Schools Connect

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Enabling Leadership: Inclusive Schools

Report

June 2023

1. Introduction

1.1. Background

All children across the globe have the right to access high quality education regardless of their social background, disabilities, race, ethnicity or any other social construct. International legal frameworks including the Universal Declaration of Human Rights and the Convention on the Rights of the Child protect this fundamental right. The United Nations Convention on the Rights of Persons with Disabilities (CRPD), specifically Article 24, focuses on recognizing the rights of persons with disabilities to education without discrimination, and on the basis of equal opportunity. The state parties have been mandated to ensure an inclusive education system at all levels.[1]

Education is a powerful tool to uphold human rights and combat social injustice. The British Council strongly advocates inclusion of children and youth in mainstream education systems, regardless of their gender, ethnicity, ability, or socioeconomic background. This advocacy aligns with the **UN SDGs** Target **4.5** that focuses on *eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.*[2] The concept of inclusive education is also linked to other SDGs such as SDG 1 (No Poverty), SDG 5 (Gender Equality), SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities) and SDG 16 (Peace, Justice and Strong Institutions), SDG 17(Partnerships for the Goals). Denying access to the basic right to inclusion perpetuates the cycle of social inequalities, whereas, promoting inclusive education results in social inclusion thus reducing inequalities and empowering individuals to unlock their full potential and contribute to building a more just and sustainable world.

1.2. Context: Why Inclusive Schools in Pakistan?

The latest available education data indicates almost **22.5 million** out of school children in Pakistan, with more girls than boys out of school. There is a large gender, economic and geographic disparity in education enrolments across the country.[3] In addition to disparity in access across the country, there are huge differences in the standard and quality of education that enrolled children receive in various education systems across the country. To ensure the achievement of Pakistan's national and international commitments to education, the Ministry of Federal Education and Professional Training (MoFEPT), in coordination and collaboration with the provinces, has undertaken certain policy actions that are expected to ensure that *"**all children** have a fair and equal opportunity to receive a high quality of education to achieve their full potential.*"[4]

The ICT Rights of Persons with Disabilities Act 2020 states that *"The government shall take necessary measures to establish special educational institutions for persons with moderate to severe disabilities to cater to their special needs, in addition to making other institutions reasonably equipped and staffed to*

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[1] https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf, accessed 15 June 2023
[2] https://sdgs.un.org/goals/goal4, accessed 15 June 2023
[3] https://aserpakistan.org/document/2018/National_Eductaion_Policy_Framework_2018_Final.pdf
[4] Ibid

*provide appropriate facilities for **inclusive education** to such persons in those **general educational institutions**.*" [5]

Though the architectural policy frameworks are in place, yet, the efforts towards creating inclusive schools across the length and breadth of the country are in its infancy. Effective and sustainable inclusive education requires a multifaceted response addressing policy and practice throughout the educational landscape to ensure wider access and engagement.

1.3. Schools Connect: The Programme Overview

The British Council's 'Schools Connect Programme' in Pakistan provides access to UK expertise in key educational areas through policy dialogue, advocacy, and technical assistance. It supports all young people to build the skills, knowledge and attitudes they need to respond to global challenges and develop international understanding.[6] Schools Connect offers a range of support to the policy makers and schools to achieve the milestones aligned with SDGs, especially, empowering the stakeholders to eliminate gender disparities and ensuring equal access to all children.

Due to highly diverse educational landscape, the Ministries of Education in Pakistan face challenges in ensuring inclusive education in mainstream schools. The challenges include but are not limited to teaching learning quality, enhancing school leadership practice, promoting the inclusion of marginalized children (particularly girls and those with special educational needs and disabilities), professional development of educators in differentiated instruction, and addressing the effectiveness and relevance of the curriculum.

The British Council has joined hands with the key stakeholders in education and has provided support, reform and development in these areas. Through its expanded and diverse networks, the British Council has been facilitating the collaboration between the Pakistani Ministries and the UK experts. The aim is to achieve more equitable and high-quality inclusive school systems within Pakistan.

