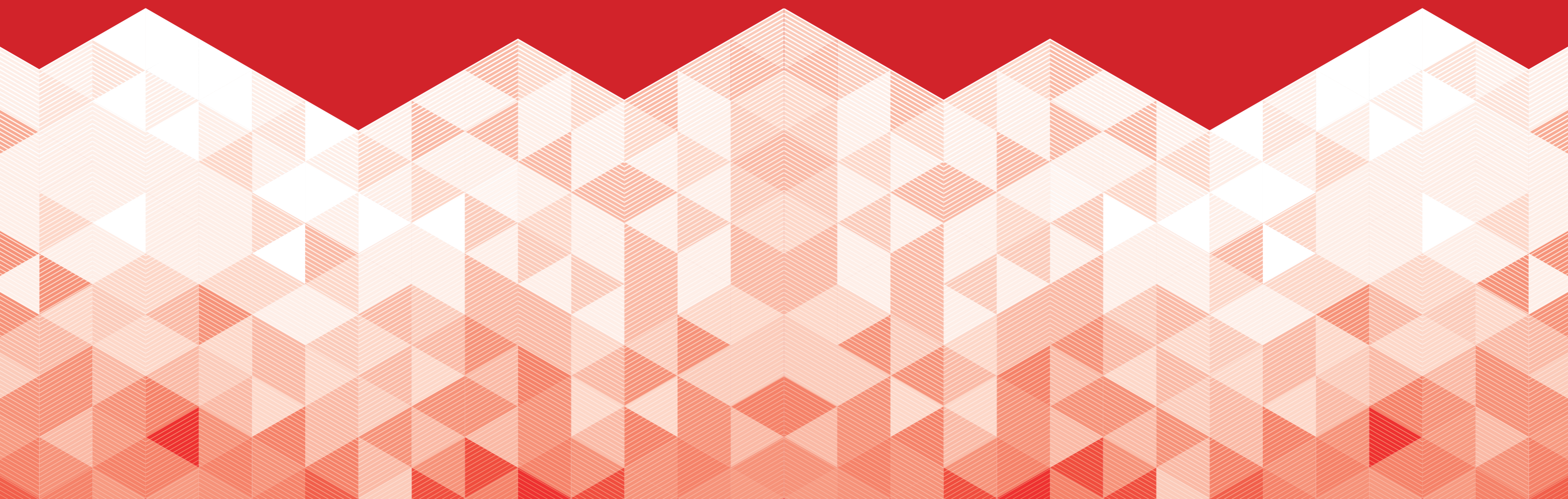
We entirely agree with the general complaint of the teachers in our sample as to the size of classes and limitation of resources. These are huge constraints. The class sizes are very large, and this severely limits teaching time. Because classrooms are so cramped, teachers are truly constrained from providing accessible arrangements to students with disabilities, effectively creating group learning spaces or providing individualized attention to students.

Accordingly, we believe that there are significant constraints on what can be achieved through higher expectations on teachers alone. A strategy that places excessively high expectations on teachers might backfire as teachers cannot be realistically expected to deliver to high standards in terms of inclusivity practice. Therefore, given the overall environment, believe in having modest but clear expectations of teachers while providing them with adequate support to move towards more inclusive approaches.



# 11.0 Recommendations

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Based on our research, we recommend a simple, effective and limited intervention with training, policy, practice and community components. We recommend an approach that is both face-to-face and digital, thereby providing both ‘richness’ and ‘reach’.

