

**AN EVALUATION OF PILOT PROJECT ON  
INTEGRATED EDUCATION OF CHILDREN  
WITH DISABILITIES**



**Researcher:**

**Humaira Abbasi**

**Reg#05-FSS/MSEDU/F07**

**Supervisor:**

**Dr. Munazza Mahmood**

**Department of Education**

**Faculty of Social Sciences**

**INTERNATIONAL ISLAMIC UNIVERSITY**

**ISLAMABAD, PAKISTAN**

**2012**



Accession No TH 9607

MS  
370  
HUE

1. Basic Education
2. Schooling

DATA ENTERED

Amz 19/06/13

**AN EVALUATION OF PILOT PROJECT ON  
INTEGRATED EDUCATION OF CHILDREN  
WITH DISABILITIES**



**Humaira Abbasi**

**Reg. No. 05FSS/MSEDU/F07**

Submitted in partial fulfillment of the requirements for  
the Degree of MS in Education at the Faculty of Social Sciences,  
International Islamic University,  
Islamabad

**Department of Education**

**Faculty of Social Sciences**

**INTERNATIONAL ISLAMIC UNIVERSITY**

**ISLAMABAD**

# **AN EVALUATION OF PILOT PROJECT ON INTEGRATED EDUCATION OF CHILDREN WITH DISABILITIES**

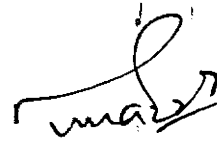
by

Humaira Abbasi

Reg. No.05-FSS/MSEDU/F07

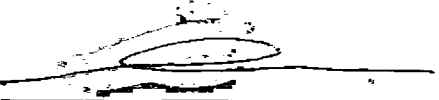
Accepted by the Department of Education, Faculty of Social Sciences, International Islamic University, Islamabad submitted in partial fulfillment of the requirements of the Degree of degree of MS in EDUCATION.

Supervisor



Dr. Munazza Mahmood

Internal Examiner

  
Dr. N. B. Jumani

External Examiner



Dr. Aslam Asghar

Dated ;



Head  
Department of Education  
International Islamic University  
Islamabad

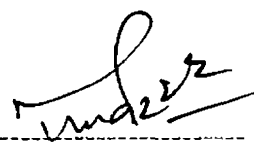
  
Dean

Faculty of Social Sciences  
International Islamic University  
Islamabad

## CERTIFICATE

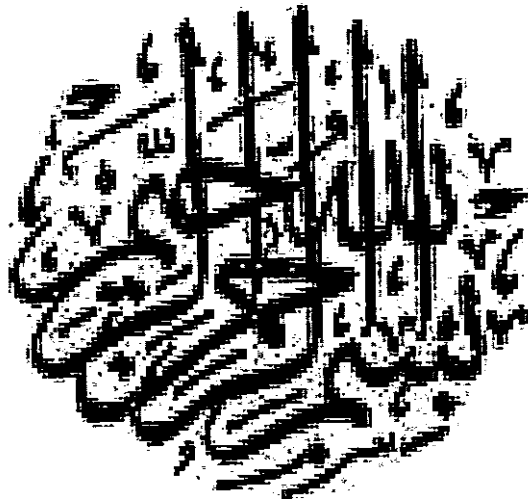
This thesis entitled "An Evaluation of Pilot Project on Integrated Education of Children with Disabilities" submitted by Humaira Abbasi in partial fulfillment of MS degree in Education, has been completed under my guidance and supervision. I am satisfied with the quality of student's research work and allow her to submit this thesis for further process as per IIUI rules and regulations.

Supervisor:

Signature: -----

Name: Dr. Munazza Mahmood

Date: 25/07/12-----



## **ACKNOWLEDGEMENT**

Researcher is very grateful to Almighty Allah for bestowing upon the courage and determination to complete work.

Researcher is indebted to supervisor Dr. Munazza Mahmood who guided and supervised her work through every phase of this research and deeply grateful to her for the useful suggestions, timely assistance and immeasurable contribution. Her positive approach provided her the incentives to overcome the obstacles and hurdles. Researcher is indebted to Raja M. Khurshid Khan, Director Technical Education, MZD, AJK, who guided and supervised her work and deeply grateful to him for useful suggestions. Researcher is also thankful debt to her loving and respectable parents whose prayers are a great source of strength of her life.

For the completion of this work and for academic growth researcher is indebted to the love and kindness of mother.

**(HUMAIRA ABBASI)**

## ABSTRACT

Integrated education refers to learners 'going to school' whereas inclusive education is about 'participating in school'. Integrated education essentially follows the medical model of disability which sees the child as a problem and demands that the child be changed, or rehabilitated, to fit into the system. Inclusive education is more in tune with the social model of disability which sees the system as the problem. The school and the education system as a whole is enabled to change in order to meet the individual needs of all learners.

Inclusive education is a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively with in general school education system. The study aimed at the evaluation of pilot project on integrated education of children with disabilities. The objectives of the study were to (a) explore the enrollment of disabled children in pilot schools, (b) identify the strategies used for creating awareness among teachers, parents and community, (c) identify the strategies used for creating motivation among teachers, parents and community. d) assess the achievements of enrolled students with disabilities, (e) find out the special educational and physical facilities provided in pilot schools. The study was descriptive in nature and delimited to eight schools of four different cities. Universal and stratified sampling techniques were used. The sample comprised of senior managers, head teachers, teachers, disabled students and their parents. Four different open ended questionnaires and one scheduled interview were developed. The study revealed that there was an overall enhancement in different areas like provision of educational and physical facilities in piloted schools, enrollment of disabled students increased every year, performance of the disabled children was satisfactory, different strategies were used for



creating awareness and motivation for parents, teachers and community. The analysis of the opinion of the respondents showed that there is a positive trend in the inclusive education system due to provision of standard physical and educational facilities. Some weaker areas were identified like; unavailability of library, computer labs, transport, professional and trained faculty, awareness and incentives to the teachers. Study showed overall positive results and in the light of the obtained results, the project can be replicated in future.

# TABLE OF CONTENTS

ACKNOWLEDGEMENTS	vi
LIST OF TABLES	xiii
LIST OF ABBREVIATIONS	xvii
CHAPTER 1. INTRODUCTION	01
1.1 Statement of the Study	04
1.2 Objectives of the Study	05
1.3 Research Questions	05
1.4 Significance of the Study	06
1.5 Delimitation of the Study	07
1.6 Procedure of the Study	07
1.6.1 Population	07
1.6.2 Sampling	07
1.6.3 Sampling Procedure	07
1.6.4 Research Instruments	08

1.6.5 Data Collection	09
-----------------------	----

1.6.6 Data Analysis	10
---------------------	----

## **CHAPTER 2. REVIEW OF RELATED LITERATURE**

2.1 Meaning and Definition of Inclusion	11
2.2 Types of Inclusion	12
2.2.1 Partial Inclusion	12
2.2.2 Full Inclusion	13
2.3 Need for Inclusive Education in Pakistan	13
2.4 Models of Inclusion	14
2.4.1 Adaptive Learning Environment Model (ALEM)	14
2.4.2 Team Teaching Model (TTM)	15
2.4.3 Strategies Intervention Model (SIM)	15
2.4.4 Circle of Inclusion Model (CIM)	16
2.5 Inclusion Developmental Approach	16
2.6 Historical Perspective	17
2.7 Disabled Children	18
2.7.1 Disabled Children	18

2.8 Types of Disabilities	18
2.8.1 Reading Difficulties and Learning Disability	18
2.8.2 Writing Difficulties and Learning Disability	19
2.8.3 Mathematical Difficulties and Learning Disability	19
2.8.4 Speaking and Listening Difficulties	19
and Learning Disability	19
2.8.5 Auditory Processing Difficulties	
and Learning Disability	19
2.8.6 Speech and Language Difficulties	20
2.8.7 Articulation Difficulties	20
2.8.8 Stuttering Difficulties	20
2.9 Different Approaches of Speech and Language Treatment	20
2.10 Physical Disabilities	21
2.10.1 Visual Disability	21
2.10.2 Hearing Disability	21
2.10.3 Mobility Disability	22
2.11 Common Disabilities	22

2.11.1 Common Learning Disabilities	22
2.11.2 Common Physical Disabilities	22
2.12 Teaching Strategies of Inclusive Education	23
2.12.1 Structured Teaching	23
2.12.2 Schedule	24
2.12.3 Work System	24
2.12.4 Visual Structure	24
2.12.5 Multi-sensory Teaching	25
2.12.6 Jigsaw	25
2.13 Creating Inclusive Classroom Environments	25
2.14 Classroom Structure and Organization	26
2.14.1 Physical Structure	26
2.14.2 Access to Resources	27
2.14.3 Rules and Routine	27
2.15 Positive Effects of Inclusive Education	28
2.16 Benefits of Inclusion for Children with Disabilities	28
2.17 Challenges of Inclusive Education	29

2.18	Issues of Inclusion	30
2.19	Evaluation of Inclusive Education Project	31
2.19.1	Project Evaluation	31
2.20	Conceptual Framework of Evaluation	32
2.20.1	Pre-ordinate Model	33
2.20.2	Responsive Model	34
2.20.3	Case Study	34
2.20.4	Stufflebeam Model	35
2.20.5	Stake's Countenances Model	35
2.21	Related Researches	36
<b>CHAPTER 3. RESEARCH METHODOLOGY</b>		<b>41</b>
3.1	Population of the study	41
3.2	Sampling of the Study	42
3.3	Development of Research Instruments	42
3.3.1	Questionnaires	43
3.3.2	Scheduled Interviews	43
3.4	Validity of the research Instruments	44

3.5 Reliability of the research Instruments	44
3.6 Procedure of Data Collection	44
3.7 Data Analysis	44
<b>CHAPTER 4. ANYLISIS AND INTERPRETATION</b>	
<b>OF DATA</b>	46
<b>CHAPTER 5. SUMMARY, FINDINGS, CONCLUSIONS,</b>	
<b>AND RECOMMANDATION</b>	86
5.1 Summary	86
5.2 Findings	86
5.3 Conclusions	92
5.4 Recommendations	94
<b>REFERENCES</b>	96
<b>ANNEXURES</b>	101

## LIST OF TABLES

Sr.No.	Title	Page No.
1.	Educational / professional qualification of principal	45
2.	Administrative experience of principal in years.	46
3.	Enrollment of disabled students in pilot schools.	47
4.	Conducted seminars for awareness of community.	48
5.	Number of parents teachers meetings (PTM) conducted for the motivation of parents towards inclusive education.	49
6.	Sources are used to create awareness among teachers, parents and Community.	50
7.	Availability of educational facilities in the institution.	51
8.	Availability of physical facilities in institutions.	52
9.	Print media used for creating awareness about inclusive education	52
10.	Parents are cooperative regarding education of their children.	53
11.	Performance of the disabled students is satisfactory.	53



12. Interest of disabled students in studies.	54
13. Teachers training workshops are regularly conducted.	54
14. Educational facilities are provided for disabled students.	55
15. Classrooms are well planned for different types of children.	55
16. Teachers promote interaction between disabled and non disabled children .	56
17. Teachers feel difficulty in teaching disabled children.	56
18. Trained teachers are available.	57
19. Children with learning disability are not able to comprehend the curriculum.	58
20. Therapeutical services are provided to the disabled students.	58
21. Educational / professional qualification of class teachers.	59
22. Teaching experience of class teachers in years.	60
23. Descriptions of year wise total number of enrolled students. and number of pass and fail disabled students in pilot school.	61
24. Disabled students participate in co-curricular activities.	62
25. Parent's teacher relations are good.	62

26. Text books are interesting for the disabled students.	62
27. Disabled students are co-operative to each others.	63
28. Disabled students know how to operate the Braille and other equipments.	63
29. Positive change occurs in student's behavior.	64
30. Parents are willing in sending disabled children to school.	64
31. Examination system is suitable to disabled children.	65
32. Children with mild as well as moderate disability may easily adjust.	65
33. Teaching learning material is sufficient.	66
34. Free books are provided.	66
35. Administration provide hearing device.	67
36. Provision of wheel chair at school for the disabled students.	67
37. Helpers are provided to you for using washroom.	67
38. Teachers maintain friendly relationship in learning environment.	68
39. Teachers give you individual attention.	68
40. Prize is given on showing good performance.	68
41. Teachers check your homework daily.	69
42. Class fellows help you in studies.	69

43. Teachers provide guidance in using brail.	69
44. Access to get facility from library.	70
45. Computer Lab is provided to you.	70
46. Provision of pick and drop facility provided by the school	70
47. Give special attention and extra care to your child at school.	71
48. Understand the feelings of your child.	71
49. Like to take your child in school function.	72
50. Feel satisfaction with the performance of your child in studies.	72
51. Teachers are cooperative with you.	73
52. Arrange games for the disabled child at home.	73
53. Normal students have polite attitudes.	74
54. Same books are used for both disabled and normal students.	74
55. Educational / professional qualification of administrators and managers.	75
56. Experiences of administrators and managers.	76
57. Year-wise enrollments of disabled students.	77
58. Availability of educational facilities.	78

59.	Availability of physical facilities.	79
60.	Strategies used for creating awareness among the stakeholder.	80
61.	Impact of project input on disabled students learning.	81
62.	Issues and problems of inclusive education.	82
63.	Improvement and sustainability of project.	83

## **LIST OF ABBREVIATIONS**

### **Abbreviations:**

<b>EFA</b>	Education for All
<b>DGSE</b>	Directorate General of Special Education
<b>SEN</b>	Special Educational Needs
<b>ALEM</b>	Adaptive Learning Environment Model
<b>TTM</b>	Team Teaching Model
<b>SIM</b>	Strategies Intervention Model
<b>CIM</b>	Circle of Inclusion Model
<b>IEP</b>	Individualized Education Program
<b>LD</b>	Learning Disability
<b>PD</b>	Physical Disability
<b>CIPP</b>	Content, Input, Process and Product
<b>PTM</b>	Parents Teacher Meeting
<b>LF</b>	Logical Framework



## **CHAPTER 1**

### **INTRODUCTION**

“Education is the faculty of the human mind by which it apprehends the real state of things presented to it, or by which comprehends the ideas and intend to communicate. This understanding is called also the intellectual faculty. It is the faculty by means of which we obtain a great part of our knowledge” (Berg, 2007).

Education provides opportunity for all children with and without disability they should be educated together. Disabled children have basic right to receive education in mainstream school along with their same-age peers. “Inclusive education recognizes that all children can learn and that teaching must cater to individual strengths and needs in order for students to meet their full potential. (Govt. of Pakistan, 2009).

According to UNESCO (1994) a large number of developing countries started reformulating their policies to promote the inclusion of students with disabilities into mainstream schools. While a large number of developed countries (e.g. USA, Canada and Australia) now have policies or laws promoting "inclusive education," a number of developing countries continue to provide educational services to students with disabilities in "general" schools.

Typically, inclusive education means "that students with disabilities are served primarily in the general education settings, under the responsibility of a regular classroom teacher. (Mastropieri and Scruggs, 2004).

Ainscow (2006) defined inclusion or integration is about welcoming diversity of characteristics of different types, benefiting all the students not only targeting the out of school excluded children but also those who are although in the school even then may feel excluded. Inclusive education is a systematic process of removing difficulties and to enable all children for getting education and effectively participation, within general school system. Placing excluded students within a mainstream setting does not, of itself, achieve inclusion.

Historically, many countries have adopted an integrated education model as an interim approach in their educational systems to move towards inclusive education. The aim of National Educational Policy is to equalize access to education to provision of the basic facilities for girls and boys alike, underprivileged/marginalized groups and special children and adult (Govt. of Pakistan, 2009).

Government of Pakistan is making serious efforts to move towards primary education for all children. In addition, efforts are being made for increasing the base of human development for socio-economic growth for enhancing the quality of life and reducing poverty. In this context education for all children and young persons with disability becomes a right based goal just like any normal child (Govt. of Pakistan, 2009).



The aim of Pilot Project of integrated/inclusive education is to provide education for all children who are disabled and have special need. Directorate General of Special Education (DGSE) is responsible for the implementation, monitoring and evaluation of the program in Pakistan. The project was launched in two selected schools (open for boys and girls each) at Islamabad, Lahore, Karachi, Peshawar, Quetta, Muzaffarabad and Gilgit in July, 2003 and was completed in March, 2008. The word integrated education was stated with the name of Pilot Project (pilot project on integrated education of children with disabilities) but actually this is the inclusive education in Pakistan.

### **Operational Definition**

It is provision of education to those students who are physically disabled and have special educational and physical needs and enable all children to get education and make effective participation within general school system. For this purpose students are placed within a mainstream setting.