1.4. Promoting Inclusion through School Leadership

Leadership programme for head teachers and senior educators provides customised training to turn effective managers into inspiring leaders. This training programme not only offers professional development to school leaders but also equips them to strengthen the curriculum in their own school, integrating an international dimension with a focus on education for global citizenship.[7] Leadership modules allow participants to pick and choose from the following leadership catalogue according to their contextual needs:-

- Leading, managing and leadership styles
- Building teams
- Creating and communicating a vision

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[5] https://na.gov.pk/uploads/documents/1578658292_632.pdf
[6] https://www.britishcouncil.org/school-resources/schools-connect, accessed 15 June 2023
[7] https://www.britishcouncil.cn/en/programmes/education/schools/professional-development/leadership, accessed 13 Jun 2023

- Leading effective teaching and learning
- The power of coaching
- Planning, monitoring, evaluating, reviewing and self-evaluation
- Managing change
- Understanding staff motivation and development
- **Developing inclusive schools and classrooms**
- Protecting children in your school
- Leading your school finances

1.5. Schools Connect Inclusive Schools Initiative 2023 – Punjab

A total of 600 schools in 12 districts of Punjab region have actively participated in the Schools Connect Inclusive Schools initiative. The module specifically focuses on two key elements of developing inclusive practice in schools and fostering inclusive school environment: -

a. Access (getting children into schools)
b. Engagement (ensuring their needs are met when in schools)

The training includes performance management plan (action plan) that sets indicators that are assessable by the end of the course to qualify for certificate/ award. Across 12 districts, 600 action plans were designed and put into practice. The module introduced participants to strategies to address potential obstacles in the areas of culture, attitudes, resources, physical layout, classroom management, pedagogy, etc. The module helps participants to generate their audit tool to measure the inclusivity in their own contexts. Through incorporation of strategies learnt from the course, the schools have made significant strides in promoting inclusivity.

2. Implementation Framework

2.1. Framework

Service delivery was ensured in 12 districts of Punjab thus reaching out to 600 schools. The primary objective of conducting vigorous professional development sessions was the provision of UK expertise through local experts who are able to contextualize and encourage the school leaders to model their leadership practice by improving professional standards and strategizing the inclusive education in school settings. Participants were trained to develop action plans that are carried out on the format of Action Research. Every school developed their individual action plans for ensuring inclusive practice in their context.

The implementation framework that guided the entire initiative is summarised below:-

a. Needs identification aligned with British Council's key focus areas and SDGs
b. Enabling environment
c. Collaborations with key stakeholders
d. Mapping out implementation strategy in collaboration with Education Ministries
e. Service delivery (reach out through professional development of head teachers and senior teachers)
f. Monitoring and Evaluation (M&E) Framework
g. Analysis and Feedback

2.2. Outreach

Two Rounds of training were conducted in the district of Punjab as reflected in the table below:-

Table 1.6.1. Participants' Data

S.No.	District	Round One		Round Two	
		M	F	M	F
1	Bahawalnagar	04	13	04	19
2	Bahawalpur	05	20	06	19
3	DG Khan	06	19	05	20
4	Khanewal	05	21	04	19
5	Layyah	05	20	05	20
6	Lodhran	05	20	05	20
7	Multan	02	15	05	19
8	RY Khan	05	20	06	19

S.No.	District	Round One		Round Two	
		M	F	M	F
9	Rajan Pur	06	19	05	20
10	Vehari	05	20	05	20
11	Kot Adu	04	18	05	19
12	Muzafargarh	06	21	05	20

Representation of Particants

■ Male ■ Female

20%

80%
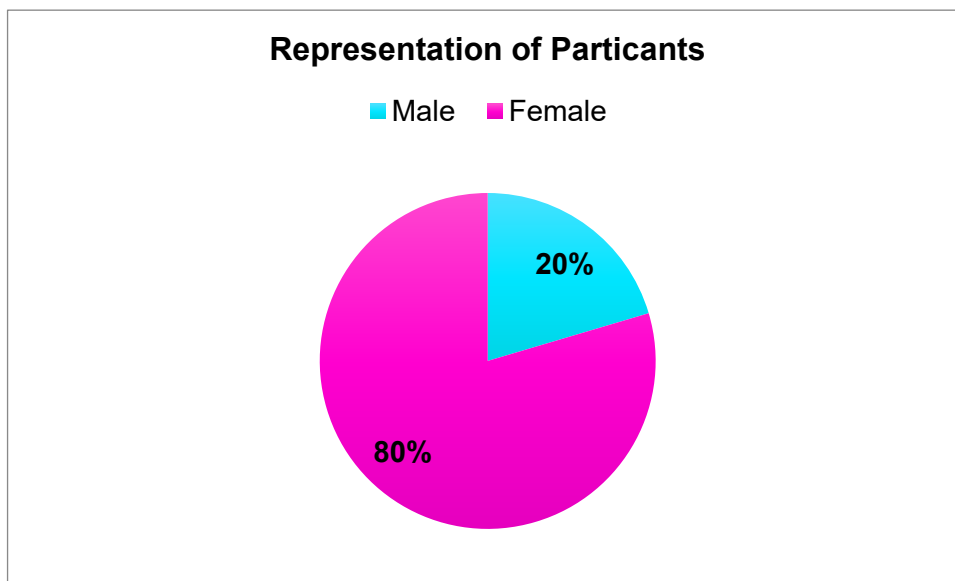
SDG 5 (Gender Equality) stresses empowerment of all women and girls.[8] The data reflects extensive participation of female participants (head teachers and senior educators) in championing inclusion and coming forward with effective action plans for implementation. They worked as change agents to sensitize the local communities and their schools in promoting inclusion at all levels.