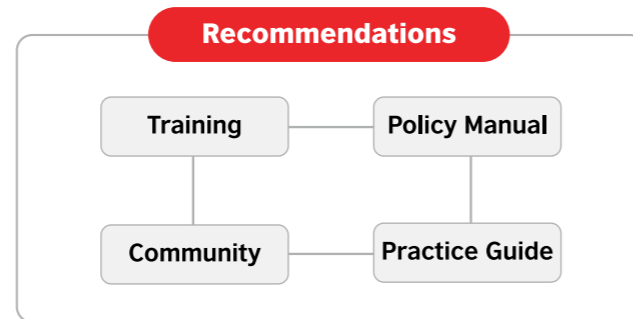


Figure 21: Recommendations

## Training

- Strengthen face-to-face training with 2-4 hour long course delivered to leaders in targeted schools.
- Universalize training with a 1-2 hour long digital course delivered through a mobile app and available to all teachers.
- Training should include:
  - The goals of inclusivity in education
  - Each type of barrier, with data, teachers’ biases, and “dos and don’ts” (online and face-to-face training)
  - Examples and best practices that may be implemented, given the constraints of class and classroom sizes and other factors (online and face-to-face training)
  - Situation-based assessments (online and face-to-face training)
  - Role play activities that encourage empathy building (face-to-face training)

## Policy Manual

- A simple inclusivity policy manual that is implemented at school level
- Policy manual should include:
  - A requirement for each teacher to take face-to-face or online training
  - A recommendation for each teacher to participate in a community of practice, either face to face or online
  - A requirement for teacher to study and use practice guide
  - A requirement for each class head to identify students who face barriers

## Practice Guide

- A simple practice guide that is made available to each teacher
- A practice guide should include:
  - Each type of barrier, with data, teachers’ biases and “dos and don’ts”
  - Checklist of inclusive practice and observed behaviours
  - Checklist for self-analysis
  - Checklist for student analysis
  - Checklist for parent meetings
  - Examples of practices being applied in classrooms with similar limitations

## Community

- A community of practice is established in each school to provide teachers with a space to address inclusive challenges
- A teacher with training is appointed as community leader
- If feasible, periodic community meetings are held
- If feasible, classroom behavior is observed and discussed
- A digital community of practice is established across the system
- Short messages sent out to members digitally on a regular basis
- Community managers guide online discussions by posting examples and field questions

## 12.0 **Appendices**

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## Principal Works

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## Research Tools : Survey

### Teaching Practices in Primary Schools in Punjab

#### PART A (for official use only)

Name of researcher: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

#### PART B

1. What is your designation?

\_\_\_\_\_

2. What city, town or village do you live in?

\_\_\_\_\_

3. Please select your gender:

Male Female

4. Please select your age category:

18-27 28-37 38-47 48+

5. What language do you most commonly speak at home?

\_\_\_\_\_

6. What other language(s) do you speak?

\_\_\_\_\_

7. What is your religion?

\_\_\_\_\_

8. Do you teach any religious minorities? Please write their religion(s).

\_\_\_\_\_

9. What is your highest level of education? *Tick the most appropriate option.*

Bachelors/B.Ed.		Masters/M.Ed.		Other:	
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10. How many years of teaching experience do you have?

less than 1 year	1-3 years	3-5 years	5-10 years	more than 10 years
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11. List your teaching qualifications and/or any teacher training that you have done.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1

#### PART C

12. What do you think the phrase "barriers to learning" means?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. List any **barriers to learning** that you think students experience in the classroom and within your school.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

14. What languages do you use while teaching and how often do you use them?

Category	Always	Very Often	Sometimes	Rarely	Never
Balochi					
English					
Pashto					
Punjabi					
Sindhi					
Urdu					
Other: (write name)					

15. What languages do your students speak? Write the percentage of students (*approximate*).

Language	Number
Balochi	
English	
Pashto	
Punjabi	
Sindhi	
Urdu	
Other: (write name)	

16. How would you describe a "disadvantaged student"?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2

17. Read the statements and tick the most appropriate box that describes your agreement.

Statement	Strongly Agree	Slightly Agree	Unsure	Slightly Disagree	Strongly Disagree
Boy students are more likely to understand Mathematics than girl students are.					
I believe that my students' ethnic background affects their ability to achieve high marks.					
Girl students are more likely to understand General Knowledge than boy students are.					
Students learn more from being in a classroom with other students who come from the same background as them.					
Students learn less by being in classes with other students of different learning abilities.					
Punjabi-speaking students study harder than other students.					
Students from poorer families study harder than more privileged students.					