The objectives of the Pilot Project were:

1. To attain the goal of mainstreaming the children with disabilities through inclusive system of education, in selective 14 regular schools of Federal/Provincial government, with beneficiary target of 25-50 students each year, in each school.
2. To create awareness and motivation in the teachers of regular education system, parents and community for education and intellectual development

of the children with disabilities through inclusive education.

3. To provide education facilities in the selected schools in cost effective manner with easy accessibility/ approach.
4. To serve as a model project for replication in other areas (Govt. of Pakistan, 2006).

### **1.1 Statement of the Problem**

Inclusive education is the basic right of every child without any discrimination. The concept of inclusive education system was adopted at the Salamanca World Conference on Special Education Needs held in Spain in 1994, and was reaffirmed at the World Education Forum in Dakar, Senegal in 2000.

The goal of inclusive education system is to develop schools where all children are enrolled without any discrimination, so it is the process of welcoming all types of learner including previously excluded groups within the education system, while focusing on enrolment, effectiveness, diversity (including gender) health and active involvement of parents and communities. "This study was conducted to evaluate the Pilot Project on integrated education of children with disabilities in Pakistan".

## **1.2 Objectives**

The major objectives of the research study were to;

1. Explore the enrolment of children with disabilities in pilot schools.
2. Identify the strategies used for creating awareness among teachers, parents and community.
3. Identify the strategies used for creating motivation among teachers, parents and community.
4. Find out the special educational and physical facilities provided in pilot schools.
5. Assess the achievements of enrolled students with disabilities.

## **1.3 Research Questions**

1. To some extent there is increase in enrollment of disabled students from 2003 to 2010?
2. What are the strategies used for creating awareness among teachers, parents and community?
3. What are the strategies used for creating motivation among teachers, parents and community?
4. Do the educational facilities provided in the pilot school leave positive impact on learning of the disabled students?

5. Do the physical facilities provided in the piloted project play any significant role towards the inclusive education?
6. To some extent there is significant increase in achievement level of the disabled students by providing effective teaching learning environment?

### **1.3 Significance of the Study**

Education is not only a basic right but also a source of development in ones society. Inclusive education is mutually beneficial. Child development typically undertakes individual differences and develops tolerance and sensitivity to the needs of others. Children with disabilities improve their social and communication skills through imitation and play with their peers. The goal of Education for All can only be achieved if private and Government schools and other organizations communities recognize their legal and moral responsibility towards education of all children. This study will help to all those involved in education to fulfill their responsibilities to offer all children free access to school that will enable them to develop their full academic, social, emotional and physical potential. Teachers, parents, community leaders and Government officials are learning about the need for disabled children to be included in education and how to make their school buildings and education system accessible. The community, support centers, experts, teachers training system and planners will be beneficiaries of this research.

The study will be helpful for research centers in funding and training process in determining the success of inclusive education project. It will be helpful to

overcome the weaknesses of the pilot project, for teachers training, for project planners to making new policies.

It will be also useful to the readers of educational concerns as well as needy people of inclusive education.

### **1.5 Delimitations of the Study**

Due to time constraint and insufficient financial resources, the study was delimited to:

1. Only eight schools located in Islamabad, Lahore, Peshawar and Muzaffarabad one for boys and one for girls each).
2. All project personnel (Including Director, Director General, and administrators).
3. Head teachers and teachers of the pilot project.
4. Disabled students and their parents.

### **1.6 Procedure of the Study**

#### **1.6.1 Population**

Population of the study was comprised of:

1. All project personnel (Including Director, Director General, and administrators). Total population of project personnel was six.

2. Head teachers (Principal) working in project schools. The population of Head teachers was eight.
3. All the working teachers in project schools of Islamabad, Lahore, Peshawar and Muzaffarabad. The population of teachers was 166.
4. All disabled students of all classes in project schools of Islamabad, Lahore, Peshawar and Muzaffarabad. The total population of disabled students' was 580.
5. Parents of disabled students. Total population of parents was 564.

#### 1.6.2 Sampling

Universal sampling and random sampling techniques were used for data collection in this study.

#### 1.6.3 Sampling Procedure

Eight pilot schools of Islamabad, Lahore, Peshawar, Muzaffarabad were randomly selected from total population of fourteen pilot schools:

1. All project personnel (Including, Director, Director General, and administrators) were selected. The sample size of project personnel was six.

Director	Director General	Administrators	Total
01	01	04	06

2. Head teachers (Principal) of project schools were selected. These were eight in numbers and 100% head teachers were selected as a sample.
3. 83 teachers (male and female) out of 166 teachers were selected. Random sampling technique was used
4. 290 students were selected out of 580 students of all classes. Random sampling technique was used.
5. 282 parents of disabled students were selected out of 564. Random sampling technique was used.

#### **1.6.4 Research Instruments**

Data was collected through the following instruments:

1. Questionnaire (i) for the head teachers of project schools.
2. Questionnaire (ii) for the teachers of project schools.
3. Questionnaire (iii) for the disabled children of project schools.
4. Questionnaire (iv) for the parents of disabled children.
5. Semi-structured interview was developed for the collection of data from project personnel (Including, Director, Director General, and administrators)

### **1.6.5 Data Collection**

Data were collected through questionnaires and interviews. The same procedure was adopted for the questionnaire I-IV for collecting data from teachers, head teachers, disabled students, and parents. Questionnaires were personally distributed by the researcher for data collection. The researcher personally interviewed the project personnel for data collection.

### **1.6.6 Analysis of Data**

The data were analyzed using statistical techniques. Items were analyzed in 9 separate tables and percentage was calculated. Questionnaire I-IV was analyzed on five-point scale in 54 separate tables. Percentage and chi-square value were calculated.



## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Meaning and Definition of Inclusion**

'Inclusion' means the inclusion of children with a disability or special needs.

Armstrong (2003) defines inclusion as a set of principles, values and practices which involve the social transformation of education system and communities. It does not refer to a fixed state or set of criteria to be used as a blueprint but seeks to challenge, thinking and practice which are 'still ingrained' and too often lead many to believe that some pupils have to be dealt with in a separate way.

According to Barton (1997) inclusive education is not a system of that pupil who was previously excluded from mainstream school but to integrate the all types of students who are in children labour, disabled children and others from the remote areas. Existing school system will have to change in terms of physical and educational facilities, curriculum aspects, teacher's behavior and teaching styles and administrative role. Inclusion refers to the participation of all types of children with and without disabilities, included young people

According to UNESCO (2003) Inclusive education means that mainstream schools should provide accommodation for all types of children included disabled and nondisabled children, labour children, and children from remote areas, children from other disadvantaged or marginalized areas or groups.

Florian (1998) explains that it enable pupils who have been marginalized, including those with special educational needs, to receive social and learning opportunities alongside their peers.

Booth (2003) describes that the concept of inclusion is often discussed only for those children who have special educational needs, but it has broader scope. Inclusion in education involves:

1. Welcoming all disabled and non disable students and teaching staff equally.
2. Increasing the enrollment of students in mainstream setting, and reducing their exclusion from, the cultures, curricula and communities of local schools.
3. Removing difficulties of learning and participation for all students, not only those with impairments or those who are categorized as 'having special educational needs'.
4. Give importance to student's education in their locality.
5. Improving schools for staff as well as for students.
6. Emphasizing the role of schools in building community and developing values, as well as in increasing achievements.
7. Fostering mutually sustaining relationship between school and community.

## **2.2 Types of Inclusion**

Inclusion has two types:

- 1) Partial inclusion
- 2) Full inclusion.

### **2.2.1 Partial Inclusion**

According to Frank and Bowe (2005) in a "partial inclusion" setting, students with special needs are educated in regular classes for nearly all of the day,

or at least for more than half of the day. Most special educational services are provided in the classroom and provide special equipment to those students who have severe special needs. In this case, the pupil leaves the regular classroom and goes towards resource room for receiving other related services, such as speech and language therapy, physical therapy, and social work. This approach is same in mainstreaming practices.

### **2.2.2 Full Inclusion**

Robert and Feldman (2008) stated that the full inclusion is integration of all students, even those who have severe educational disabilities. Teachers help the students who have special educational needs. Schools with full inclusion have no separate special education classes. Many private institutions are providing well equipped classroom and therapeutical services for children, so that they can achieve learning outcomes.

## **2.3 Need for Inclusive Education in Pakistan**

Inclusive education in Pakistan is not only improving the quality of education, but also eliminates inequalities and injustice. The idea of inclusive education is a complete harmony with the teaching of Islam and other religions and it is a cost effective way to reduce the dropout rate. Inclusive education aims at increasing access to mainstream schools for children with special needs, and other reasons for exclusion. Special needs are defined as any characteristic or problem, whether visible or hidden, permanent or temporary, which interferes with a child's learning and requires significantly more time. Viewed under the lens of this definition, a high percentage of school-aged children have some kind of special needs. A large number of children have learning difficulties which are usually not

recognized. According to several research studies, many of them can not even gain admission in schools. Directorate General of Special Education (DGSE) is responsible for the implementation, monitoring and evaluation of the program in Pakistan (Govt. of Pakistan, 2006).

## **2.4 Models of Inclusion**

There are four models of inclusion which are following:

1. Adaptive Learning Environments Model (ALEM)
2. Team Teaching Model (TTM)
3. Strategies Intervention Model (SIM)
4. Circle of Inclusion Model (CIM)

### **2.4.1 Adaptive Learning Environment Model (ALEM)**

According to Wang, Rubenstein, and Reynolds (1985) Adaptive Learning Environments Model (ALEM) is a program in which integrate all children in the classrooms. This model emphasis on creating a healthy environment in which all students can learn effectively and enhanced their abilities and improve their deficiencies, develop their self confidence to cope with the social and intellectual demands of school. The ALEM include a different learning activities aimed at enhance schools' capabilities to provide pupil learning needs. Instruction is individually planned for every student in different way. Teachers provide instruction in the classroom and get feed back to the student. Learning activities are divided into small components. Students in ALEM classes are taught; to plan and monitor their own learning and they are responsible to complete their work in limited time.

Fuchs (1988) advocates that in classrooms there are following positive outcomes which are shown as; development of close relationship between special and general teachers, positive effects of nondisabled students serving as role models for normal students, and increased capacity of doing work independently. Several research studies concluded that ALEM, model of teaching is effective and student learning outcomes and attitudinal outcomes found in regards to improving the levels of performance in children.

#### **2.4.2 Team Teaching Model (TTM)**

Elliott and Kenney (1998) explained that in team teaching model, teachers of general education schools and special education schools join together and teach all students in one class as partners. Effective teaching is there where the teachers are equal partners. They contribute with the collaboration of each others in every phase of the class work, including planning and evaluation.

Thomas, W. (1996) concluded from her study that learning disabled students is successful by having improved self-esteem and motivation along with enhanced academic performance. She emphasized that successful team teaching needs to be effectively planned and supported with needed resource materials. The team teaching inclusion model brings benefits for the teachers and the students, both for special and general education.

#### **2.4.3 Strategies Intervention Model (SIM)**

According to Tralli, Columbo and Deshler (1996) the Strategies Intervention Model (SIM) facilitates the inclusion of special education students. This model is based on the belief that all students should develop their potential as independent and strategic learners across learning, social, motivational, and

executive domains. The teachers are responsible to use very comprehensive set of strategies for better learning of the disabled students. In this way learning disabled student who is ineffective learner with poor learning skills, to develop a different techniques by using more than one strategies. These strategies are designed to give the students a roadmap. Firstly, he or she can successfully meet the demands of learning in secondary classes. Secondly, intervention strategy used in the general education classroom enhanced the teaching routine.

Learner (2000) concluded after various researches that "instruction in strategy intervention model is need to use for better learning and developing skills of disabled students in general education classes".

#### **2.4.4 Circle of Inclusion Model (CIM)**

Ferguson (1999) refers that the last model is the "Circle of Inclusion". This model is primarily used in early classes but includes elements to develop the ability of close interaction with each other. The circle of inclusion model has been adapted in various classes from Montessori to Elementary classes. The involvement of staff members, parents and other professionals proved vary significant in creating and developing social environment even though techniques employed at individual school or within each classroom may vary significantly. Only short introduction is not sufficient for disabled students to build understanding and acceptance by "typical" students or staff. Actual involvement with the disabled child is necessary individually to enjoy the benefits of inclusive education.

### **2.5 Inclusion- Developmental Approach**

According to UNESCO (1994) Inclusive education as an approach seeks to address the learning needs of all children, youth and adults with a specific focus on

those who are vulnerable to marginalization and exclusion. The principle of inclusive education was adopted at the Salamanca World Conference on Special Education Needs.

It was restated in Dakar World Education Forum (2000) as;  
 "Schools should provide accommodation for all children without any discrimination. This should include disabled and gifted children, street and working children, children from remote or nomadic population, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized area or group. Inclusive education is not something additional to or separate from the mainstream education provision, but an alternative way of looking into educational development and responding to the diversity of learner's needs".

## **2.6 Historical Perspective**

In the under developed countries, the priority tends to consist of including a range of marginalized groups in basic education.

In England, inclusive education has been at the core of a wider reform, which has been directed at enhancing the system's effectiveness. Inclusion has been directed at enhancing the system's effectiveness. Inclusion has been in the country as an essential pre-condition of bringing about quality education for all. In January 2002, a statutory framework for inclusion came into force, strengthening the right to education in mainstream schools (Awan and Nabila, 2005).

In India, the government is reported as abandoning separate education for disabled children and asking all States to integrate such pupils into mainstream schools. Majority of schools use various pretexts to refuse admission to children with any form of disability and the vast majority does not receive any education. However progress has been made after 1995 legislations to give disabled children in India access to mainstream schools (Awan and Nabila, 2005).

According to UNESCO, (2000) in Italy, an outlaw was abolished in 1993 for special schools and special classes and since then all special children are being educated in mainstream.

Hameed (2003) advocates that Pakistan being a third world country, has limited resources to spend on segregated education system. There is an economic justification; it is likely to be less costly to establish and maintain schools, which educate all children together. These schools are cost effective.

## **2.7 Disabled Children**

According to Wikipedia, the free encyclopedia, the term "child with disability" means a child "with mental retardation" hearing impairments (including deafness) speech or language impairments, visual impairments (including blindness) other health impairments, or specific learning disabilities. They feel difficulty in free movement in classroom and in the school.

### **2.7.1 Learning about the Disabled Children**

As specific learning disability as a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, they are not able to listen, think, speak, read, write, spell, or do mathematical calculations. These students with special educational needs spend most or all of their time with non-disabled students. However, learning disabilities do not include, "learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage".

## **2.8 Types of Disabilities**

According to Emerson (2009) there are following types of disabilities.



### **2.8.1 Reading Difficulties and Learning Disabilities**

This is very common learning disability. Of all students with specific learning disabilities, 70-80% has difficulty in reading. Children have difficulty in accurate word recognition, oral reading with expression and reading comprehension. This learning disability is known as "word blindness".

### **2.8.2 Writing Difficulties and Learning Disabilities**

Writing difficulty is known as dysgraphia. Disabled children have difficulty in writing words in consistency, spelling, cannot express your ideas in written form and unawareness about writing styles.

### **2.8.3 Mathematical Difficulties and Learning Disabilities**

It is called dyscalculia; students have difficulties in learning mathematics concepts such as quantity, place value and time, difficulty in memorizing mathematics facts, difficulty in organizing numbers and understanding how problems are solved on the page. Dyscalculics are often referred to as having poor "number sense".

### **2.8.4 Speaking, Listening Difficulties and Learning Disability**

Speaking and listening difficulties includes difficulty with memory, social skills and executive functions such as organizational skills and time management.

### **2.8.5 Auditory Processing Difficulties and Learning Disability**

According to Lerner and Janet (2000) auditory processing difficulties and learning disability include difficulty in comprehending more than one task at a time, and have not ability to learn visually.

### **2.8.6 Speech and Language Difficulties**

The sound structure of language is defined by phonetics and phonology. Phonetics refers to the sound quality of speech which involves pitch and loudness, whereas phonology refers to the speech sounds. The ordinary school child is more likely to have difficulties with articulation of particular sounds. So there are two types of speech problems.

1. Articulation difficulties
2. Stammering or Stuttering difficulties

### **2.8.7 Articulation Difficulties (difficulties with the voice)**

Crystal (1980) describes that problems with articulation are more common and it seems that the child has babyish language, for example saying wabbit for rabbit. There are three classifications of language problems. First is based on damage vocal chords, second based on disease pathology and third based on the types of voice produced. Only 5 to 10% of the population has a completely normal manner of speaking (with respect to all parameters) and healthy voice; all others suffer from one disorder or another.

### **2.8.8 Stuttering Difficulties**

Problems in speaking like the flow of speech is interrupted by abnormal stoppages, child cannot speak the word properly (Harding, 1986).