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[8] https://sdgs.un.org/goals/goal5

2.3. Data Collection Instruments

Participants' data has been gathered with their consent through standardized participant information sheets. An Inclusion Sheet was specifically designed that required participants to identify and categorize disabilities in their schools. The categorization if reflected in he table given below:-

Table 2.3.1. Categorization of Disabilities

Disability	Invisible Disability
▪ Visual impairment	▪ Specific learning disability
▪ Hearing impairment	▪ Speech or language impairment
▪ Gross/Large motor skills	▪ Autism
▪ Fine/Small motor skills	▪ Development delay
▪ Other health impairment	▪ Intellectual disability
▪ Prefer not to say	▪ Cognitive Impairment
	▪ Multiple disabilities
	▪ Prefer not to say

Further, standardised action plan templates were provided to the school leaders for undertaking the action research to promote inclusive education in their schools. These tools have been helpful in carrying out the qualitative analysis of the initiative.

2.4. Data Presentation

2.4.1. Inclusion Sheets

The numbers of children with special needs is grossly underestimated, particularly in the developing countries (Filmer, 2005)[9]. Children with severe and moderate impairments may be acknowledged, but children with mild or hidden disabilities are widely ignored (Haider, 2008)[10]. This includes large population of children with learning disabilities or difficulties as well. These children account for a large proportion of children who drop out and do not complete primary education. Children with "hidden" disabilities may include those with intellectual disabilities and mental health problems, but may also include children with unidentified disabilities (Leijen, Arcidiacono, & Baucal, 2021)[11]. As these children have limited access to sources of education and development, a strong provision of support, choices and

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[9] Filmer, D. (2005). Disability, poverty and schooling in developing countries: Results from 11 household surveys. World Bank SP discussion paper 0539. Washington, DC: World Bank, Social Protection Unit, Human Development Network.

[10] Haider, S. I. (2008). Pakistani teachers' attitudes towards inclusion of students with special educational needs. Pakistani Journal of Medical Science, 24(4), 632–636.

[11] Leijen, Ä., Arcidiacono, F., & Baucal, A. (2021). The Dilemma of Inclusive Education: Inclusion for Some or Inclusion for All. Frontiers in psychology, 12, 633066. https://doi.org/10.3389/fpsyg.2021.633066

opportunities are required to help them take their rightful place in the community. Some of the key factors contributing to the continued neglect of these children's right to education include lack of information and discriminatory attitudes towards persons with disabilities at all levels of society (Pasha, 2012)[12].

The Inclusion Sheets gave strong insights into overall identification of disability status in twelve districts of Punjab. The data has been automated and reflected in the shape of Pie Charts.