18. Read the statements and tick the most appropriate box that describes your agreement.

Statement	Strongly Agree	Slightly Agree	Unsure	Slightly Disagree	Strongly Disagree
"Disadvantaged students" need the same amount of support as other students.					
Most of the examples I use during lessons are from my religion.					
It is important to feel sorry for students with disabilities.					
During lessons I encourage students to discuss examples from their own cultures.					
My "disadvantaged students" are less likely to participate in lessons.					

19. Disadvantaged students are (1) girls, (2) students with learning and physical disabilities, (3) students from religious minorities, (4) students from ethnic and linguistic minorities and (5) students from poor families

a. What challenges do you experience while teaching **DISADVANTAGED** students?

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b. What can you do to resolve these challenges?

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20. Read the statements and tick the most appropriate box that describes your agreement.

Statement	Strongly Agree	Slightly Agree	Unsure	Slightly Disagree	Strongly Disagree
I think students learn better by working individually rather than participating in group activities.					
My students who have disabilities usually form groups.					
My students often form groups based on their religious background.					
My students often form groups based on their ethnic background or the language they speak.					
The best way to help students with psycho-social disabilities is to create special or separate classes for them.					

21. Circle the actions that you think would be **useful** to create an "inclusive classroom":

- a. Regular communication between parents, teachers, and the principal about inclusion
- b. The creation of an inclusive policy manual that teachers and principals must follow
- c. Teacher training and textbooks on inclusive classrooms
- d. Classrooms that mix students with learning disabilities with other students
- e. Encouraging girls to do well in General Knowledge and boys to do well in Mathematics
- f. Selecting students to translate language for students who cannot speak the main languages we use in class
- g. Marking assessments that do not have my students' names on it
- h. Making sure that students always select their own groups for group activities

22. What would make it difficult to implement these inclusive practices in your school?

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## Research Tools: Interview

The British Council (PEELI)

Inclusivity in the Punjabi Primary School Classroom

### Topic Guide

#### 1. Introduction of Research Activity - 5 Mins

##### Introduction

Thank you very much for meeting with us today. My name is \_\_\_\_\_, I'll be the moderator for this session and this is \_\_\_\_\_, who will be assisting me.

Today's discussion is part of the British Council's research of inclusive teaching practices in Punjab. We want to better understand the challenges you face in teaching different types of students, and how you can best be supported to teach different types of students.

This interview will take 30-50 minutes.

##### Confidentiality (read out the following to the participants)

This is a research activity without prejudices so please be assured that your responses will be kept confidential. This activity will be recorded, but in the case that we use quotations/references from this discussion in our report, we will not disclose your name. You will be referred to a participant from a respective city/district.

*Have consent forms signed*

##### Rules of Discussion

- Kindly turn off your mobile phones
- Speak freely and openly

#### 2. Introduction of Participants (Warm Up) - 5 Mins

2.1. Ask participants to introduce themselves by stating their *name, level of education, and designation*.

2.2. Please describe what it takes to be a good teacher.

#### 3. Attitudes - 15 Mins

##### Attitudes & Awareness

3.1. Describe your lowest performing students. Why do you think they don't perform well?

*Encourage teachers to brainstorm to describe lowest performing students, then prompt them to answer why. If the answers do not focus on various groups (and rather, describe students as organized or hardworking) ask "Do you think your students' background has any effect on their performance? Why?"*

1

The British Council (PEELI)

Inclusivity in the Punjabi Primary School Classroom

3.2. Word Association: *I will state a word, please list the first three words that enter your mind.*

- [participant's city]
- Boy
- Punjabi
- Disabled
- Girl
- Urdu
- Intelligent
- Sairaki
- Balochi

3.3. Describe a "disadvantaged student".

**Probe:** What do you think makes them "disadvantaged"?

3.4. When I say "inclusive education" what comes into your mind?

*Add to the participant's answer after they finish by saying:*

*By inclusive education, we mean an educational system that supports the learning of disadvantaged students like girls, students with learning disabilities, students with physical disabilities, religious minorities, ethnic and linguistic minorities, and students from poor families.*