## **2.9 Different Approaches of Speech and Language Treatment**

Swift and Rosin (1990) explained that many different types of approaches to speech and language treatment that can be used, and some may be used simultaneously as part of a comprehensive individually designed program. Therapeutically services are focused on linguistic skills, morphology and

syntax, pragmatics and phonology. Therapeutically service may also focus on different aspects. So the goals for therapy may target auditory skills or speech and oral motor skills, such as reading, expressive views or written ideas. Therapy may also be approached through the needs of the curriculum which is based on the child needs for success in science or social studies. Because language skill is the first need of child for understanding the curriculum, formal and informal classroom teaching learning process and interacting with peers.

## **2.10 Physical Disabilities**

Howley (2006) stated that physical disabilities mean visual, hearing mobility impairment in the children. Those children who are suffering from such type of developmental disabilities make it difficult for them to achieve the desired results in their class and school work. Sometimes such types of developmental disabilities are not known right away and they show up in their report cards and grades. These are the following types of physical disabilities.

### **2.10.1 Visual Disability**

Visual disability means total or partial loss of sight. Visual disability is the physical disability that is related with sight problems in the children. Such type of special children needs special devices for seeing. Most of such pupils suffer from serious vision impairments.

### **2.10.2 Hearing Disability**

Hearing impairment means total loss of hearing. Children are completely deaf and used hearing-aid to do away with this problem.

### **2.10.3 Mobility Disability**

This is physical type of disability includes upper limb disability, disability in co-ordination with different organs of the body. Children with physical disabilities used different types of equipment like wheel chair, crutches etc for movement and discussing with other children in the classroom.

## **2.11 Common Disabilities**

There are two types of common disabilities:

1. Learning disabilities
2. Physical disabilities

### **2.11.1 Common Learning Disabilities**

Learning disability includes problem in reading, writing and understanding. At least ten percent of the population has one or more learning disabilities. In special education classrooms, almost 40% of the students have a learning disability. "Many more are probably affected throughout the world but have not been diagnosed yet".

### **2.11.2 Common Physical Disabilities**

Physical disabilities are commonly known as PD. Students in special education have some common physical disabilities which are badly affected upon student's learning outcomes. Which are the following?

- a) Hearing problem
- b) Seeing problem
- c) Walking problem
- d) Handling problem

## **2.12 Teaching Strategies of Inclusive Education**

Misbov and Howley (2003) advocates that inclusive education system according to the needs of the disabled children, different teaching strategies are used. These are:

1. Structured teaching
2. Multi-sensory teaching
3. Jigsaw

### **2.12.1 Structured Teaching**

Structured teaching is one component of the approach called treatment and education of disabled children related communication. This approach involved various teaching practices and provide friendly environment in the classroom so that children with disabilities understand, think and learn easily. Howley (2006) adds that there are four principles of structured teaching.

1. Assessment of individual needs; The approach requires knowledge and understanding of each individual including assessment of strength and weaknesses, likes and dislikes, motivational factors and visual cognition.
2. An emphasis develops independence self management and self esteem in the child.
3. Development of individual structure; comprising all others elements assessed the individual needs and taking into individual learning profile.
4. Three elements of the approach are discussed here in relation to their use in inclusive classroom.

### **2.12.2 Schedule**

Howley and Preece (2003) opined schedule can therefore be used in various ways to meet individual needs within an inclusive classroom, derived from the class order of the day and developed to provide specific information, in a specific visual format, for individual pupil according to their needs. Schedule can also provide opportunity for students to make choices and to develop decision making and problem solving skills. This strategy can be used for individual pupils in a class with a variety of learning needs, including non readers and pupil with other special educational need who would benefit from individualized time table information.

### **2.12.3 Work System**

According to Rose and Howley (2007) the use of work system might therefore enable pupils with disabilities to organize themselves more effectively. Work system organized list of activities for the students learn to locate their work, complete tasks, put completed work away and move to their next activity. Students are independent to do your work according to written instructions.

### **2.12.4 Visual Structure**

Barber (2005) holds that structured teaching strategy used in inclusive system for the students of disabilities. Visual structure teaching is helpful for students in communication difficulties. Students with learning difficulties, poor short term working memory for verbal direction and or hearing impairments may benefit from the use of visual structure and instruction to supplement verbal language in the classroom.

### **2.12.5 Multi-sensory Teaching**

Multi-sensory teaching as the simultaneous use of the eyes, ears, hands and lips to utilize all the paths to the brain when learning. Multi-sensory teaching is relevant to all pupils and has specific benefits for pupils with reading and writing difficulties and other specific learning difficulties. Multi-sensory approach encourages learning through all sensory children (Ott, 1997).

### **2.12.6 Jigsaw**

Johnson (1990) defines Jigsaw is the name of planning that facilitates the participant work freely.

According to Kornhaber (2004) Jigsaw planning provides opportunities for pupils to work collaboratively in order to groups for success. Activities are divided into different parts, each of which is essential to the overall success of the task. Effective management of Jigsaw planning leads to individual pupils and groups, being interdependent, relying on everyone participation to achieve success, either for the group or for the whole class. Different tasks may be allocated to individuals in a group to encourage group interdependence, or to groups with in class to achieve whole class collaboration.

## **2.13 Creating Inclusive Classroom Environments**

“Inclusive classroom promote the participation of all pupil, inclusion being process of increasing participation in mainstream social settings” (Booth, 2003).

Florian (2006) states there are the conditions which are essential to promoting inclusive education. These are for; promoting inclusive practice, including opportunities for people participation in decision making, positive attitudes, teacher knowledge about the learning abilities and difficulties of all

students, skills and specific teaching methods and parent support of teachers. Legett (2005) indicates that certain features of classroom environment are necessary to successful classroom management, including classroom layout and organization, class rules and routines and organization of resources.

## **2.14 Classroom Structure and Organization**

Rose and Howley (2007) advocates that the layout of the classroom is based on positioning of furniture, seating arrangement, and location of specific areas for specific activities, empty space in class where teacher moved and easily checked the every student's activity are important features of the classroom that affect student's participation and inclusion. Often teachers adopt particular layouts, perhaps ones that they have observed to be effective in the class rooms of other teachers. However, these may not always be the most effective, so the context of any classroom ever-changing and depends upon student's needs, abilities and personalities. By regularly reviewing classroom structure and organizational strategies, teachers should be developed classroom environments that are more successful to student's participation.

### **2.14.1 Physical Structure**

Mesibov and Howely (2003) describes that physical structure relates closely to features of the classroom environment. Classroom teachers should be creating such environment in which all learning activities conducted in very appropriate way;

1. Organize the classroom setting to ensure that students understand the purposes of space with in the learning environment.
2. Design specific areas in the room for specific activities.



### 3. Reduce potential distraction.

#### 2.14.1 Access to Resources

Access to resources is another essential component of the physical environment and again pupil with individual needs require varied strategies for ensuring access.

“Decision about the availability of resources and equipment can have a significant impact upon their development of cognitive and physical development of independent student” (Byers, 2001).

Byers (2004) adds that pupil with mobility difficulties will need resources to be as easily accessible as they are for able-bodied pupils; this often requires balance between ensuring that resources are accessible and encouraging independence. Some pupils will need ready access to specific resources such as personal computers, tape recorders or communication aids. It is an imperative that such resources be accessible at all times, as an integrated parts of general classroom activity.

#### 2.14.2 Rules and Routine

Newton (2005) holds that the evaluating the effectiveness of the structure of the learning environment, routine and rules are important features of the inclusive classroom. Children usually respond positively to routines that offer security and rules that clarify expectations. Teacher established such routine during design the lesson and used technology that was become general routine in classroom when material is delivered in front of the student.

## **2.15 Positive Effects of Inclusive Education**

Bennett, Deluca, and Bruns, (1997) states that inclusion has positive effects for both the students with special needs along with the others students without special needs in the classrooms. Research indicates that positive effects for children with disabilities in areas such as reading individualized education program (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes. Positive effects on children without disabilities include the learning and behavior development and perceptions of students with disabilities and the development of social relations with non disabled peers.

Sale and Carey (1995) concluded that many researches have been done on the effects of inclusion of children with disabilities in mainstream classrooms. Research studies determined that children in the integrated sites developed their social skills while the segregated children actually regressed.

Banerji and Dailey (1995) in his study showed that the effect on inclusion in grades 2 to 5. The study determined that students with special learning needs made some academic and social skills. They also showed an improvement in self-esteem and in some cases improved motivation.

## **2.16 Benefits of Inclusion for Children with Disabilities**

Gregor and Vogelsberg (1998) as cited by Loreman, T. (2006), describes that there are many benefits of inclusion for children with diverse abilities.

1. Disabled children achieve high level of social interaction with nondisabled peers in inclusive settings. This is true and possible if encourage socialization between children with different physical and educational needs.

2. Developing confidence and communication skills of children with diverse abilities are improved through inclusion. This is fact that providing opportunities for closely relationship with non disabled classmates, who acts as a models for children for developing communicative competencies.
3. Inclusive education bring a positive change for children with disabilities, in academic outcomes and in personality development
4. Social acceptance of children with diverse abilities is enhanced by the organizing different activities in inclusive classroom. Children forget their disability and develop confidence.
5. Friendly relationship is also commonly developed between disabled children and nondisabled children in mainstream settings.

### 2.17 Challenges of Inclusive Education

According to Downing and Harding (2007) in rural areas of Pakistan teachers can not avail teaching trainings. University organized training programs in highly populated areas, where teachers easily avail the trainings. They preferred their jobs in more urban areas where they have many opportunities, access to multiple resources, latest information, and other incentives including pay. They get orientations and avail chances of teaching practices time to time, including specialists such as speech, physical and/or occupational therapists and psychologists. Some people in rural areas easily accommodate their children with severe disabilities in general schools without any discrimination. It is more educationally and physically feasible to accommodate the disabled students in already mainstream classrooms instead of creating a separate classroom for only a few students.

TH 9607

Sugiharto (2008) states many other challenges about inclusive education. These are the following.

1. The dropout rate of students is getting higher in schools, especially in those areas where poverty-stricken prevailed. It is badly affected on student's future. They are forced to leave school due to their parents' poor economic status. Number of child laborers is increased, which in turn leads to physical and psychological disabilities.
2. In backward areas a large number of children are unable to receive school education due to unavailability of proper school building. Many of them study in dilapidated and damage buildings
3. The most common and serious challenge is majority of the disabled people are still excluded from equal access to mainstream school.
4. Curriculum is also difficult for students with special educational needs are excluded and even marginalized from mainstream education.
5. Many issues are created between students and teachers related to inclusiveness in all walks of live requires a special skill, which can be acquired through a specific teachers training program.

## **2.18 Issues of inclusive education**

According to UNESCO (2001) the major issues of inclusive education are:

1. Weak political will and insufficient financial resources.
2. Inefficient use of available equipment.
3. Inadequate attention to the learning needs of the poor and the excluded children.
4. Lack of attention towards quality of learning disabled children.

## **2.19 Evaluation of Inclusive Education Project**

Gay (1999) defined evaluation is a systematic process to collect and analyze data in order to make decisions. The validity of decision is function of the validity of data collection and analysis procedure.

In Tyler's words 1978, "Evaluation is the process of determining the degree to which changes in behavior (of students) are actually taking place".

According to Fort, Martinez & Mukhopadhyay (2001) evaluation is defined as "periodic assessment of the relevance, performance, efficiency, and impact of the project in relation to stated objectives.

### **2.19.1 Project Evaluation**

According to Wikipedia, the free encyclopedia, the project's evaluation plan consists of formative activities to assess whether the project's activities are being successfully implemented on a timely basis and to assure that project staff is meeting their job responsibilities. Data from these formative assessments will inform corrections in the implementation plan to assure that all objectives are met by the conclusion of the project. Summative evaluation activities will be conducted to measure the project's impact on its participants and constituents. An advisory committee of national stakeholders including youth and adults with autism and related disabilities, family members, educators, higher education faculty-researchers, and policymakers will provide guidance and feedback to the project by meeting two times per year to review the project's activities and outcomes.

Inclusive education programming for students with disabled should focus on high-quality education services and benefits for all students, measured by

student's outcomes. The outcomes should be identified in this planning and Individual Educational Program process.

The individual committee of education and administrators should develop the instruments, timeline, and methods of evaluation under the direction of a professional educational evaluator. The train evaluator establishes educational validity of the test instruments and methods selected or developed.

According to Lissa, (1997) there are two methods of evaluation of inclusive education.

- I. **Formal Evaluation Method:** This method should be developed for the provide opportunities for individual to share feedback of every level: systematic evaluation among administrators, teaching staff, and community; and building-level evaluation among administrators, teachers, students and parents. Rating scales, guided interview formats, and other data collection strategies should be designed specifically to address the outcomes that have been identified and to elicit information feedback or input from individual or group.
- II. **Informal Evaluation Process:** Informal evaluation process is necessary information to correct or alleviate problems that arise, and the provide information critical to continued program and service development. Issue/ action planning formats are useful in articulating the specific issues being addresses the issues. This formal may be used by single person, team or group for evaluation of student learning outcomes. Another powerful tool involves a process of assessing needs, barriers, and strengthening.

## **2.20 Conceptual Framework of Evaluation**

Most evaluators of project use a conceptual model, sometime called a Logical Framework (LF) to visualize the project in term of a set of cause and effect relationships the deficiencies of the educational system. Spending cost in education the investors and financiers were interested to know the cost-benefit ratio, the worth of the program i.e. how effectively and how efficiently they were being operated. In this context not only the educationist but also other sectors such as social scientist, economist and political scientists all became interested in evaluating the program. In order to collect evaluation information about educational activity, program or institution, it is necessary to have a framework that should specify criteria, the variables, the design consideration, the process and methodologies about collecting, organizing, analyzing, interpreting and reporting the information and results. Such framework is called an evaluation model. (ASIANCS, 2000)

Phi-Delta Kappa, (1974) National Study Committee on Evaluation revealed that's valid evaluation model be grounded in sound conceptualizations of different change settings and model (synoptic, disjointed incremental and the planned change) to be observed.

In the quest for improvement and development "Educational evaluation" has undergone many changes. Researches developed many models and variety of methodologies.

### **2.20.1 Pre-Ordinate Model**

This may be called an outcome-oriented approach. In this approach certain presumptions are stipulated or prior expectations are mode. For example in a

curriculum evaluation study to review the curriculum presumption is based in that the output from the program is lacking in some aspects. The study is carried to validate this presumption. Such models rely on quantitative measurement. These models are highly structured and predictive. Their limitation lies in the fact that positive evidence may be aggregated while negative evidence is given lesser weight.

### **2.20.2 Responsive Model**

Responsive models are organized around phenomena encountered often unexpectedly as the program goes along. The premium from this approach is discovering and establishing relationship. The methodology used for this purpose is to prepare and place observers on the scene to observe typical and significant characteristics of situation for the purpose of uncovering factors. The responsive models of evaluation are diagnostic and qualitative.

### **2.20.3 Case Study**

In context of responsive model the case study as a responsive model of evaluation is being increasingly used for research, investigation or evaluation. Unlike structure and standardized approaches in case study the researcher observes the typical situation (class or institution). The case study provides a framework of decision and analysis. The methodology of investigation may range broadly and include testing, classroom observation, content analysis of record, material, interview of the students and staff description of physical facilities and resources. Advocates of case study method point out its advantages in allowing evaluators to deal with variables those are hard to quantify morals, institutional or organizational health, students, discipline and attitudes. (ASLANICS, 2000)



#### **2.20.4 Stufflebeam Model**

Prominent among those writing about evaluation towards the end of 1960s was Stufflebeam, who strengthened the relationship made earlier by Cronbach, between the evaluation and decision making. In a paper published in 1960, he spelt out the need for the evaluation to help in planning, programming, implementing and recycling decision concern for these lead Stufflebeam to purpose four types of evaluation, each particularly suited to his categorization of decision type. CIPP became the short and familiar title of this context, input, process and product approach to evaluation types.

#### **2.20.5 Stake's Countenances Model**

The notion that evaluation could provide valuable information by describing and portraying a systematic way, the many types of descriptive information with which evaluation should be concerned and the way in which this information could be used in making judgment about the educational program. Stake's model gives broader prospective to evaluate and is in line with recent thinking which as suggested that a more qualitative, approach to curriculum evaluation should be undertaken. However, it does not clearly point out the practical tasks confronting the evaluation. In this model evaluator focuses on three stages:

1. Antecedents i.e. conditions existing prior to the teaching and learning.
2. Transactions i.e. the encounters and negotiations of learning situation.
3. Out comes which occur during and after implementation.

The approach suggested by Stake is to compare intentions with reality at each stage. However Stake himself feels that the findings of the observation should

merely be presented rather than entering into specific judgment; hence the term "Countenance" is being used with his model. In other words, the evaluation portrays evidence rather than analyses it and in this often aligned to the illuminative model.