Chart 2.4.1.1. Disability
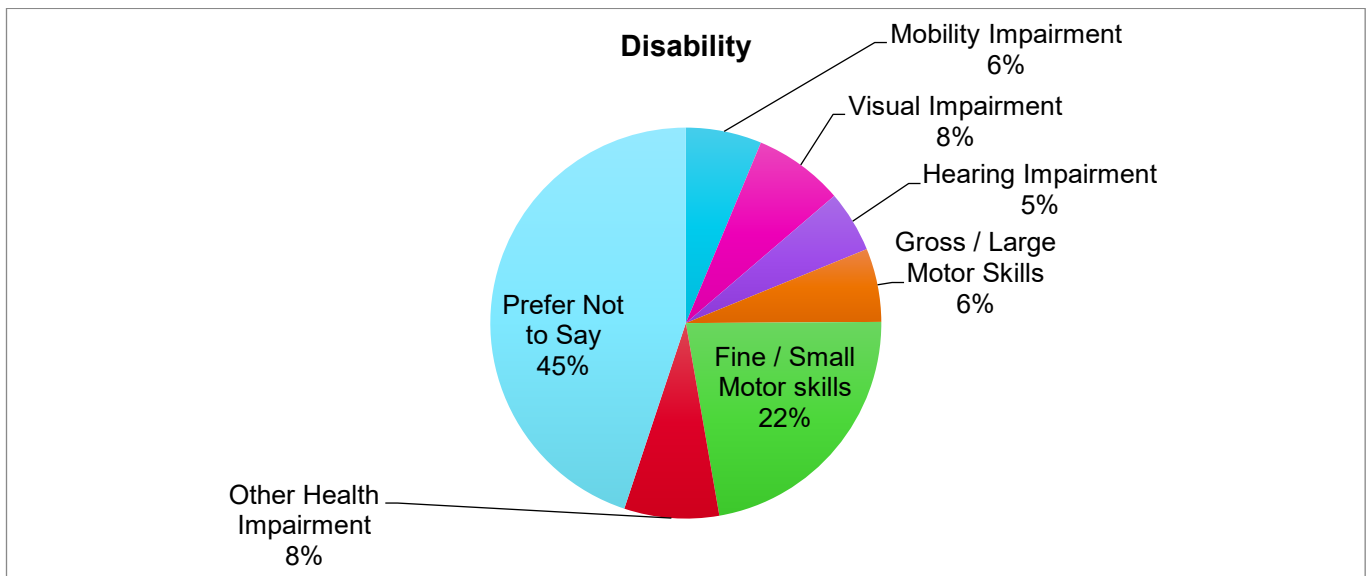
Chart 2.4.1.2. Invisible Disability
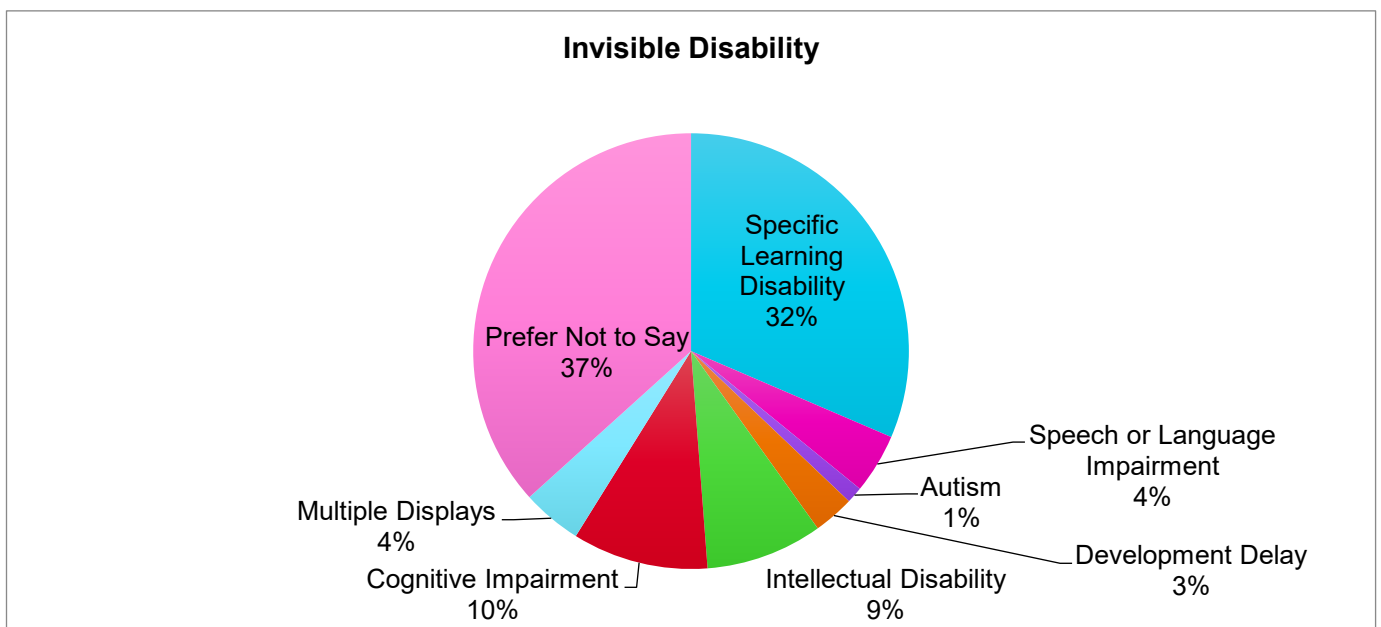
[12] Pasha, S. (2012). Readiness of urban primary schools for inclusive education in Pakistan. Journal of Research and Reflections in Education, 6(2), 113–128.