3.5. Do you think all of the groups mentioned above are "disadvantaged"?

**Probe:** Why or why not? What are some of the challenges that these groups face?

Disadvantaged student = محروم طالب علم

Inclusive education = شمولیاتی تعلیم

#### 4. Current Teaching Practice - 10 Mins

##### Practices

4.1. What challenges, if any, do you face when teaching "disadvantaged students"?

4.2. How do you think an "inclusive teacher" handle these challenges?

4.3. Do you have any students who do not speak the languages that you teach in?

**Probe:** Yes/No – if yes, then ask "How do you teach such students without being able to understand them?"

Disadvantaged student = محروم طالب علم

Inclusive teacher = شمولیاتی استاد

#### 5. Inclusive Teaching Practices - 15 Mins

5.1. Do you know what a learning disability is?

**Probe:** If yes, explain what it is. If no, what do you think it could be?

5.2. Imagine that students with learning and physical disabilities were taught in the same classroom as other children. How you think this would impact their learning?

**Probe:** Yes/No. How?

2

## The British Council (PEELI)

## Inclusivity in the Punjabi Primary School Classroom

- 5.3. Do you think students learn better if they are in a classroom with students from different religions, sects, or ethnic backgrounds? **Probe:** Yes/No. Why?
- 5.4. Some teachers believe that group activities and pairing students up during class helps make a classroom more inclusive. Others believe that students learn better when they work alone. What do you think?

*Participants should discuss the benefits and challenges.*

Physical disability = جسمانی معذوری

Psycho-social disability = ذہنی معذوری

Learning disability = سیکھنے کے عمل میں مشکل کا سامنا

## 6. Barriers to Inclusive Education – 10 Mins

- 6.1. What or who do you think creates the barriers towards inclusive education in your school?
- 6.2. How important it is for a teacher to believe in the benefits of inclusivity himself/herself?
- 6.3. What do you think are the vital skills and resources required for teachers to implement inclusive education?
- 6.4. From what we have discussed about 'inclusive education', do you think it is possible to implement this into your classroom? Why or why not?

**Probe:** Would you want it implemented in your school? Why or why not?

Barriers = رکاوٹیں

Inclusive education = شمولیاتی تعلیم

Inclusivity = شمولیت

## 7. Cool Down - 5 Mins

- 7.1. What do you think the biggest challenges towards education in Pakistan?
- 7.2. Is there anything else that you would like to say or ask?

## Research Tools: FGD Topic Guide

## The British Council (PEELI).

## Inclusivity in Primary School Classrooms in Punjab

## Topic Guide

## 1. Introduction of Participants (Ice-breaker) - 10 Mins

- 1.1. Ask participants to introduce themselves by stating their *name, level of education, designation and teaching experience in number of years.*
- 1.2. How would you describe a good teacher?

## 2. Classroom Behaviour - 20 Mins

- 2.1. What factors, both positive and negative, affect students' behaviour in the classroom?
- 2.2. How would you describe a low performing student? Why do you think they don't perform well?
- 2.3. Describe what you think a "disadvantaged student" is.
- 2.4. What challenges, if any, do you face when teaching following types of students?
- Boys
  - Girls
  - Ethnic and linguistic minorities (ask them to identify what ethnic minorities are)
  - Religious minorities (ask them to identify what religious minorities are)
  - Students with learning disabilities (ask them to identify what a learning disability is)
  - Students with physical disabilities

*Ask about the first group, wait for responses, then move on to the next group.*

Disadvantaged student = محروم طلباء

Boys = لڑکے

Girls = لڑکیاں

Ethnic and linguistic minorities (ask them to identify what ethnic minorities are) = ثقافتی اور لسانی اقلیتیں

Religious minorities (ask them to identify what religious minorities are) = مذہبی اقلیتیں

Students with physical disabilities = جسمانی معذوری

Students with psycho-social disabilities = ذہنی معذوری

Students with Learning disabilities = سیکھنے کے عمل میں مشکل کا سامنا

## 3. Perception of Inclusive Education – 15 Mins

- 3.1. When I say "inclusive education" what comes to your mind? Why?