## 2.21 Related Researches

Sonia (2008) conducted a study on "*Inclusive Education. Perspective of Services*" and concluded from her research that teachers have positive attitudes towards disabled with in general education. They are willing that social interaction enhanced and minimized negative attitude towards students with special needs. Findings of the study indicate that collaboration between the mainstream and the special education teachers are essential and that there should be a clear guideline on the implementation of inclusive education.

*In South Asia (2005)* this report has been prepared based on the information provided in the country reports. In this report find out the realities of disabled children with special needs, national legislation and policies related to meeting the educational needs of children with disabilities, and educational practices for disabled children. The stakeholders take quick action to the successful implementation of inclusive education initiatives.

Shugufta (2000) concluded that "*Inclusive Education Perspective of Services*" stakeholder including teaching staff, administration, and parents are aware about inclusive education but are not very sure about how it will be implemented in general education system. They are confused about the teaching strategies and professional skills involved in the system. Few of them has opined that inclusive education will be successful for special children while others have

the opinion that special children should be educated in special schools. They are not sure about the impact of inclusive education on the growth and learning outcomes of the child. They argued that special children might fail to achieve fully from the educational settings.

Kathleen (1997) indicates that head teachers, directors, administrators, class teachers, parents and community members must all be participated and invested in the successful objectives of inclusive education. Teachers-both general and special education must developed coordination to create learning strategies and environments that work for all students.

UNICEF (2003) reported on the basis of discussions with policy-makers, heads of institutions, experts and other stakeholders, determined that did not make any effort for inclusive education in the country. The present system is of ordinary schools and special schools working on self made bases and independently for improvement and identity. At the federal level, inclusive education system have been recognized in some places, but have not been fully implicate in all over the country yet. Till now proper research has not been conducted for evaluating educational status of children with disabilities. Even with the help of international consultants, small pilot projects are running at some places with limited scope. Private institutions are willing for investing on inclusive education system. They have started including special needs children in their schools, providing physical and educational facilities for disabled students, professional training of teaching staff, use of appropriate teaching-learning methods, etc. The community attitude towards inclusion is also change rapidly. Government is taking action of such needs; this is reflected in the newly approved National Policy for Special

Education. Sufficient funds have been allocated in the next 10-year perspective plan for this purpose. There is a lack of coordination between the Ministry of Education and the Ministry of Social Welfare and Special Education for meeting the needs of children with disabilities and those belonging to other marginalized groups. It would be premature to label the schools selected in the study as good practice models. These schools have been selected because of their pioneering attempts to meet the needs of disabled children in ordinary schools.

Hayat (1994) conducted a study on "*The attitudes of the Physically Disabled Students and their Teachers towards Integration of Disabled in School for Normal Children*" concluded that most disabled children have desire to join school as they found it pleasant to study and play with other children. However, they feared that they might be teased or not be able to keep up with the class.

Noor and Khokhar (2002) conducted on study "*Attitude of Administrators and Teachers towards Disabled Children*" concluded that disabled children are satisfied with the positive attitude of administrators and teachers. They are conscious about solving their problems and their level of participation in classroom discussion. However, they faced difficulties in moving with ease in school buildings, because physical facilities are not provided.

Akhtar (1994) illustrated that most educated respondents opined that children with hearing disabilities could lead a successful life while non-educated respondents, however, often opined that disabled children are burden on society.

Majid and Khan (1994) conducted a study on; "*Attitude of the Parents and Teachers towards Education and Rehabilitation of Visually Impaired Children*" concluded that parents and teachers had different opinion about educating children

with visual disability. Parents had desired to admit children to special schools, and were worried about the future of their children. However, teachers were not willing about teaching them in mainstream schools.

Nawaz and Saeed (1999) conducted a study on "*The Study of the Level of Acceptability among P.T.C. Female and Male Teachers to Include the Hearing Impaired Children in Normal Schools*" concluded that teachers were willing to involve disabled children but they suggested that if resource teachers were available for support. Teachers also sought Government support for training, financial incentives and provisions for inclusion in the educational policy.

Naz and Aurangzeb (2002) conducted a study on "*A Study of Islamic Concept about Disables Children*" described that Muslim Scholars and Leaders believed that it is the obligation on the society and parents to meet the educational and physical need for disable students. They are responsible for their future.

Wajihullah and Saeed (1998) conducted a study on "*Role of Television in Creating Awareness about Hearing Impaired in Pakistan*" concluded that the media was not used for awareness of the community, and have not changed negative attitudes towards child disability.

Sharif and Naz (2002) conducted "*A Study of Islamic Concept about Disables*" reported that due to lack of awareness among the community attitudes are not changed. Parents are confused about the education of disabled children in general schools, whereas most teachers are willing to provide education in special education settings. This is perhaps as a result of the lack of proper training and perceived barriers to dealing with the diverse needs of children in ordinary schools.

From the views of researchers work not has been done in the field of inclusive education on children with disabilities. No valid and reliable tools have so far been developed to evaluate the inclusive/integrated education program. No systematic and planned efforts have been made to look into the impact of inclusive education in the country.

## **CHAPTER 3**

### **METHODS AND PROCEDURE**

The study on “Evaluation of Pilot Project on Integrated Education of Children with Disabilities” was a descriptive type of research in nature; mainly survey method was used for this study. The chapter comprises of:

1. Population
2. Sample
3. Development of Research Tools
4. Procedure of Data Collection
5. Validity of Instruments
6. Analysis of Data

#### **3.1 Population**

Population of the study comprised of:

1. All project personnel (Including, Director General, Director, and administrators). Total population of project personnel was six.
2. Head teachers (principals) working in project schools. The population of head teachers was eight.
3. All the working teachers in project schools of Islamabad, Lahore, Peshawar and Muzaffarabad. The population of teachers was 166.

4. All disabled students of all classes in project schools of Islamabad, Lahore, Peshawar and Muzaffarabad. The total population of disabled students was 580.
5. Parents of disabled students. Total population of parents was 564.

### **3.2 Sampling**

Eight schools located in Islamabad, Lahore, Peshawar, and Muzaffarabad (each for boys and girls) were selected. Universal sampling and random sampling techniques were used.

1. All project personnel (Including, Director General, Director, and administrators) were selected. The sample size was six.
2. Head teachers (principal) of project schools were selected in sample. These were eight in numbers and 100% head teachers were selected as a sample.
3. All the working teachers in project schools from eight schools of Islamabad, Lahore, Peshawar and Muzaffarabad were selected. The sample size was 83.
4. All disabled students of all classes of project schools of Islamabad, Lahore, Peshawar and Muzaffarabad were taken as a sample. 50% students were selected out of 580 by stratified random sampling. Sample size was 290.
5. Parents of disabled students were 564. Sample size was 282.

### **3.3 Development of Research Instruments**

Following research instruments were developed for data collection.

1. Questionnaire (i) for the head teachers of project schools.
2. Questionnaire (ii) for the teachers of project schools.
3. Questionnaire (iii) for the disabled children of project schools.



4. Questionnaire (iv) for the parents of disabled children.
5. Semi-structured interview for the administrators, director and director general of the project.

### **3.3.1 Questionnaires**

Four separate questionnaires were constructed based on enrollment of disabled students, performance of disabled students, provision of educational and physical facilities to the pilot schools, motivation and awareness of teachers, parents and community towards inclusive education, teachers training workshops and conducting seminars for awareness of the teachers, parents and community. The researcher discussed these questionnaires with head teachers, teachers and disabled students of pilot schools and parents of disabled students regarding their various aspects of objectives of the study.

### **3.3.2 Semi-Structured Interviews**

A semi-structured interview was developed to obtain responses from the sampled population. The semi-structured interview was developed based on the physical and educational facilities in pilot schools and academic achievements of the disabled students, and strategies used for creating awareness among community. The semi-structured interview comprised of eight items. In the light of pilot-testing, five items were modified and refined.

### **3.4 Validity of Instruments**

Semi-structured interview was piloted upon five persons (not included in the sampled population). In the light of pilot-testing four items were dropped and eight were modified.

Instrument 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> (questionnaires) were given to head teachers and teachers (including 20 teachers and head teachers of boys and girls pilot schools of Islamabad) and disabled students and parents of disabled students for pilot-testing. These instruments were modified and improved under guidance of experts.

### **3.5 Reliability of Instruments**

The reliability of the scale was calculated through SPSS by applying Cronbach's alpha. The reliability of the questionnaire I (for head teachers) was = 0.781. The reliability of the questionnaire II (for teachers) was = 0.743. The reliability of the questionnaire III (for disabled students) was = 0.689. The reliability of the questionnaire IV was (for parents of the disabled students) 0.611.

### **3.6 Data Collection**

The researcher herself personally contacted the project personnel and scheduled interviews were conducted.

The same procedure was adopted for the questionnaire I-IV, for project schools located in (Muzaffarabad, Lahore, Peshawar and Islamabad) for collecting data from relevant teachers, the researcher personally collected the data from every selected strata in sample. For questionnaire IV, researcher personally visited to the parents for data collection.

### 3.7 Data Analysis

The data collected through interviews were analyzed item-wise. Items were analyzed in 9 separate tables. Percentage was calculated. Questionnaire I-IV was analyzed on five-point scale in 54 separate tables. Percentage and chi-square values were calculated by following formula.

$f_o$  = Observed frequency

$f_e$  = Expected frequency

$$X^2 = f_o - f_e$$

$$X^2 = (f_o - f_e)^2$$

$$X = \frac{(f_o - f_e)^2}{f_e}$$

$$X^2 = \text{Sum of all } (X, 1997)$$

## **CHAPTER 4**

### **PRESENTATION AND ANALYSIS OF DATA**

The chapter includes analysis and interpretation of the data in order to answer the research questions. The data collected through different research instruments were separately organized under different headings and analyzed as:

1. Questionnaire-I for heads of pilot schools.
2. Questionnaire-II for classroom teachers of pilot schools.
3. Questionnaire-III for disabled students of pilot schools.
4. Questionnaire-IV for parents of disabled students of pilot schools.
5. Semi-structured Interviews for project personnel.

Questionnaire-I was about the head teachers. It was comprised of 20 items and analyzed in 12 tables. Statistically it was analyzed in percentage and chi-square values. Questionnaire-II was about the teachers of pilot schools. It was comprised of 24 items and analyzed in seven tables. Statistically it was analyzed in percentage and chi-square value was computed. Questionnaire-III was about the disabled students of pilot schools which was comprised of 19 items and analyzes in five tables. Statistically it was analyzed in percentage and chi-square values. Questionnaire-IV was about the parents of disabled students comprised of 16 items and analyzed in eight tables. Statistically it was analyzed by chi-square values. Semi-structured Interview was analyzed in eight separate tables and percentage was calculated.

#### 4.1 Analysis of the Questionnaire -I for Heads of Schools

**Table 4.1: Educational / professional qualification of principal.**

**n=8**

<b>Qualification</b>	<b>f</b>	<b>%age</b>
Double M.A., B.Ed	2	25.00
M.A., M.Ed	3	37.50
Double M.A., M.Ed	0	00.00
M.A., B.Ed	2	25.00
M.Sc., B.Ed	1	12.50
M.Sc., M.Ed	0	00.00
M.A./M.Sc., M.Ed., M.Phil.	0	00.00

Table 4.1 gives data that 25% principals were qualified as double M.A and B.Ed respectively where as 37.5% possessed M.A, M.Ed degree. 25% possessed M.A, B.Ed degree. M.Sc, B.Ed degree holders were 12.5%. No respondent was having highly qualified degrees of M.Sc, M.Ed and M.A/MSc, M.Ed, M.Phil degrees.

**Table 4.2: Administrative experience of Principals.****n=8**

<b>Range of Experience</b>	<b>f</b>	<b>%age</b>
16-20	00	00.00
21-25	02	25.00
26-30	03	37.50
31-35	02	25.00
36-40	01	12.50

Table 4.2 gives information that 25% respondents having experience ranging from 21 years to 25 years where as 37% respondents having experience ranging from 26 years to 30 years, 25% respondents having experience ranging from 31 years to 35 years and 12% respondents having experience ranging from 36 years to 40 years. It indicates that they have rich experiences in management.

**Table 4.3: Enrollment of the disabled students.****n=8**

<b>Years</b>	<b>Total no of Students</b>	<b>No of Disabled Student</b>	<b>%age</b>
2003	6730	127	1.88
2004	6761	209	3.09
2005	6802	369	5.42
2006	7820	394	5.03
2007	7892	480	6.08
2008	8109	499	6.15
2009	8199	560	6.83
2010	8275	580	7.11

Table 4.3 indicates that 1.88% disabled students were enrolled in 2003. 3.09% were enrolled in 2004. 5.42% were enrolled in 2005. 5.03% were enrolled in 2006. 6.08% were enrolled in 2007. 6.15% were enrolled in 2008. 6.83% were enrolled in 2009. 7.11% were enrolled in 2010. 41.59% enrolments of disabled students increased from 2003 to 2010 in pilot schools.

**Table 4.4: Seminars are conducted for awareness.****n=8**

<b>Years</b>	<b>No. of Seminars</b>
2003	5
2004	5
2005	7
2006	4
2007	6
2008	6
2009	6
2010	8

Table 4.4 indicates that 5 seminars were conducted for the awareness of community. 7 seminars were conducted during 2005. 4 seminars were conducted in 2006. 6 seminars were conducted in 2006, 2007 and 2009 respectively. In 2010 no of conducted seminars were 8.



**Table 4.5: Number of parents teachers meetings (PTM) conducted. n=8**

<b>Years</b>	<b>No. of Parents Teachers Meetings</b>
2003	12
2004	14
2005	14
2006	15
2007	13
2008	13
2009	14
2010	13

Table 4.5 shows information about number of 12 parent's teachers meeting conducted in 2003 for the motivation of parents towards inclusive education. 13 meetings were conducted in 2007, 2008 and 2010 each year. 14 meetings were conducted yearly in 2003, 2005 and 2009. 15 meetings were conducted during 2006.

**Table 4.6: Sources used to create awareness among teachers, parents and community.** **n=8**

Strategies	Teachers %age	Parents %age	Community %age
Magazines	100.00	00.00	00.00
Newspapers	100.00	100.00	100.00
Brochure	00.00	75.42	75.42
Articles	50.61	30.21	30.21
Conferences	60.78	00.00	00.00
Workshops	100.00	00.00	00.00
Websites	00.00	00.00	00.00
Word of mouth	100.00	100.00	25.00

Table 4.6 indicates that magazines were used for the awareness among teachers, parents and community. Data shows that 100% magazines used only for teachers, 100.0% newspaper used for teachers, parents and community, 75.42% parents and community was aware by brochures. 50.61% teachers were aware by articles, 30.21% used for parents and community. 60.78% conferences were used only for teachers. 100.0% workshops were conducted only for teachers. Websites were not used. 100% word of mouth was used for teachers and parents, 25% were used for community.

**Table 4.7: Availability of educational facilities.****n=8**

<b>Items</b>	<b>%age</b>
Braille machine Slats/writing frames	75.00
Hearing aid	35.12
Library	34.00 <sup>+</sup>
Computer Labs	00.00
Text Books	90.00

Table 4.7 narrates that 90.00% books were available in pilot schools while availability of computer labs is lowest value 00.00% regarding availability of the different educational facilities. Braille machine slats/writing frames ranking 75.00%, hearing aid 35.12% and library facilities in the institutions were 34% were provided.

**Table 4.8: Availability of physical facilities.****n=8**

Items	% age
Building of school	100.00
Classroom	100.00
Furniture	85.00
Ramps	100.00
Crutches	75.00
Wheel chairs	76.15

Table 4.8 illustrates that availability of building of school, classroom, furniture, excessive washroom and ramps with highest percentage followed by crutches having 75.00% while 76.15% wheel chairs were provided.

**Table 4.9: Print media used for creating awareness.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teacher	5	3	0	0	0	8	13.24

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.9 indicates that the calculated value for head teacher was found to be 13.24 which is greater than the tabulated value at 0.05. It means value of chi-square is significant. Table shows that the print media used for creating awareness about inclusive education.

**Table 4.10: Parents are cooperative.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	4	3	0	1	0	8	11.86

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.10 shows that the calculated value for head teacher was found to be 11.86 which is greater than the table value at 0.05. It means value of chi-square is significant. Table shows that the Parents are cooperative regarding education of their children.

**Table 4.11: Performance of the disabled students is satisfactory.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teaches	4	4	0	0	0	8	12.00

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.11 narrates that the calculated value for head teacher was found to be 12.00 which is greater than the table value at 0.05. It means value of chi-square is significant. The calculated value shows that performance of the disabled students is satisfactory in examination.

**Table 4.12: Interest of disabled students in studies.**

	Strongly agree	Agee	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	5	3	0	0	0	8	12.00

Significance       $df = 4$       Table value at 0.05 = 9.48

Table 4.12 narrates that the calculated value for head teacher was found to be 12.00 which is greater than the table value at 0.05. It means value of chi-square is significant. Table narrates that disabled students showed interest in studies.