This data gives direction to the future training needs in the area of inclusion, especially in terms of providing focused interventions to children with special education needs and disabilities. It is worthwhile to note that ratio of not disclosing the disabilities is quite high. This finding may be attributed to two reasons: (a) social stigma around the concept of disabilities (b) lack of technical expertise to identify the disability / carry out initial screening.

2.4.2. Action Plans

Participants were encouraged to chalk out their action plans based on needs identification and focus on Social Model of Inclusion. 600 action plans were implemented in the 12 districts of Punjab. The dedicated British Council trainers mentored implementation of each Action Plan. Subsequently, the trainers selected the Best Case Studies for analysis, as sample, from 600 schools.

Summary Extracted from the Best Case Studies Identified by the Trainers

Area of Focus	Impact	Initial Challenges	School
Inclusion of Beggar's Community Children in Mainstream Schools	- Enrolment growth - High confidence level - Students and community satisfaction - Flexible learning environment - Promotion of literacy rate	- Acceptance of Beggar's Community Students in mainstream school - Poverty	Govt Girls High School Basti Regran
Developing Inclusive Classrooms on the basis of Ability	- Improved subject results - Increased confidence level - Students and community satisfaction - Flexible learning environment 27 new students (with low attainment) have been enrolled in 9th class (arts group) first time in school during last 10 years	Teaching Students with individual differences (mixed ability) simultaneously was a challenging task for teachers	Govt Girls Higher Secondary School Mandi Sadiq Gunj Minchinabad, Bahawalanagar
Visual Impairment	- Students positive and supportive attitude toward studies - Teachers Positive attitude - Positive image of the school - Community support	- Teachers not ready to cooperate - Parents were not ready to accept that their daughters had any visual problems. - Students were also unaware of the problem. - Reluctance to use	Government Girls High School Paigah, qasba Paigah, District Dera Ghazi Khan, Punjab, Pakistan

Area of Focus	Impact	Initial Challenges	School
		- glasses. - Reluctance to accept this impairment could be possible at a younger age	
Implementation of Activity-based learning in the Early Childhood Education	- Active engagement of students in the learning - Love for learning and nurturing natural curiosity	- Limited Resources Classroom - Balancing individual exploration with group activities	Govt.Girls High School GOGRAN lodhran Punjab Pakistan
Inclusive Education and Activity-based Learning	- Improved student engagement - Enhanced academic performance - Greater collaboration - Students' positive attitude - Parents engagement and involvement	Students, especially ones with low attainment, initially gave no response in the beginning and had no interest in activities and model-making.	Government Girls High School Basira Muzaffargarh
Inclusion of out-of-school children who have dropped out of the school due to various reasons	- Improved students participation - Positive learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.	The non-cooperative and reluctant attitude of parents	Government Girls High School, Khan Garh, Muzaffargarh
Effective Primary Teaching and Learning Leadership in Promoting Inclusiveness	- Improved student achievement - Increased teacher confidence - Increased parental engagement	Creating a comprehensive school approach	GGHS Kareem Town, Multan
Instructional Leadership	Significant improvements in student engagement, and overall academic performance.	Building a strong team of self motivated teachers	Govt.Girls High School 283 EB Burewala Vehari
Cooperative Learning	- Significant improvement in the quality of teaching and its effectiveness. - Increased student	- Resistance to Change - Limited Resources - Student Engagement	Govt. Girls High School 356wb Dunyapur

Area of Focus	Impact	Initial Challenges	School
	- engagement - Higher achievement levels - A positive attitude towards learning		Lodhran
Cooperative Learning	- Positive impact on both students and teachers - Increased student engagement - Improved communication skills - Higher academic achievement - Enhanced classroom dynamics - Improved relationships between students	- Resistance to Change - Limited Resources - Teacher Training - Assessment Methods - Identifying appropriate assessment methods to evaluate student learning in cooperative settings	Govt. Girls High School 41wb Danewal Vehari
Inclusion of motor-disabled learners in mainstream school	- Students overcame their inferiority complex - Enhanced hidden abilities - Inclusion changed other students behaviour towards differently abled students	Scarcity of resources	GGH/S Pir Adil
Inclusion on the basis of Ethnic Discrimination	- Reduction in discriminatory incidents - Improved academic performance - Increased cultural competence - Empowered student voices - Strengthened community ties	Students and parents were confused in the beginning but when they were informed about the benefits of inclusion on the basis of ethnic discrimination they accepted it	GGHS Low Income Scheme, Rahim Yar Khan
Inclusion in the Classroom on the Basis of Economic Conditions	- Reduction in discriminatory incidents - Improved academic performance - Increased cultural competence - Empowered student voices - Strengthened community ties	Schools faced numerous challenges. They had to confront societal biases, overcome inadequate infrastructure, and equip teachers with specialized training.	GHS Bago Bahar Khanpur District Rahim Yar Khan
Effective Teaching & Learning for all	Enhanced students' exposure	Teachers' training and intrinsic motivation to take	Govt. Girls High School