*Give them time to brainstorm – when they are finished please share a brief on inclusive education:*

*"inclusive education" means an education system that is able to provide a meaningful learning experience to students who are 'disadvantaged' like girls, students with learning and physical disabilities, religious minorities, ethnic or linguistic minorities, and students from poor families.*

The British Council (PEELI).

Inclusivity in Primary School Classrooms in Punjab

## 3.2. Do you have a diverse classroom? How diverse is your classroom?

**Prompt:** Do you think your students have varying learning needs depending on their ethnic, religious, linguistic, and socioeconomic backgrounds? If yes, how do you think a teacher trained in “inclusive practice” would handle their different needs?

3.3. Do you believe that classrooms should be inclusive, and to what extent can they be? **Probe:** Yes/No. Why?

## 4. Inclusive Teaching Practices - 10 Mins

## 4.1. Do you have any students who do not speak the languages that you teach in?

**Probe:** Yes/No – if yes, then ask “How do you teach such students without being able to understand them?”

## 4.2. What is the difference between a learning and physical disability?

## 4.3. Imagine that students with learning and physical disabilities were taught in the same classroom as other children. How you think this would impact their learning?

**Probe:** Yes/No. How?

4.4. Do you think students learn better if they are in a classroom with students from different religions, sects, or ethnic backgrounds? **Probe:** Yes/No. Why?

## 5. Barriers to Inclusive Education – 10 Mins

## 5.1. What or who do you think creates the barriers towards inclusive education in your school?

## 5.2. How important it is for a teacher to believe in the benefits of inclusivity himself/herself?

## 5.3. What do you think are the vital skills and resources required for teachers to implement inclusive education?

## 5.4. Is there anything else you would like to add before we finish this discussion? Thank you for your time.

## Research Tools: Participant Observation

## Participant Observation Checklist

Name of observer: \_\_\_\_\_ Date: \_\_\_\_\_

Name of teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Grade: \_\_\_\_\_ Time duration: \_\_\_\_\_

Number of boy students: \_\_\_\_\_ Number of girl students: \_\_\_\_\_

Class strength: \_\_\_\_\_

## Measuring inclusivity through observations

Environment		
1.	The classroom is accessible to physical disability be able to access the classroom (there are no stairs, doors are wide enough to fit a wheelchair).	
2.	All students can see the board clearly.	
3.	There are spaces between desks or between groups of learners to allow for movement.	
4.	All students can access the toilet (if they are on a wheelchair or have other physical disabilities).	

Teaching Methods		
5.	The teacher is drawing on examples from his or her culture.	
6.	The teacher is drawing on examples from the students' cultures.	
7.	Students are given the opportunity to work together in groups or pairs during the lesson.	
8.	There are a variety of techniques used to teach content.	

Participation		
9.	What is the language(s) of instruction being used by the teacher?	
10.	How many students are answering questions or participating in class?	
11.	How many students are <b>NOT</b> answering questions during the lesson?	
12.	Are the students who are actively participating seated together?	
14.	Is the teacher trying to include students who are not speaking?	
15.	Are the students who are actively participating seated together?	

16. Does the teacher make textbook material relatable to students, how?

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17. Are students given the opportunity to work together during the lesson? How?

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18. Are there any observable conflicts between students? How does the teacher manage this?

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**Based on the following broader questions:**

- Are teachers aware of how their own background and identity is expressed in the course design and teaching style? Do they recognise their affinities and prejudices by understanding their reactions to particular individuals and communities?
- Are there a variety of teaching and assessment methods so that each student has the opportunity to enhance their strengths and challenges?
- Do they understand and adapt to accommodate the needs of disabled children? (Rooms used, activities, lecture delivery, format of materials, coursework and assessment methods)
- Are students accommodated for their disadvantages (other than disability)?