**Table 4.13: Teachers training workshops are conducted.**

	Strongly agree	Agee	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	4	3	0	1	0	8	8.24

Insignificance       $df = 4$       Table value at 0.05 = 9.48

Table 4.13 indicates that the calculated value for head teacher was found to be 8.24 which is less than the table value at 0.05, It means value of chi-square is not significant. According to the table value teachers training workshops were not regularly conducted.

**Table 4.14: Educational facilities are provided.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	4	2	0	2	0	8	7.22

Insignificance                      df = 4      Table value at 0.05 = 9.48

Table 4.14 indicates that the calculated value for head teacher was found to be 7.22 which is less than the table value at 0.05. It means value of chi-square is not significant. Table indicates that the educational facilities are provided for disabled students.

**Table 4.15: Classrooms are well equipped.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	5	3	0	0	0	8	13.24

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.15 indicates that the calculated value for head teacher was found to be 13.24 which is greater than the table value at 0.05, It means value of chi-square is significant. Table indicates that the classrooms were well equipped for accommodating different types of children with disability.

**Table 4.16: Teachers promote interaction**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	7	1	0	0	0	8	23.24

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.16 narrates that the calculated value for head teacher was found to be 23.24 which is greater than the table value at 0.05. It means value of chi-square is significant. According to the table value teachers promote interaction between disabled and non disabled children.

**Table 4.17: Teachers feel difficulty in teaching.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	0	3	0	4	1	8	8.24

Insignificance                      df = 4      Table value at 0.05 = 9.48

Table 4.17 shows that the calculated value for head teacher was found to be 8.24 which is less than the table value at 0.05. It means value of chi-square is not significant. Table value shows that the teachers feel difficulty in teaching disabled children.

**Table 4.18: Trained teachers are available.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	3	4	0	1	0	8	8.22

Insignificance                      df = 4      Table value at 0.05 = 9.48

Table 4.18 shows that the calculated value for head teacher was found to be 8.22 which is less than table value at 0.05. It means value of chi-square is not significant. It means that the trained teachers were not available.



**Table 4.19: Children with learning disability are able to comprehend the curriculum.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	0	2	0	4	2	8	7.00

Insignificance

df = 4

Table value at 0.05 = 9.48

Table 4.19 narrates that the calculated value for head teacher was found to be 7.00 which is less than the table value at 0.05. It means value of chi-square is not significant. It shows that the children with learning disability were not able to comprehend the curriculum.

**Table 4.20: Therapeutical services are provided.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Head teachers	0	2	1	3	2	8	3.24

Insignificance

df = 4

Table value at 0.05 = 9.48

Table 4.20 stated that the calculated value for head teacher was found to be 3.24 which is less than the table value at 0.05. It means value of chi-square is not significant. Table stated that the therapeutical services were not provided to the disabled students.

### 4.3 Analysis of the questionnaire -II for class teacher of pilot school

Table 4.21: Educational / professional qualification of class teachers.

Qualification	f	n=83 % age
M.A./M.Sc., M.Ed., M.Phil.	00	00.00
M.Sc., M.Ed	06	07.22
Double M.A., M.Ed	05	06.02
Double M.A., B.Ed	04	4.800
M.Sc., B.Ed	11	13.25
M.A., M.Ed	11	13.25
M.A., B.Ed	19	28.91
B.A., B.Ed	39	46.98

Table 4.21 shows the data that out of 83 class teachers 4.800% respondent were qualified double M.A and B.Ed, 13.25% were M.A., M.Ed , 6.02% possessed double M.A and M.Ed and 28.91% were B.A., B.Ed degree holder. 13.25% were M.Sc and B.Ed and 7.22% having M.Sc., M.Ed degrees respectively and 0% M.A./M.Sc., M.Ed and M.Phil.

**Table 4.22: Teaching experience of class teachers.****n=83**

<b>Range of Experience</b>	<b>f</b>	<b>%age</b>
1-5	06	7.22
6-10	15	18.07
11-15	19	2.28
16-20	22	26.50
21-25	16	19.27
26-30	05	6.02

Table 4.22 shows that 7.22% teachers have experience range from 1 years to 5 years where as 18.07% respondent having teaching experience from 6 years to 10 years, 2.28% respondent having 11 years to 15 years of experience. 26.50% respondent were having teaching experience from 16 years to 20 years and 19.27% respondent having experience of ranging from 21 years to 25 years. 6.02 % respondent having rich experience ranging from 26 years to 30 years.

**Table 4.23: Year wise total number of passed and failed disabled students.**

Years	Total No of Disabled Students	Passed Students	%age	Failed Student	%age
2003	127	103	81.10	24	18.89
2004	209	176	84.21	34	16.26
2005	369	335	90.78	34	16.26
2006	394	371	94.16	23	5.83
2007	480	466	97.08	14	2.91
2008	499	471	94.38	28	5.61
2009	560	523	93.39	37	6.60
2010	580	551	93.54	29	5.45

Table 4.23 shows that number of students was 127 in 2003 and 81.10% were passed and 18.89% failed where as number of students was 209 in 2004 and 84.21% were passed and 16.26% were failed. In 2005, number of students were 369 where as 90.78% were passed and 16.26% were failed and in 2006, number of students were 394 where as 94.16% were passed and 5.83% were failed. The number of students were 480 in 2007 and 97.08% were passed and 2.91% were failed where as number of students were 499 in 2008 and 94.38% and 2.91% were failed. In 2009 number of students were 560 and 93.39 % passed and 6.60% failed where as in 2010 number of students were 580 and 93.54 % were passed and 5.45 % were failed. Passing percentage was increased in every year. Fail percentage was decreased in every year.

**Table 4. 24: Disabled students participate in co-curricular activities.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Teachers	43	29	0	8	3	83	79.49

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.24 states that the calculated value for teacher was found to be 79.49 which is greater than the table value at 0.05. It means value of chi-square is significant. Table shows that the disabled students were participated in co-curricular activities.

**Table 4.25: Parent's teacher relations.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Teachers	36	42	0	3	0	83	106.1

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.25 shows that the calculated value for teacher was found to be 106.1 which is greater than the table value at 0.05. It means value of chi-square is significant. Table describes that the parent's teacher relations were good.

**Table 4.26: Text-books are interesting.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Teachers	31	29	12	8	3	83	60.47

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.26 narrates that the calculated value for teacher was found to be 60.47 which is greater than the table value at 0.05. It means value of chi-square is significant. Table shows that the text-books were interesting for the disabled students.

**Table 4. 27: Disabled students are co-operative.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Teachers	51	30	2	0	0	83	115.2

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.27 indicates that the calculated value for teacher was found to be 115.2 which is greater than the table value at 0.05. It means value of chi-square is significant. Table indicates that the disabled students are co-operative to each others.

**Table 4.28: Disabled students know how to operate the Braille.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Teachers	16	33	7	19	8	83	9.49

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.28 shows that the calculated value for teacher was found to be 9.21 which is greater than the table value at 0.05. It means value of chi-square is significant. Table shows that the disabled students known how to operate the Braille and other equipments.

**Table 4.29: Positive changes occur in student's behavior.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Teachers	43	31	9	0	0	83	91.14

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.29 states that the calculated value for teacher was found to be 91.14 which is greater than the table value at 0.05, It means value of chi-square is significant. Table states that the positive changes occurred in student's behavior.

**Table 4.30: Parents are willing to send disabled children to school.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Teachers	46	22	0	15	0	83	88.55

Significance                      df=4      Table value at 0.05 = 9.48

Table 4.30 indicates that the calculated value for teacher was found to be 88.55 which is greater than the table value at 0.05, It means value of chi-square is significant. Table indicates that the parents are willing to send disabled children to school.

**Table 4.31: Examination system is suitable.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>No opinion</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>	<b>X<sup>2</sup></b>
Teachers	0	12	15	25	31	83	5.22

Insignificance       $df = 4$       Table value at 0.05 = 9.48

Table 4.31 narrates that the calculated value for teacher was found to be 5.22 which is greater than the table value at 0.05. It means value of chi-square is not significant. Table narrates that the examination system was not suitable to disabled children.

**Table 4.32: Children may easily adjust in mainstream setting.**

	<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Total</b>	<b>X<sup>2</sup></b>
Teachers	31	34	12	4	2	83	54.39

Significance       $df = 4$       Table value at 0.05 = 9.48

Table 4.32 states that the calculated value for teacher was found to be 54.39 which is greater than the table value at 0.05. It means value of chi-square is significant. According to the table value children with mild as well as moderate disability may easily adjust in mainstream setting.



**Table 4.33: Teaching learning material is sufficient.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Teachers	24	35	5	12	9	83	36.52

Significance

df=4

Table value at 0.05 = 9.48

Table 4.33 narrates that the calculated value for teacher was found to be 36.52 which is greater than the table value at 0.05. It means value of chi-square is significant. Table narrates that the teaching learning material was sufficient for teaching learning process.

#### 4.4 Analysis of Questionnaire III for Disabled Students

**Table 4.34: Free books are provided.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	113	130	5	32	10	290	241.32

Significance

df=4 Table value at 0.05 = 9.48

Table 4.34 shows that the calculated value for disabled students was found to be 241.32 which is greater than the table value at 0.05. It means value of chi-square is significant. Table describes that the free books were provided to the disabled students.

**Table 4.35: Administration provides hearing device.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	15	17	30	125	103	290	6.186

Insignificance

df = 4 Table value at 0.05 = 9.48

Table 4.35 shows that the calculated value for disabled students was found to be 6.186 which is less than the table value at 0.05, It means value of chi-square is not significant. Table shows that the administration was not provided hearing devices.

**Table 4.36: Provision of wheel chair at school.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	90	120	5	45	30	290	148.77

Significance

df = 4 Table value at 0.05 = 9.48

Table 4.36 states that the calculated value for disabled students was found to be 148.77 which is greater than the table value at 0.05. It means value of chi-square is significant. It means that the wheel chairs were provided at school for the disabled students.

**Table 4.37: Helpers are provided.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	74	96	25	29	66	290	63.67

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.37 shows that the calculated value for disabled students was found to be 63.67 which is greater than the table value at 0.05, It means value of chi-square is significant.

Table shows that the helpers are provided to you for using washroom.

**Table 4.38: Teachers maintain friendly relationship.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	130	109	16	25	10	290	221.75

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.38 illustrates that the calculated value for disabled students was found to 221.75 which is greater than the table value at 0.05. It means value of chi-square is significant. Table illustrates that the teachers were maintained the friendly relationship in learning environment.

**Table 4.39: Teachers give for individually attention.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	81	96	28	39	46	290	58.22

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.39 illustrates that the calculated value for disabled students was found to be 58.22 which is greater than the table value at 0.05. It means value of chi-square is significant. Table shows that the teachers were gave individually attention to the disabled students.

**Table 4.40: Prize is given.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	160	100	0	14	16	290	331.56

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.40 illustrates that the calculated value for disabled students was found to be 331.56 which is greater than the table value at 0.05. It means value of chi-square is significant. It indicates that the prize was given on showing good performance.

**Table 4.41: Teachers check your homework daily.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	142	123	16	20	20	290	274.64

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.41 states that the calculated value for disabled students was found to be 274.64 which is greater than the table value at 0.05. It means value of chi-square is significant. It means that the teachers checked their homework daily.

**Table 4.42: Class fellows help you.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	121	92	11	26	40	290	149.67

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.42 shows that the calculated value for disabled students was found to be 149.67 which is greater than the table value at 0.05. It means value of chi-square is significant. It shows that the class fellows help you in studies.

**Table 4.43: Teachers provide guidance in using Brail.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	36	46	90	55	63	290	29.05

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.43 states that the calculated value for disabled students was found to be 29.05 which is greater than the table value at 0.05, It means value of chi-square is significant. It indicates that the teachers were provided guidance in using brail.

**Table 4.44: Have access to get library.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	60	20	25	91	94	290	8.89

Insignificance                      df = 4      Table value at 0.05 = 9.48

Table 4.44 indicates that the calculated value for disabled students was found to be 8.89 which is less than the table value at 0.05. It means value of chi-square is not significant. Table indicates that the students had not access to get library.

**Table 4.45: Computer lab is provided.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	70	40	5	112	73	290	7.184

Insignificance                      df = 4      Table value at 0.05 = 9.48

Table 4.45 indicates that the calculated value for disabled students was found to be 7.184 which is greater than the table value at 0.05, It means value of chi-square is not significant. Table indicates that the computer lab was not provided to students.

**Table 4.46: Provision of pick and drop facility.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Disabled Students	24	24	12	50	190	290	8.154

Insignificance       $df = 4$       Table value at 0.05 = 9.48

Table 4.46 narrates that the calculated value for disabled students was found to be 8.154 which is greater than the table value at 0.05. It means value of chi-square is not significant. It means that the pick and drop facility was not available by the school.

#### 4.5 Analysis of Questionnaire IV for Parents of Disabled Students

**Table 47: Teachers give special attention.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Parents of Disabled Students	120	90	30	30	12	282	152.49

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.47 shows that the calculated value for disabled students was found to be 152.49 which is greater than the table value at 0.05. It means value of chi-square is significant. Table shows that the teachers were paid special attention to your child at school.

**Table 4.48: Teachers understand the feelings of child.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Parents of Disabled Students	112	86	08	35	41	282	125.02

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.48 indicates that the calculated value for disabled students was found to be 125.02 which is greater than the table value at 0.05. It means value of chi-square is significant. Table indicates that the teachers understood the feelings of child.

**Table 4.49: You like to send your child in school function.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Parents of Disabled Students	131	101	0	24	26	282	226.9

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.49 illustrates that the calculated value for disabled students was found to be 226.9 which is greater than the table value at 0.05. It means value of chi-square is significant. It means that the parents were liked to send your child in school function.

**Table 4.50: You are satisfied with the performance of child .**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Parents of Disabled Students	69	81	06	49	54	282	69.88

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.50 states that the calculated value for disabled students was found to be 69.88 which is greater than the table value at 0.05, It means value of chi-square is significant. It shows that the parents were satisfied with the performance of child in studies.



**Table 4.51: Teachers are cooperative.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Parents of Disabled Students	79	91	14	52	56	282	34.65

Significance

df = 4 Table value at 0.05 = 9.48

Table 4.51 states that the calculated value for disabled students was found to be 34.65 which is greater than the table value at 0.05. It means value of chi-square is significant. It shows that the teachers were cooperative with parents of the children.

**Table 4.52: You arrange games for the disabled child.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Parents of Disabled Students	63	54	10	88	76	282	63.41

Significance

df = 4 Table value at 0.05 = 9.48

Table 4.52 indicates that the calculated value for disabled students was found to be 63.41 which is greater than the table value at 0.05, It means value of chi-square is significant. It indicates that the games were arranged for the disabled child at home.

**Table 4.53: Normal students have polite attitude with the disabled students.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Parents of Disabled Students	76	82	13	53	58	282	31.25

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.53 states that the calculated value for disabled students was found to be 31.25 which is greater than the table value at 0.05. It means value of chi-square is significant. Table states that the normal students had polite attitude with the disabled students.

**Table 4.54: Same books are used for both disabled and normal students.**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total	X <sup>2</sup>
Parents of Disabled Students	103	111	11	31	26	20	211.31

Significance                      df = 4      Table value at 0.05 = 9.48

Table 4.54 states that the calculated value for disabled students was found to be 211.31 which is greater than the table value at 0.05, It means value of chi-square is significant. It shows that the same books were used for both disabled and normal students.

#### 4.1 ANALYSIS OF THE SHEDULE INTERVIEWS

The data gathered through interviews was analyzed % age basis. Intensive analysis of the data gathered through this instrument is as following:

**Table 4.55: Educational /professional qualification of administrators and managers.** n=6

Qualification	f	% age
M.A., M.Ed	2	33.33
Double M.A., M.Ed	0	0.00
B.A., B.Ed	2	33.33
B.Sc., B.Ed	1	16.66
M.A., B.Ed	1	16.66
M.Sc., B.Ed	0	0.00
M.Sc., M.Ed	0	0.00
M.A./M.Sc., M.Ed., M.Phil.	0	0.00

Table 4.55 gives data that respondent 33.33% possessed M.A, M.Ed degree and B.A., B.Ed. 16.66 % were possessed B.A., B.Ed and B.Sc., B.Ed degrees. No any respondent was having highly qualified degrees of double M.A. B.Ed M.Sc, B.Ed, M.Sc, M.Ed and M.A/MSc, M.Ed, M.Phil degrees.

**Table 4.56: Experiences of administrators and managers.** n=6

Range of Experiences	f	% age
10-15	3	50.00
16-20	2	33.33
21-25	1	16.67

Table 4.56 gives information that 50% respondents having experience ranging from 10 to 15 years where as 33% having experience ranging from 16 to 20 years of management and 16% respondent having experience from 21 to 25 years of management and teaching. It indicates that they have rich experience of management and teaching.