Area of Focus	Impact	Initial Challenges	School
Students	- Increased student engagement - Improved attendance - Empathy - Confidence building - Teacher motivation - Change in school culture	over the challenge was an uphill task.	GGHS 125-15L Mian Chunnu, District Khanewal
Improve Writing Skills of Grade 2 SEND Students	- Active engagement of students - Improvement in SEND children ⌷	- Teacher had 5 special children in the class; two were colour blind, one had very weak eyesight, one was diabetic and one was affected by polio - Scarcity of resources	GG Junior Model High School Multan
Inclusive Education	- Students participate in class activities happily. - Confidence is increasing day by day - Showing better performance in their studies - Started participation in class discussions	Teachers and students attitude was different about SEND students. But through motivation and continuous support they realized that these students are equally important.	Govt. Girls High School, Turkish Model Village, Jampur District Rajanpur
Inclusive Education	- Overall positive impact in the school. - Teachers are focussing on individual needs of the students.	Teachers attitude	Govt. Girls High School, Wang Rajanpur
Creating an Inclusive School via Instructional Leadership	- Improved ⌷progress - Positive school culture - Improved attitude of teachers	- Continuous counselling of the mainstream students - Development of a mentor programme	GGHS Mubarak Pur, Kabirwala,
Leading Inclusive School & Promoting Inclusive Teaching Techniques for Students with Language Barriers	Confidence to accommodate other children with language barrier in our school	Teacher were not willing to learn basic Pashto words	Government Girls High School 133 TDA Layyah

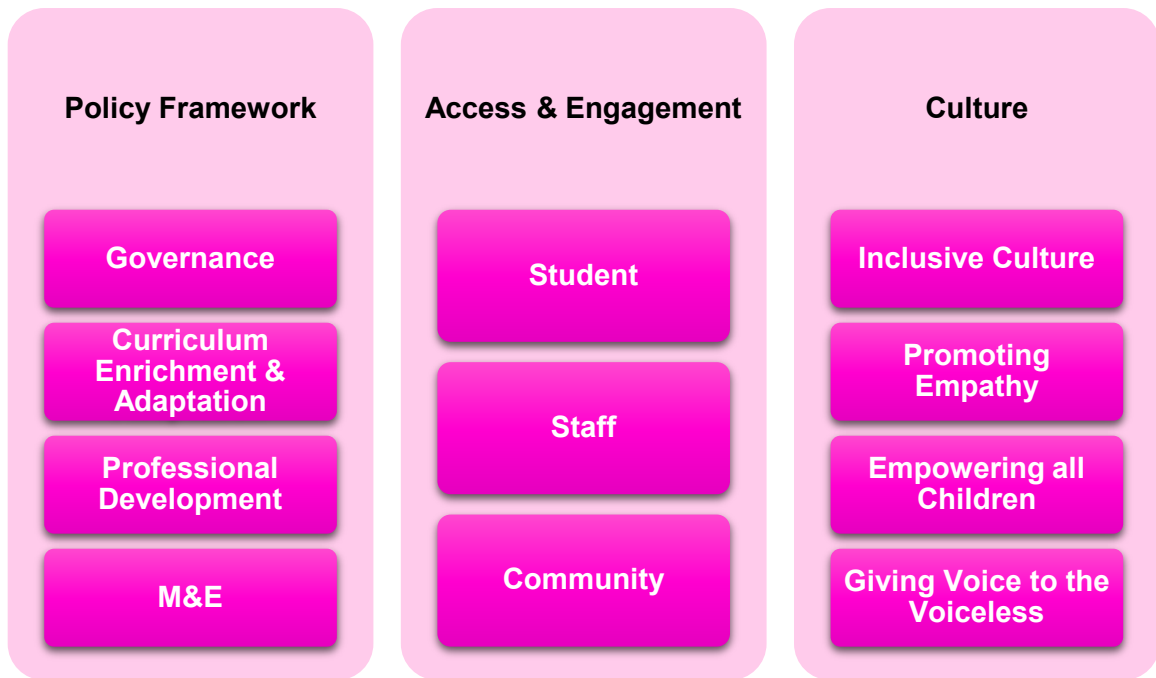| Area of Focus	Impact	Initial Challenges	School
Leading Inclusive School & dealing with Aggressive Behaviour of Students	Head teacher said "with a few month of hard work we were able to save many aggressive students. We succeeded to handle the matter in a positive way. The biggest benefit that we got from this work was that we got a strategy to minimize the aggression of the student."	Teachers were reluctant to take steps. Parents were not much cooperative	Government Girls High School Jaman Shah Layyah
Discrimination on the basis of ethnicity is the focus (Inclusion of Hindu community children in local mainstream school).	▪ Respecting diversity ▪ Acceptance of minorities and their rights increased ▪ Teachers also showed acceptance of diversity ▪ School received first admission of a Hindu girl after 1968. ▪ The trust factor in the community of Hindus, which was not there earlier, built up. ▪ Community was involved and they could see the efforts of the school.	Teachers' behaviour and reluctance to teach Hindu students	Govt. Girls High School Goth Mehrab Bahawalpur
Inclusion of students with low attainment to curb the school drop-outs	▪ Students progress graph started changing and they were involved in the studies and enjoying doing all the activities. Instead of dropping out they were coming to school.	▪ Reluctance of teachers and parents as well.	Govt. Girls High School, Sheikh Umer, Kot Addu

3. Key Insights, Impact and Effectiveness

Many participants were formally sensitized to the concept of inclusive education and inclusive practices for the first time. Data gathered shows that the action plans focused on multiple key themes addressing the issue of inclusion that encompassed:-

- Developing comprehensive anti-discrimination policies explicitly addressing disability, gender based or ethnic discrimination.
- Creating an enabling environment through staff development and community engagement to provide access to the children with disabilities and other marginalized children
- Providing support network within the school and community to make children's inclusion in mainstream academic and co-curricular activities possible
- Ensuring regular attendance of all children
- Expanding and further enriching curriculum for adaptation
- Integrating diverse perspectives, cultures, and histories into the curriculum to promote inclusivity and challenging stereotypes
- Developing learning materials to personalise learning experiences for children with specific needs
- Promoting activity based learning to curb the drop outs by increasing interest of children in school activities
- Organising regular training and workshops for teachers and staff on cultural competence, motivation, implicit bias, and inclusive teaching practices
- Creating opportunities for teachers to share experiences and strategies for addressing discrimination effectively
- Establishing student-led committees or clubs focused on promoting inclusivity and combating discrimination
- Promoting a welcoming and respectful school environment that values diversity and ensures the participation and engagement of students from all ethnic backgrounds
- Identifying and addressing instances of ethnic discrimination, including biased treatment, stereotypes, and prejudices, through targeted interventions
- Developing initiatives to foster cultural competence, empathy, and mutual understanding among students, teachers, and staff
- Encouraging student participation allowing them to actively contribute to decision-making processes
- Engaging parents, community organizations, and local stakeholders to create a shared commitment towards inclusivity and combating ethnic discrimination
- Organizing cultural events and diversity celebrations to enhance understanding and appreciation of different cultures, ethnicities, abilities and differences
- Promoting best practices to address incidents of discrimination, encouraging dialogue, empathy, and conflict resolution
- Providing full-fledged support services for victims of discrimination, including counseling and mentoring programmes
- Organizing regular parent-teacher meetings and workshops on inclusivity and diversity.

The abovementioned findings have been summarized as follows:-

Policy Framework	Access & Engagement	Culture
Governance	Student	Inclusive Culture
Curriculum Enrichment & Adaptation	Staff	Promoting Empathy
Professional Development	Community	Empowering all Children
M&E		Giving Voice to the Voiceless

3.1. Reflection on the Challenges Encountered

The key challenges encountered by the school leaders as per data collected are:-

- Limited awareness around the concept of inclusive schools
- Acceptance
- Engaging community
- Challenging perspectives
- Resistance to change
- Scarcity of resources
- Poverty
- Specialised teacher training
- Employing differentiated instruction
- Standardised assessments
- Societal biases, taboos
- Infrastructural inadequacies
- Reluctance to come out of comfort zones
- Intersectionality of inclusion with other social categories such as poverty, ethnicity, class, ability, social stigma

3.2. Best Emerging Practices to Address Challenges

The aforementioned challenges were encountered through the following best practices that yielded the desired outcomes:-