**Table 4.57: Enrollments of disabled student in piloted schools. n=6**

<b>Years</b>	<b>Enrollment</b>
2003	127
2004	209
2005	369
2006	394
2007	480
2008	499
2009	560
2010	580

Table 4.57 indicates that 127 students enrolled in 2003. 209 students enrolled in 2004 and 369 enrolled in 2005. 394 enrolled in 2006 and 480 enrolled in 2007 respectively. 499 students enrolled in 2008 and 560 students enrolled in 2009 respectively. The number of students enrolled in 2010 was 580. Number of students increased in every year gradually.

**Table 4.58: Availability of educational facilities.**

n=6		
<b>Educational facilities</b>	<b>f</b>	<b>%age</b>
Availability of Braille Machine	6	100.00
Slates/Writing Frames	6	100.00
Hearing aid	4	80.00
Library facilities in the institutions	3	50.00
Computer Labs	0	00.00
Text-Books	6	100.00

Table 4.58 gives information that availability of Braille machine, slates/writing frames, hearing aid and books were ensured 100% as indicated by respondent and Library facility in the institutions was 50% and 100% respondents agreed that facility of computer labs were not available in any school.

**Table 4.59: Availability of physical facilities.****n=6**

<b>Physical facilities</b>	<b>f</b>	<b>%age</b>
Building of School	6	100.00
Classroom	6	100.00
Furniture	6	100.00
Ramps	6	100.00
Crutches	6	100.00
Wheelchairs	4	66.66
Accessibility of Washroom for Students	6	100.00

Table 4.59 indicates that building of school, classroom, furniture, ramps, and crutches were available as indicated by 100% respondent. 66.66% respondent agreed about the availability of wheelchairs to the students. Accessibility of washrooms for all students were arranged.

**Table 4.60: Strategies used for creating awareness.**

Strategies	f	n=6 %age
Magazines	6	100.00
Newspapers	6	100.00
Brochures	6	100.00
Articles	6	100.00
Conferences	6	100.00
Workshops	6	100.0

Table 4.60 shows that magazines, newspapers, brochures, articles, conferences and workshops were 100% used for awareness.



**Table 4.61: Impact of project input on disabled student's learning. n=6**

<b>Years</b>	<b>Enrollment</b>	<b>Pass</b>	<b>%age</b>
2003	127	103	81.10
2004	209	176	84.21
2005	369	335	90.78
2006	394	371	94.16
2007	480	466	97.08
2008	499	471	94.38
2009	560	523	93.39
2010	580	551	89.54

Table 4.61 administered that 127 students enrolled in 2003 and 81.10% students pass the annual examination. 209 students enrolled in 2004 and 84.21% were passed. 369 students were enrolled in 2005 and 90.78 % students pass. 394 students were enrolled in 2006 and 94.16% passed the examination. 480 students were enrolled in 2007 and 97.08% students were passed. 499 students are enrolled in 2008 and 94.38% students were passed. 560 students enrolled in 2009 and 93.passed. 589 students were enrolled in 2010 and 89.54 % passed. It indicates that passed % and enrollment increased with the passage of the time.

**Table 4. 62: Issues and problems of inclusive education/disabled children.**

Issues/Problems	f	%age
Unawareness/Ignorance	5	83.33
Poverty	4	66.66
Untrained teachers	3	50.00
Unavailability of teaching learning material	1	16.67
Unsuitable curriculum	4	66.66
Inappropriate teaching methodology	3	50.00
Traditional assessment methods	4	66.66
Budget constrain	6	100.0

Table 62 shows that 83.33% respondents opined that unawareness/ignorance was there. 66.66 % respondent's opined poverty was the problem. 50% respondents opined about the untrained teachers. 16.67% respondents opined that teaching learning material was unavailable. 66.66% opined that curriculum was unsuitable. 50.00% opined inappropriate teaching methodology was used. 66.66% opined that assessment methods were traditional. 100.00% opined that budget constraint hamper the activities.

**Table 4.63: Improvement and sustainability of project****n=6**

<b>Category of action</b>	<b>f</b>	<b>%age</b>
Policy framework	6	100.00
Proper curriculum development	6	100.00
Availability of teaching learning material	6	100.00
Cyclic teacher training	6	100.00
Availability of educational facilities	6	100.00
Sustainability of the pilot schools	2	33.33
Either project replicate able	6	100.00

Table 4.63 shows that policy framework, proper curriculum development, availability of proper teaching learning material, cyclic teacher training, availability of educational facilities need to improve as indicated by 100% respondents. Project replication was suggested by 100% respondents. 66.66% respondent disagreed about the sustainability of the pilot schools project.

## **CHAPTER 5**

### **SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

A summary of procedure and findings of the study is presented in this chapter followed by conclusions and recommendations.

#### **1.1 Summary**

The study was designed to evaluate the Pilot Project on Integrated Education of Children with Disabilities. Enrollment of disabled children in pilot schools, strategies used for creating awareness and motivation among teachers, parents and community, achievements of enrolled students with disabilities and special educational and physical facilities provided in pilot schools were evaluated, so that the real picture could be brought on canvas. Population of the study comprised of: all project personnel (Including Director, Director General, and Administrators). Total population of project personnel was six. Head teachers (Principal) working in project schools. The population of Head teachers was eight in numbers and 100% head teachers were selected as a sample. All the working teachers in project schools of Islamabad, Lahore, Peshawar and Muzaffarabad were taken as a population. The population of teachers was 166 and sample was 83. All disabled students of all classes in project schools of Islamabad, Lahore, Peshawar and Muzaffarabad were taken as a population. The total population of disabled students was 580 and 290 were selected as a sample. Total population of parents was 564 and 282 parents were selected as a sample. Universal sampling and random

sampling techniques were used for data collection in this study. Data was collected through the following instruments: Questionnaire (i) for the head teachers of project schools. Questionnaire (ii) for the teachers of project schools. Questionnaire (iii) for the disabled children of project schools. Questionnaire (iv) for the parents of disabled children. Semi-structured interview was developed for the collection of data from senior Education Managers. The data was analyzed through percentage calculated and chi-square value was computed.

## **5.2 Findings**

Findings based on the analysis and interpretations of the data are presented under the following major headings:

1. Findings from the views of the head teachers of pilot schools.
2. Findings from the views of the teachers of pilot schools.
3. Findings from the views of the disabled students of pilot schools.
4. Findings from the views of the parents of disabled students of pilot schools.
5. Findings from the interviews of the administrator, director, general director of the pilot project.

### **1.2.1 Findings from the Views of Head Teachers**

1. 37.5% principal / head teachers possessed M.A, M.Ed degree. 25% double M.A, B.Ed degree holders. 12.5% were M.Sc, B.Ed degree holders. It indicates that most of the head teachers were highly qualified academically as well as professionally. (Table No, 1)
2. 100 % respondents have more than 21 years experience of teaching. It indicates that they have rich experience in teaching. (Table No, 2)

3. 1.88% disabled students were enrolled in 2003. 3.09% were enrolled in 2004. 5.42% were enrolled in 2005. 5.03% were enrolled in 2006. 6.08% were enrolled in 2007 and 6.15% were enrolled in 2008. 6.83% were enrolled in 2009 and 7.11% were enrolled in 2010. Enrolments of disabled students increased every year in pilot schools. (Table No,3)
  
4. Five seminars were conducted for the awareness of community, so enrollments of disabled students were 127 during 2003 and 209 during 2004. Seven seminars were conducted during 2005 and enrollments of disabled students were 369. Four seminars were conducted in 2006 and enrollments of students were 394. Six seminars were conducted in 2006, 2007 and 2009 respectively whereas numbers of students were enrolled respectively 480, 499 and 560. In 2010, numbers of seminars were eight and enrollments of students were 580. (Table No, 4)
  
5. 12 parent-teachers meeting were conducted in 2003 for the motivation of parents towards inclusive education. 13 meetings were conducted in 2007, 2008 and 2010 each year. 14 meetings were conducted in 2003, 2005, and 2009. 15 meetings were conducted during 2006. Enrollments of the students gradually increased every year. (Table No, 5)
  
6. 100% teachers, parents and community were informed by the reading of newspaper, workshops were conducted only for teachers, and 100% word of mouth was used for teachers and parents. 75.42% parents and community were intimated by brochures. 50.61% teachers were awarded through articles. 60.78% conferences were organized only for teachers. (Table No, 6 )

7. 90.00% books were available in pilot schools, 75.00%, hearing aid 35.12% and library facilities in the institutions were 34% were provided. 00.00% were availability of the Braille machine slats/writing frames and computer labs. 75.00% were availability of building of school, classroom, furniture, excessive washroom and ramps and crutches 76.15% wheel chairs were provided. (Table No, 7 and 8)
8. Respondents reported that the print media was used for creating awareness about inclusive education, parents were cooperative regarding education of their children, performance of the disabled students was satisfactory, disabled students were interested in studies, classrooms were well planned for accommodating different types of children with disabilities and teachers were promoted interaction between disabled and non disabled students. (Table No, 9-15)
9. Respondents viewed that the teachers training workshops were not conducted regularly, teachers feel difficulty in teaching disabled children, trained teachers were not available, therapeutical services were not provided to the disabled students and children with learning disability were not able to comprehend the curriculum. (Table No, 16-19)

### 5.2.2 Findings from the Views of Teachers

1. 13.25% principal / head teachers possessed M.A, M.Ed degree. 6.02% double M.A, B.Ed degree holders. 7.22% were M.Sc, B.Ed degree holders. It indicates that most of the teachers were highly qualified academically as well as professionally. (Table No, 20)
2. Respondents have carried rich experience of teaching.(Table No, 21)
3. Number of students were 127 in 2003 and 81.10% were passed and 18.89% failed and number of students were 209 in 2004 and 84.21% were passed and 16.26% were failed. In 2005, number of students were 369 where as 90.78% were passed and 16.26% were failed and in 2006, number of students were 394 where as 94.16% were passed and 5.83% were failed. The number of students were 480 in 2007 and 97.08% were passed and 2.91% and number of students were 499 in 2008 and 94.38% and 2.91% were failed. In 2009 number of students were 560 and 93.39 % passed and 6.60% failed and in 2010 number of students were 480 and 93.54 % were passed and 6.45 % were failed. (Table No, 22)
4. Respondents opined that the disabled students were participated in co-curricular activities, parent's teacher relations were better, disabled students were cooperative to each other, disabled students were able to operate the Braille machine, and positive change occurred in student's behavior, parents were willing to send the disabled students to schools teaching. (Table No, 23-39)



5. Respondents reported that the learning material was sufficient, examination system was not suitable for disabled students, and children with mild as well as moderate disability could not easily adjust into the mainstream setting.(Table No, 30-32)

### **5.2.3 Findings from the views of disabled students**

- 1 Respondents viewed that free books and wheel chairs were provided at school, helper supporting staff were provided for using washrooms, teachers had friendly relationship in learning environment and they checked the homework daily, prizes were awarded for showing good performance and class fellows helped them in studies.(Table No, 33-41)
- 2 Respondents reported that access to get facility from library facility was not available, computer lab was not provided, pick and drop facility was not even available.(Table No, 42-45)

### **5.2.4 Findings from the views of parents of disabled students**

- 1 Respondents viewed that the special attention and extra care were given by parents and understand feelings of their child and arranged games for their children at home, teacher's attitude towards disabled students was polite, children performance was satisfactory, teachers were cooperative and normal students had polite attitude with disabled students. Same books were used for both normal and disabled students.(Table No, 48-54)

### **5.2.5 Findings from interviews of the Director General, Director and Administrator of the Pilot Project**

- 1 33.33% principal / head teachers possessed M.A, M.Ed degree. 6.02% double M.A, B.Ed degree holders. 16.66% were M.Sc, B.Ed degree holders. It indicates that no any respondent had an academic qualification above Master's Degree program.(Table No, 55)
- 2 50% respondents had 10 to 15 years' experience of management. 33% had experience of 16 to 20 years of management and administration. 16% respondents had experience from 21 to 25 years of management administration and teaching. It indicates that they had rich experience of management, administration and as well as teaching. (Table No, 56)

Number of students enrolled in the year 2003 were 127 in number. 209 students were enrolled during 2004 and 369 were enrolled in 2005. The number of students enrolled in year 2006 and 2007 was 394 and 480 respectively. There were 499 students enrolled in 2008 and 560 students in 2009. The number of students enrolled in 2010 was 589. It indicates that the numbers of enrolled students increased gradually every year.(Table No, 57)

- 3 100% respondents agreed that availability of Braille machine, slates/writing frames, hearing aids and textbooks were provided through the project. 50% respondents opined that library facility in the institutions was not available. 100% respondents agreed that facility of computer labs were not available in pilot school.(Table No, 58)

- 4 100% respondents agreed that the building of school, classroom, furniture, ramps, and crutches were available in pilot schools. 66.66% respondent agreed about the availability of wheel chairs to the students. 100% respondents were affirmed that accessibility of washroom for all students was arranged. (Table No, 59)
- 5 100% respondents agreed that magazines, newspapers, brochures, articles, conferences and workshops were used for awareness among the stakeholders. 100% respondents agreed that websites were not used for awareness among the stakeholders. (Table No, 60)
- 6 127 students enrolled in 2003 and 81.10% students passed the annual examination. 209 students enrolled in 2004 and 84.21% were passed. 369 students were enrolled in 2005 and 90.78 % students pass. 394 students were enrolled in 2006 and 94.16% passed the examination. 480 students were enrolled in 2007 and 97.08% students were passed. 499 students were enrolled in 2008 and 94.38% students were passed. 560 students were enrolled in 2009 and 93.39% were passed. 580 students were enrolled in 2010 and 93.54 % were passed. It indicates that the percentage of passed students accelerated positively in first five years and then showed in the next two years. (Table No, 61)
- 7 100% respondents opined that budget constraint hamper the activities. 83.33% respondents opined that unawareness/ignorance was there. 66.66 % respondents opined that poverty was the problem, curriculum was unsuitable and assessment methods were traditional. 16.67% respondents opined that

teaching learning material was unavailable. 50% opined that inappropriate teaching methodology was used. (Table No, 62)

- 8 100% respondents agreed that policy framework, proper curriculum development, availability of proper teaching learning material, cyclic teacher training, availability of educational facilities need to improve. 100% respondents agreed that project replication is required. 66.66% respondent disagreed about the assurance of sustainability of the pilot schools project. (Table No, 63)

### 5.3 Conclusions

Following conclusions were drawn in the light of the findings of the research study:

- 1 It is concluded that the enrollment of disabled children increased every year.
- 2 It is concluded that awareness among stakeholders was increased due to seminars, workshops, conferences and parents teachers meetings also. Newspapers and other print material left good impact on the awareness level.
- 3 It is concluded that motivation among teachers, parents and community were increased due to seminars, workshops, conferences and parents teachers meetings also.
- 4 Physical infrastructure and educational facilities in pilot schools were available. It is concluded that parents were very sincere towards the promotion of education of their children. Capacity building techniques left positive impact upon project personnel and institutions.

- 5 It is concluded that therapeutically services, access to the computer lab, availability of library facilities, use of Braille machine, availability of pick and drop facility, wheelchair provision was not up to the standard expectations of students.
- 6 Co-curricular activities enhanced the student's moral sense, social interaction, and confidence and performance level. It is concluded that parent-teacher association established a community relationship that had positive impact upon inclusive education.
- 7 Free of cost textbooks, teaching learning material and other incentives encouraged the inclusive education. Lack of audio-video and computer lab was recorded that hampered the quality of learning.
- 8 It is concluded that parent's attention towards their disabled children played a significant role towards promoting their education. It is further concluded that trained teachers were not available, students were not able to comprehend the curriculum and they cannot easily adjust in mainstream settings.
- 9 Majority of respondents gave the opinion that with the passage of time educational facilities were improving. It is further concluded from the responses of the respondents that the project replication is required.

## 5.4 Recommendations

Based on the findings presented and conclusions drawn the researcher offers the following recommendations.

- 1 Merit and need-based scholarships may be offered to the disabled students in order to continue their studies. Although the enrolment of disabled students could be increased.
- 2 A specific satellite Television or Radio channel may be set-up for awareness about inclusive education.
- 3 Motivation campaign may be more organized for the awareness of community towards inclusive education.
- 4 Educational and physical facilities, trained and supported teaching staff may be arranged before starting of the program or project.
- 5 In pilot schools improved educational facilities are provided. Access to computer lab and library facility may be ensured in all pilot schools.
- 6 Incentives may be provided in the form of prize for students and most importantly disabled students' achievements be highlighted in their local surroundings.
- 7 In pilot schools teachers training workshops may be conducted for enhancing professional capacity of the teachers employed.
- 8 Government may be appoint only those teachers who have their specialization in the field of special education.
- 9 Newspaper, magazines and periodicals may be incorporate proper coverage about inclusive education.
- 10 Teacher training centers may be organized in cities where project schools are located.

- 11 Therapeutical services may be provided to the disabled students.
- 12 Private and public schools funded by National and International agencies may be directed to start inclusive education.
- 13 In-depth research may be conducted regularly to investigate the constraints and difficulties faced in implementing inclusive practices in Pakistan.
- 14 The education policy may be clearly set out the agenda for finding the most practical, cost effective ways of addressing the needs of all children.
- 15 Departments of special education at university level may be established and assigned the task of teacher training and those who are involved in inclusive schools.
- 16 International donor agencies funding for social development project may be take up the promotion of inclusive education as a first priority, and provide financial and technical support.
- 17 Project monitoring team may be organized earlier.

## REFERENCES

- Ainscow, A. (2006). *Improving Schools: Developing Inclusion*. Abingdon, Oxon: Routledge.
- Armstrong, F. (2003). *Spaced Out: Policy, Difference and the Challenge of Inclusive Education*. Netherlands: Kluwer.
- ASIANICS, (2000). *Extension Services Management Academy (ESMA) Training Impact Study*, ASIANICS: Agro-Dev. International Islamabad.
- Awan, M. H. & Tanzila, N. (2005). Quest for Inclusion in Pakistan: Pakistan Journal of Education: Allama Iqbal Open University Islamabad.
- Barton, L. (1997). Inclusive education. *Romantic, subversive or realistic International Journal of Inclusive Education*, pp.231-42.
- Barber, S. (2005). *Teaching Strategies for Inclusive Education* (2<sup>nd</sup> ed.) Baltimore: Paul H. Brookes Publishing Corporation.
- Banerji, M. & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.
- Berg, D.I. (2007). *Teaching Special Students in the mainstream* 4<sup>th</sup> ed. New Jersey: Merrill Publishing Company.
- Bennett, T. Deluca, D, & Bruns, D. (1997). *Putting inclusion into practice: perspectives of teachers and parents*. *Exceptional Children*, 64. New Jersey: Merrill publishing company.
- Booth, T. (2003). *The Index for Inclusion: Developing Learning & Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Byers, S. (2001). Access of Resources and Equipment Retrived 28-11-2001 <http://inclusion.uwe.c.uk/com>.
- Byers, S. (2004). Access of Resources and Equipment Retrived 05-09-2004 <http://inclusion.uwe.c.uk/com>
- Crystal, A. (1980). *Difficulties in Children*. *Exceptional Children*, 65. New Jersey: Merrill publishing company.
- Dakar, (2000). *The Dakar Frame work*, World Education Forum Education for All: UNESCO Office, Islamabad.



- Downing, J. E. & Hardin, K. (2007). *Rural Special Education Quarterly*. SAGE, New Delhi: India.
- Elliot, R. & Kenney (1998). *Models of Inclusion. Perspective of Services, research article* University of Karachi: Pakistan.
- Emerson, A. (2009). *Disabilities in the Classroom*. Croom Helum Australia: Ptv Ltd.
- Ferguson, M. (1999). *The Inclusion Model research article* Boston: Houghton Mifflin.
- Florian, A. (1998). *The inclusion facilitator's guide*. Baltimore: Paul H. Brookes Publishing Corporation.
- Florian, A. (2006). *The inclusion facilitator's guide*. Baltimore: Paul H. Brookes Publishing Corporation.
- Fort, M. & Mukhopadhyay, A. (2001). *Research and Evaluation methods in Special Education*. Thousand Oaks: Corwin press London.
- Frank, A. & Bow, S. (2005). *Making Inclusion Work*. Merrill Education, Prentice Hal.
- Fuchs, L. (1988) *Research and Evaluation methods in Special Education*. Thousand Oaks: Corwin press London.
- Gay, L.R. (1999). *Educational Evaluation and Measurement*. Macmillan publishing company: Singapore.
- Govt. of Pakistan, (2006). *Directorate General of Special Education*, Ministry of Social Welfare and Special Education: Islamabad
- Government of Pakistan (2009). *"The Educational Policy 2009"* Ministry of Education, Pakistan.
- Gronlund, N.E. (1981). *Measurement and Evaluation in Teaching*. New York: Macmillan publishing company.
- Hameed, A. (2003). UNICEF/ Retrived from [www.moe.gov.pk](http://www.moe.gov.pk)
- Hayat, R. (1994). *The attitudes of the Physically Disabled Students and their Teachers towards Integration of Disabled in School for Normal Children*. Master's thesis, University of the Punjab: Unpublished.
- Harding, L. (1986). *Learning Disabilities in the Primary Classroom*. Croom Helum Australia: Ptv Ltd.
- Howley, M. & Preece, F. (2003). *The Practice Guide to Special Education Needs in Inclusive Primary Classrooms*. SAGE, New Delhi: India.

- Howley, M. (2006). *The Practice Guide to Special Education Needs in Inclusive Primary Classrooms*. SAGE, New Delhi: India.
- Johnson, A. (1990). *Methods and Strategies of Disabled Children in School: National Center for Learning Disabilities, New York*.
- Kappa, P.D. (1974). National study committee on Educational Evaluation-decision making. Itasca, Illinois: F.E peacock publishers, IC.
- Kathleen, P. (1997). Participation of Stakeholders in Inclusive Education, Retrieved From <http://inclusion.uwe.ac.uk/csie/index-overview.htm>
- Kornhaber, P. (2004). *Teaching Strategies of Disabled Children* <http://www.dystalk.com/talks/32-what-is-dyscalculia>.
- Lerner, J. (2000). *Learning disabilities: theories, diagnosis, and teaching strategies*. Boston: Houghton Mifflin.
- Legett, M. (2005). *Classroom Environment for Disabled Children*. SAGE, New Delhi: India.
- Lissa, A. (1997), *Inclusive Education: Practice Implementation of the Least Restrictive Environment*. Aspen Publisher, Unistates of America.
- Loerman, T. (2006). *Inclusive Education A practical guide to supporting diversity in the classroom*. Allen & Unwin Publishers, Sydney: (pp.11-12)
- Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies For effective instruction*. NY: Pearson.
- Majid, M. & Khan, G.S. (1994). Attitude of the Parents and Teachers towards Education and Rehabilitation of Visually Impaired Children. Master Thesis University of the Punjab: Unpublished.
- Mesibov, A. & Howley, M. (2003). *The Practice Guide to Special Education Needs in Inclusive Primary Classrooms*. SAGE, New Delhi: India.
- Morrison, S. G. (1997). *Teaching in America, Publishers, Allyn and Bacon, America: (pp.51-56)*
- Nawaz, N. & Saeed, R. (1999). *The Study of the Level of Acceptability among P.T.C. Female and Male Teachers to Include the Hearing Impaired Children in Normal Schools*. Master's thesis, University of the Punjab: Unpublished.
- Naz, S. & Aurangzeb, S. (2002). *A Study of Islamic Concept about Disabilities*. Master's thesis, University of the Punjab: Unpublished.

- Newton. (2005). Creating Inclusive Classroom Environment. Retrieved from <http://inclusion.uwe.ac.uk/csie/index-overview.htm>
- Noor, A. & Khokhar, S. (2002). *The Study of the Attitude of Administrators and Teachers towards Disabled Children*. Master's thesis, University of the Punjab: Unpublished.
- Ott, L. (1997). *Teaching Techniques*. (4<sup>th</sup> Edition): Arnold and Oxford University Press, London.
- Rose, R. & Howley, M. (2007). *The Practice Guide to Special Education Needs in Inclusive Primary Classrooms*. SAGE, New Delhi: India.
- Robert, S. & Feldman, S. (2008). Understanding Psychology. Eighth Edition, p309. Retrieved 2010-06-10.
- Sale, P. & Carey, D. (1995). *The Sociometric status of students with disabilities in full-inclusion school: Exceptional Children*. New Jersey: Merrill Publishing Company.
- Shugufta, S. (2000). *Inclusive Education. Perspective of Services*, research article University of Karachi: Pakistan.
- Sharif, N. and Naz, F. (2002). *A Study of Islamic Concept about Disables and Community Attitudes*. Master's thesis, University of the Punjab. Unpublished.
- Shahzadi, S. (2008). *Inclusive Education. Perspective of Services*, research article University of Karachi: Pakistan.
- Sugiharto. N. (2008). *Challenges of Inclusive Education* NY: Pearson.
- Swift, E. & Rosin, P. (1990). *A remediation sequence to improve speech intelligibility for students with Down syndrome. Language, Speech Hearing Services Schools 21*: New Jersey: Merrill Publishing Company. pp140—146
- Thomas, W. (1996). Team Teaching Model Retrieved from scholar.google.com
- Tralli, S. Columbo, M. & Deshler, (1996). *Inclusive Education* New York: Macmillan publishing company.
- Tyler, R.W. (1978). *Why Evaluate Education: Critical issues in educational Psychology*. Boston: Publisher, Little & Brown.
- UNESCO. (2003). *Overcoming Exclusion through Inclusive Approaches in Education: a Challenge, a vision-Conceptual Paper, Spain, Paris*.

- UNESCO. (1994). *The Salamanca World Conference on Special Needs education: Access and Quality*, Ministry of Education Spain. Paris.
- UNESCO. (2001b). *Inclusion in Education: The participation of disabled learners. World Education Forum, EFA Assessment: Thematic Study*. Paris.
- UNESCO. (2001a). *Open File on Inclusive Education: Support Materials for Managers and Administrator*.
- UNESCO. (2000). *Inclusion in Education: World Education Forum, EFA* Paris.
- UNESCO, (2003). *Report of the Education for All. Islamabad*. Ministry of Education Government of Pakistan.
- Wajihullah, A. & Saeed, K. (1998). *The Role of Television in Creating Awareness about Hearing Impaired in Pakistan*.: Master's thesis, University of the Punjab: Unpublished.
- Wang, R. & Reynolds, S. (1985). Models of Inclusion. *Perspective of Services, research article University of Karachi*: Pakistan.
- <http://www.dystalk.com/talks/32-what-is-dyscalculia>. Retrieved 2009-04-23.
- [http://earlychildhood.suite101.com/article.cfm/special\\_education\\_classrooms#ixz3FCQE6swp](http://earlychildhood.suite101.com/article.cfm/special_education_classrooms#ixz3FCQE6swp)
- <http://inclusion.uwe.ac.uk/csie/index-overview.htm>
- [www.wikipedia.com](http://www.wikipedia.com). free encyclopedia

## **An Evaluation of Pilot Project on Integrated Education of Children with Disabilities**

Dear Sir/Madem

I am student of MS (EDU) of the Department of Education, International Islamic University, Islamabad. In connection with requirements of my degree, I am doing research on the topic "An Evaluation of Pilot Project on Integrated Education of Children with Disabilities"

I have designed a questionnaire for collecting information about the evaluation of Pilot Project on Integrated Education of Children with Disabilities in schools of different cities of Pakistan.

I ensure you that the information provided by you will be used only for research purpose and will not be shared with anyone. I hope you will kindly cooperate with me by providing requisite information on the enclosed questionnaire for completing my research work of MS (EDU) degree.

Thank You,

HUMAIRA ABBASI  
MS EDUCATION  
INTERNATIONAL ISLAMIC UNIVERSITY  
ISLAMABAD

**Annexure-I**

## QUESTIONNAIRE FOR HEAD TEACHERS OF PILOT SCHOOLS

**1. Personal Information**

I. Name \_\_\_\_\_

II Address \_\_\_\_\_

III Qualification \_\_\_\_\_

- a. Academic \_\_\_\_\_
- b. Professional \_\_\_\_\_

**2. Give the year wise enrollment of disabled students in your institution.**

Years	2003	2004	2005	2006	2007	2008	2009	2010
Number of Enrolled Students								

**3. Give the year wise detail of the Seminars conducted for awareness of community.**

Years	2003	2004	2005	2006	2007	2008	2009	2010
Number of Seminars								

**4. Give the year wise detail of Parent Teacher Meetings (PTM) conducted for the motivation of parents towards inclusive education.**

Years	2003	2004	2005	2006	2007	2008	2009	2010
Number of Meetings								

5. Which of the following means are used to create awareness among teachers, parents and community.

Tick the appropriate column per as your response.

S. No	Strategies	Teachers	Parents	Community
1	Magazines			
2	Newspapers			
3	Broshers			
4	Articles			
5	Conferences			
6	Workshops			
7	Websites			
8	Word of mouth			

6. Mark in the appropriate column regarding availability of educational facilities for disabled students in your institution.

S.No	Statement	Not available	Few	Enough	Surplus
	Availability of Braille Machine Slates/Writing Frames				
	Hearing aid				
	Library facilities in the institutions				
	Computer Labs				
	Books				

7. Mark in the appropriate column regarding availability of physical facilities in your institution.

S. No	Statement	Not available	Too short	Sufficient	Surplus
	Building of School				
	Classroom				
	Furniture				
	Ramps				
	Crutches				
	Wheelchairs				
	Excessive Washroom for Students				

8. Mark in the appropriate column.

8	Statement	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
9	Print media used for creating awareness about inclusive education among the community.					
10	Parents are cooperative regarding education of their children					
11	Performance of the disabled students is satisfactory in examination.					
12	Disabled students are interested in studies.					
13	Teachers training workshops are conducted.					



14	Educational facilities are provided for disabled students.					
15	Classrooms are well planned for accommodating different types of children with disability.					
16	Teachers promote interaction between disabled and non disabled children.					
17	Teachers feel difficulty in teaching disabled children.					
18	Train teachers are supportive					
19	Children with learning disability are not able to comprehend the curriculum,					
20	Therapeutical services are provided to the disabled students.					

**Annexure-II****QUESTIONNAIRE FOR CLASS TEACHERS**

1. Name of teacher \_\_\_\_\_

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

3. Name of school \_\_\_\_\_

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

Academic \_\_\_\_\_

a. Professional \_\_\_\_\_

5. Experience (in years) \_\_\_\_\_

6. Detail of Year wise number of pass and fail students in your institution.

Years –wise	Years	2003	2004	2005	2006	2007	2008	2009	2010
Number of pass and fail students	Pass								
	Fail								

7. Mark in the appropriate column

#	Statement	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
7	Students participate in co-curricular activities.					
8	Parent -teacher relations are good.					
9	Lab facilities are provided for the disabled students.					
10	Textbooks are interesting for the disabled students.					
11	Disabled students are co-operative to each other.					
12	Disabled students know how to operate					

	the Braille and other equipments.					
13	Transport facility is provided for the disabled students.					
14	Parents are motivated towards inclusive education.					
15	Training workshops are regularly conducted.					
16	Library facilities are available for disabled students.					
17	Positive change occurs in disabled student's behavior.					
18	Classmates encourage disabled students.					
19	Parents are willing in sending disabled children to school.					
20	Seating arrangement is comfortable for disabled children.					
21	Disabled children are able to cope with the mainstream curriculum.					
22	Examination system is suitable to disabled children.					
23	Children with mild as well as moderate disability may easily adjust in mainstream setting.					
24	Teaching learning material is sufficient.					

## Annexure-III

**QUESTIONNAIRE FOR DISABLED STUDENTS**

1. Student's Name \_\_\_\_\_

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

3. School's Name \_\_\_\_\_

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

Sr. No	Statement	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
5	Free books are provided to you.					
6	Administration provide hearing device.					
7	Provide wheel chair at school for disabled students.					
8	Opportunities are provided to you for participation in co curricular activities.					
9	Helpers are provided to you for using washroom					
10	Parents develop the habit of punctuality by sending you to school daily.					
11	Teachers have friendly relationship in learning environment.					
12	Teachers give you individually attention.					
13	Prize is given on showing good performance.					
14	Teachers check your homework daily					
15	Class fellows help you in studies					
16	Teachers provide guidance in using brail.					
17	Access to get facilitated from library.					
28	Computer lab is provided to you					
19	Pick and drop facility from school					

## Annexure-IV

## QUESTIONNAIRE FOR PARENTS OF DISABLED STUDENTS

1. Name of School \_\_\_\_\_

2. Name of the Parents \_\_\_\_\_

5. Mark tick in the appropriate column

Sr. No	Statement	Agree	strongly Agree	No Opinion	Disagree	Strongly Disagree
3	Teachers give special attention and extra care to your child					
4	Teachers understand the feelings of your child					
5	You like to send your child in school functions					
06	You feel satisfaction with the performance of the student in studies					
07	Teachers have polite attitude with disabled students.					
08	You Arrange games for the disabled child at home					
09	Normal students have polite attitude with disabled students.					
10	Teachers are cooperative with you					
11	Same books are used for both					

**Annexure –V****SCHEDULE INTERVIEW FOR  
ADMINISTRATORS, DIRECTORS,  
GENERAL DIRECTORS**

1. Name of respondent \_\_\_\_\_
2. Designation \_\_\_\_\_
3. Qualification \_\_\_\_\_
  - a. Profession \_\_\_\_\_
  - b. Academic \_\_\_\_\_
4. What educational facilities are available in schools?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What physical facilities prevail in pilot schools?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What strategies you used for creating awareness among different stakeholders?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. In each year what is the enrollment of students and pass percentage?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What are the main issues in policy project?  
\_\_\_\_\_  
\_\_\_\_\_
9. How project can be improved and sustainable?  
\_\_\_\_\_

**Annexure -VII****List of Respondents Pilot Schools**

<b>Sr.No.</b>	<b>Name of Institutions</b>
1.	Federal Government Model School I-9/4, Islamabad.
2.	Federal Government Model School No. 50, Islamabad.
3.	Government Junior Model School Wahdat Colony Lahore.
4.	Government Junior Model School Samanabad Lahore
5.	Government Middle School (boys) Jogiwla Pashawar.
6.	Government Girls Middle School Gulbadshah Peshawar.
7.	Government Boys Middle School Hattian Bala Muzaffarabad.
8.	Government Girls Middle School Hattian Bala Muzaffarabad

**Annexure -VIII****List of Respondents****Sr.No.      Respondent's name for Questionnaire Head Teacher's  
Piloted schools**

1.      Ms. Bushra Shaheen
2.      Ms. Rubina Safdar
3.      Ms. Shehnaz Akhtar
4.      Ms. Mobashira Aftab
5.      Mr. Farid Ullah Shah
6.      Ms Farzana Bano
7.      Mr. Ghulam Muhammad
8.      Ms. Shamim Akhtar



**Annexure -X****List of Respondents**

<b>Sr.No.</b>	<b>Respondent's name for scheduled interview</b>
1.	Mr. Zia Afzal Beg (D.D)
2.	Mr.Khalid Naeem (DG)
3.	Mr. Zarif Hussain Siddiqui
4.	Mr M.G. <sup>s</sup> Durrani
5.	Mr. Ziaullah
6.	Mr. Shabbir Nawaz

**GOVERNMENT OF PAKISTAN**

**PC-I**

**Pilot Project for Integrated Education of Children with Disabilities**

**Ministry of Social Welfare and Special Education  
Directorate General of Special Education, Islamabad**

Code Number for Project (To be filled in  
by Planning Commission)

**PART 'A'  
PROJECT DIGEST**

1. **Name of Project** Pilot Project for Integrated Education of Children with Disabilities.
2. **Authorities responsible for:**
  - i. **Sponsoring** M/o Women Development, Social Welfare & Special Education, Islamabad.
  - ii. **Execution** Directorate General of Special Education, in collaboration with Ministry of Education and Provincial Education Departments.
  - iii. **Operation & maintenance** -do-

3. **Time required for completion of project: (in months)** 36 Months
4. **(a) Plan Provision:-**

i) If the project is included in the Current Five Year Plan, specify actual allocation.

This project is included in the 10 Years Perspective Plan.

ii) If not included in the current Plan, how is it now proposed to be accommodated (Inter/Intra-Sectoral adjustments in allocation or other resources may be indicated).

Not applicable

Not applicable

iii) If the Project is proposed to be financial out of block provision for a programme, indicate:

Total	Block Provision	Amount already committed	Amount proposed for this project	Balance available
-------	-----------------	--------------------------	----------------------------------	-------------------

(b) If project is not in the Plan, what warrants it inclusion in the Plan.

Not applicable

5. Relation of the Project with the objectives of the sector; indicate the contribution of the project quantified if possible, to the targets in the Five Year Plan and the names of other projects (whether sanctioned or under preparation) which would form part of an integrated programme within the sector).

The project is in conformity with objectives of the Sector (Special Education), in terms of education, training and rehabilitation of disabled children (all categories/both sexes) indiscriminately, to enable them to become educated, skilled and productive members of the society.

Literacy rate of Pakistan is about 27.33%, which is an alarming situation. The illiterates mostly belong to low socio-economic groups all over the country and the precipitating factors are ignorance, lack of knowledge, advocacy and appropriate infrastructure facilities like educational institutions. The situation becomes more complicated and aggravated when the case of children with disabilities is taken into account. The present system of segregated education is un-economical and also creates hindrance in their adequate integration/mainstreaming.

Keeping in view of peculiar constraints (financial/technical) for the establishment of segregated special education centers and following the modern concept of inclusive/integrated education for mainstreaming of handicapped children (adopted by UNESCC and other international agencies) the project is designed to extend/expand the special education services at grass root level in collaboration with regular education set up all over the country, to bridge the gap of millions of special children still deprived of educational facilities.

The existing special education centers regular education institutions and social welfare organizations working at Federal/Provincial level and also in private sector will also play a strong networking to achieve the goals envisaged in this project.

**6. Capital Cost of Project:**

Local Costs:	Rs.28.548 Million
Foreign Exchange Costs:	Nil
Total: -	<u>Rs.28. 548 Million</u>

**7. Annual recurring expenditure after completion:**

Local	Rs.5.00 Million
FEC	-
Total: -	<u>Rs.5.00 Million</u>

**8. Objectives of the Project preferably in quantitative terms:**

The project will fulfill the following objectives in brief:-

- i) To attain the goal of mainstreaming the children with disabilities through integrated system of education, in selective 14 regular schools of Federal/Provincial governments, with beneficiary target of 25-50 students each year, in each school.
- ii) To create awareness and motivation in the teachers of regular education system, parents and the community for education and intellectual development of the children with disabilities through integrated education.
- iii. To provide education facilities in the selected schools in cost effective manner with easy accessibility/approach.
- iv. To serve as a model project for replication to other areas.

**Prepared by**

**Dr. M. K. Rehman, Dy. Director  
(Planning)**

**Checked by:**

**Mr. Pervez Iqbal, Director (Planning)**

**Approved by:**

**Mr. Bilal Khan, Director General (SE)**

**9. Location of Project:**

**Give name of place and administrative district in which the service centre will be provided.**

**Indicate total area, which will be served.**

The project shall be launched in two selected schools (one each for boys and girls) at the following places:-

1. Islamabad
2. Lahore
3. Karachi
4. Peshawar
5. Quetta
6. Muzaffarabad (AJK)
7. Gilgit (Northern Areas)

**10 Existing Facilities:**

For Health Scheme, give information about public and private sector institution in the area, their staff and equipment and the number of persons served by them. Indicate, if possible the existing budgets of these organization. Indicate population of the area and economic characteristics of the category of persons who are being provided service at present. Give statistical data about morbidity and incidence of epidemics during the last 5 years. Highlight the data for the area by the last 5 years. Highlight the data for the area by comparison with national average e.g. number of hospital beds in the area compared with national average. Indicate water supply and sewerage facilities in the area.

N.A

For Family Planning, give the statistical data about population, age group, number of females of the fertile group – Indicate the results of knowledge, Attitude surveys and enclose copies of such reports.

N.A.

For Social Sector Projects give details of the characteristics of beneficiaries, their total population and existing facilities to serve that group of population.

The target beneficiaries of this Project are the children with disabilities, who are suffering from the following categories of disabilities, with mild to moderate intensity:-

- Visual impairment.
- Hearing impairment.
- Intellectually handicap .
- Physical impairment.
- Having more than one disability.

Regarding existing facilities, it is pertinent to mention that the problem is quite grave in nature, in view of a large number of disabled children, who are deprived of education. According to 1998 Census, out of the total population of persons with disabilities, who are 3,293,155 in number, 654,021 (i.e., 19.86%) are the children

with disabilities, with the age range of 5-14 years (school going age). Against that, only 45 Special Education Centers at Federal level and about 89 centers at the provincial level could be established so far all over the country, due to financial/technical constraints. Similarly, a few special education centers/institutes are functioning in the private sector. According to the estimates, only 20,000 children with disabilities are receiving education through all this effort, which comes to only 3.06% of this age range, which is quite negligible. There is therefore, need to make necessary arrangements at the Government level so that millions of children with disabilities are not deprived of their basic right of education. However, this huge challenge cannot be met through the present system of Segregated Education. Hence the system Integrated Education for children with disabilities is mandatory to cope with the situation. The system of Integrated Education is also being supported/recommended by the UN and other international organizations.

## **11 Description of Project:**

For Health Sector give brief history, proposed facilities and justification of the project. This should be elaborated to reveal balance between preventive and curative services and between the various facilities in the hospital e.g. outdoor and indoor, surgical and medical facilities etc. N.A

For Family Planning, give data relating to the motivation and distribution sub-systems and give bench mark data and targets relating to the number of couples to be approached, the number of families to be approached and number of contraceptives and other devices to be distributed. N.A

For Social Sector Projects give proposed facilities, justification and targets from year to year.

For all projects give details of administrative structure for implementing the project.

The project is planned to be operated in collaboration with M/o Education and the Provincial Education Departments, to introduce the system of Integrated/inclusive education of children with disabilities for their mainstreaming. During pilot phase, 14 regular schools, located in ICT, all provincial HQs, FANA and AJK would be selected to launch this project. The project has the following salient features: -

### **1. Special Unit/admission in regular classes**

In each normal education school, a special unit will be established with capacity of 25-50 special students, to admit the special children for education. The special children could also be enrolled in the regular classes, if sufficient number of such children is not available.

### **2. Recourse Centre**

A Resource Centre shall be established in each school, which shall contain specialized equipment like Braille machines, audio visual aids, hearing aids, wheel chairs and other educational equipment for specialized education, according to specific needs of these children.

3. **Special Education Teacher**

A Special Education Teacher, as Incharge of the project shall also be selected from amongst existing staff of each school. This teacher shall receive special training in handling the children with disabilities in that school. This teacher shall be entitled to an honorarium for services rendered in this behalf.

4. **Barrier-free approach**

Special arrangements are also envisaged to be made for easy/barrier-free approach of the disabled children through appropriate restructuring in the school building where required.

5. **Curriculum**

The curriculum of regular schools shall be applied to the special children with slight modification, where required. This exercise has all ready completed by the National Institute of Special Education (NISE) of DGSE, which could provide further assistance, as and when required.

6. **Administration of the Project**

The existing administration of the schools selected, shall be responsible to implement the project, who shall be coordinating with the DGSE, through their parent department, to report progress. A Project Director/ Consultant, assisted by the nucleus staff, shall however be appointed to implement the project. The services of the Project Director / Consultant shall be hired on contract basis, for the project life, with agreed terms and conditions. For further details pl. see Annex-I.

Necessary background about Inclusive/Integrated Education is attached as Annex-II.

**11(a) Percentage Coverage of the Population as result of the Project.**

School going children with disabilities (5-14 years).

**11(b) Specific facilities (such as schools roads, water, hospitals etc.), which will become available to the people in the project localities.**

Already available at each specified area.

**11(c) Provision for further expansion in the Project, its components (If any):**

On successful implementation of development phase of the project, it would be replicated in other schools of the country.

**12. Give date when capital expenditure estimates were prepared. If prepared more than one year ago, confirm if they are still valid.**

October, 2002



13. Give break-down of capital cost year-wise covering the whole of the investment period, as indicated below: -

The information is as under: -

S.No	Item	(Rs. in million)			
		1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	Total
1	Establishment Charges* (Only for the Project Director & his staff)	0.206 (for 4 months)	0.682	0.750	1.638
2	Equipment/Machinery**	0.200	0.300	0.285	0.785
3	Furniture & Fixture**	-	0.050	0.050	0.100
4	Repair & Maintenance of Durable Goods	-	0.010	0.020	0.030
5	Commodities and Services (Only for the Project Director & his staff)	0.400	0.500	0.600	1.500
6	Transfer Payments/Grants (included alterations etc. in the schools buildings)	0.200	0.200	0.200	0.600
7	Misc. Expenditure	0.100	0.100	0.100	0.300
	TOTAL (for one Unit)	0.500	0.600	0.655	1.815
	TOTAL (for 14 Units)	7.000	9.240	9.170	25.410
	Plus amounts in S.No.1 & 5 above.	0.606	1.182	1.350	3.138
	GRAND TOTAL	7.606	10.422	10.520	28.548

\* For further details please see Annex-III.

\*\*For further details please see Annex-IV.

Cost of acquisition of land.  
Cost land development.  
Roads internal and access.  
Administrative buildings.

Not applicable

Equipment.

Furniture.

Service buildings.

Not applicable

Cost of construction.

Equipment including library books and journals.

Residential and Hostel buildings.

Not applicable

Equipment (Details of Equipment)

Transport.

Other costs e.g. cost of staff and supplies, which is to be capitalized.

14. Basis of Cost Estimates      On the basis of current market rates.

**15. Estimates of annual recurring expenditure after completion of each phase of project: (Also indicate the source of financing recurring expenditure)**

Rs. 5.00 million (through recurring budget of Federal Government).

**15(a) Establishment** Not applicable.

Drugs and Medicine Equipment

POL Charges

Repair and Maintenance

Depreciation per annum

Interest/Service Charges

**16. Unit costs for each category of services or output, e.g. for curative/health schemes, the cost and income per indoor patient for preventive health schemes, the cost per vaccination, for family, planning schemes, the cost per acceptor and per couple contacted.** Not applicable

**17. Indicate if any charge will be levied for providing the service: If so, give average annual, income and expenditure (Profit/Loss statement), subsidy with source, if any.** Nil

**18. Annual Phasing of Physical work and financial requirements for the project (Attached Bar diagrams if prepared).** Please see see S. No. 13.

**19. Foreign exchange expenditure:** Not applicable

**20. Likely sources and amount of foreign exchange cost of the project.**

Not applicable

**21. Indicate sources and amount of Rupee component of project:**

Source	Amount for capital expenditure	Amount for recurring expenditure
--------	--------------------------------	----------------------------------

a) Government source:

i. Grant

Not applicable

ii. Loan

iii. Investment

iv. Direct Government Expenditure

Rs. 28.548 Million

Rs. 5.00 Million

b) Sponsoring Agency's own fund

c) Private Investment

Not applicable

d) Local body services, if any

e) Non-Government borrowing

f) Community contributions.

g) Other sources (e.g. Recoveries)

**22. Results of the Project:**

i) Direct benefits - Number of persons served  
350-700 disabled children annually.

ii) Indirect and other benefits :- Contribution towards specific targets/social objectives.

Parents of disabled students will be benefited indirectly through socio-economic rehabilitation of their children with disabilities.

**23. a) Approximate number and categories of job opportunities likely to be created indirectly as a result of the project**

iv. Implementation Not applicable  
v. Operation of Project.

b) Economic fee of components of project (Buildings, equipment etc.)  
Equipment 10 years.  
Transport. 7 years.

**PART 'C'  
PROJECT REQUIREMENTS**

**4. A) Manpower** Already available in the regular schools.

**FOR EXECUTION FOR OPERATION**

1. Professional & technical (Doctors, Nurses, LHVs, Technicians)
2. Administrative, Executive and managerial.
3. Clerical.
4. Sales
5. Service.
6. Skilled. Not applicable
7. Unskilled.
8. Others.

**B) Manpower required by sex.**

i) Male

- a) Doctors
- b) Nurses Not applicable
- c) Dispensers
- d) Technician
- e) Ward Orderly
- f) Others

ii) Female

- a) Doctors
- b) Nurses Not applicable
- c) Dispensers
- d) Technicians

- e) Ward Orderly  
f) Aya/Attendant  
g) Others

**C) Detail list of skills required for Implementation of the Project.**

Training of Teachers of regular schools.

**D) Efforts being made in the Project for skill development.**

Would be executed during implementation of project.

- E) Likely shortage of manpower by occupation. N.A.  
F) Steps to be taken to assure availability of manpower. N.A.  
G) Approximate number of persons required to be trained per year (locally & abroad) the kind of skills to be learnt. 1-5 Teachers/per School locally.  
H) Give total capital outlay, give the capital cost of mobilizing one worker for one shift.

Not applicable.

**25. Physical and other facilities required for project:**

Items	Total	To be provided from the project Itself.	To be provided from the public utility.
a) Access roads.			
b) Power supply		Already available	
c) Water and other Utilities.			
d) Education facilities by type.			Performance
e) Hospitals.			
f) Others.		Not applicable	

**26. Is any Civil Works of any kind including building, Housing, Town Planning, Water Supply and Sewerage activities included in the Project. If yes, provide the following information:-**

Not applicable

**27. Materials, Supplies and Equipment requirement:**

Not applicable

Minimum total requirements for execution; To be completed only for major Costing more than 10% of the total cost.

(Detail of equipment & furniture/fixture is attached at Annex-II)

**28. In the case of important material and equipment for execution indicate:**

Justification for import  
Proposed source (s) of supply

Not applicable