- Creating a shared vision
- Creating comprehensive school approach
- Creating environment that valued student diversity
- Building a team through extensive trust building, professional dialogue and coaching
- Ongoing teacher professional development
- Specialized training sessions on differentiated instruction, Universal Design for Learning (UDL)
- Debunking myths around disabilities and special needs
- Employing activity based learning to mitigate learning crisis
- Carrying out regular assessments and feedback
- Using data to inform instruction and future decisions
- Reaching out to different sections of community, planning joint sessions with parents / family members, guardians
- Using technology
- Conducting regular evaluations and reflections

3.3. Impact of the Programme: Success Stories

- One of the success stories reflected from Muzaffargarh is an effort of bringing girl dropouts back to Government Girls High School, Khan Garh, District Muzafargarh. The girls had left the school due to multiple intersectional reasons. The Head Teacher and Staff strategized the action plan and achieved the objective of enrolling girls back to school. This is one of the best outcomes of the entire British Council intervention and support as well as meeting the SDGs at micro level.
- Government Girls High School 133 TDA Layyah Punjab Pakistan created a synergy to ensure inclusion of Pakhtoon children who could not speak or understand Urdu or English in the classrooms. Language barriers were a great hindrance to their academic progress as well as social integration with other children. The detailed practical action plan helped the school to address the needs of these children and ensure their complete participation in all school activities. The action plan, included faculty learning basic Pushto lexical items to break the language barrier, normalise and help the children to receive their right to quality education.
- Another impactful story emerged from Govt. Girls High School GGHS 125-15L Mian Chunnu, District Khanewal, South Punjab. Due to intervention and enabling environment, the parents of a physically disabled child, who was otherwise kept home, started sending their daughter to school regularly. Students and teachers were sensitized and motivated to create a supportive environment. The students started befriending her and helped mover her wheelchair around to include her in all school activities.
- Another success story included effort of the school leader and staff to include students from local Hindu community into mainstream school. The staff ensured access to all Hindu community children by collaborating with local community, religious figures and parents.
- The participants reported:-

- o Decreased drop out rates
- o Enhanced student engagement
- o Improved academic performance and student attainment level
- o Enhanced confidence
- o Sense of empathy in students and staff
- o Enhanced parental support and engagement
- o Sense of belongingness and togetherness
- o Team building
- o Improved pedagogical practices
- o Increased interest level of students and parents
- o Acceptance and celebration of diversity
- o An urge to take action

3.4. Identification of Gaps

The data analysis from all twelve districts of Punjab highlights following gaps:-

- Lack of policy framing
- Lack of dedicated budget for inclusive education
- Lack of expertise for identification and initial screening of children with disabilities
- Absence of credible / evidence based data on needs of marginalised children and children with disabilities in mainstream schools
- Lack of specialised / domain specific teacher training
- Absence of robust M&E framework
- Absence of long term planning
- Standardised testing system
- Strict standardized curriculum implementation parameters
- Lack of expertise to implement differentiated instruction

These gaps impact the marginalized children the most, including the children with disabilities who are facing challenges pertaining to access and lack of resources as well as inadequate learning materials that do not address their special needs.

4. Key Takeaways and Future Directions

- **Policy Level:**
  - The schools have shown deep interest in implementation of inclusive education. There is a need to strengthen country-level advocacy of the inclusive education for scaling up and sustaining the initiative.
  - A dedicated policy needs to be devised within the existing education polices to streamline the inclusive education and improve the governance mechanism. Setting exclusive standards for inclusive education may act as a national guiding framework.
  - Implementation policy needs to be devised keeping in view the contextual and demographic constraints with extensive support system in place that includes provision of resources, professional development of educators and strong M&E procedures.
  - All children regardless of their gender, abilities, disabilities, socio economic background, culture and ethnicity need to be included in policy making or matters concerning them by providing social support and safety networks.
  - There is a need for institutionalising the improvements and work on sustainability of the initiative.

- **Culture:**
  - Social safety nets need to be created within the school and local community to provide enabling and empowering environment to the marginalized children.
  - The children with special education needs and other marginalised groups of children need to be completely integrated in the school communities. Needful can be achieved by ensuring their participation in all activities by providing strong support network that caters to their unique needs and requirements.

- **Curriculum:**
  - Curriculum frameworks should be flexible and enriching enough to ensure adaptability, flexibility and differentiation so that all children are able to develop their full academic and psychosocial potential.
  - Alternate learning pathways should be made available.
  - Materials and technical equipment should be made available to benefit all children.

- **Professional Development:**
  - A strong team of Master Trainers / Specialised Teacher Trainers needs to be prepared for up scaling and sustainability of the programme.
  - Teachers trained by the British Council may sensitise other teachers and act as change agents in realising the concept of inclusive schools.

- **Intervention:** To provide effective intervention, support is needed in the following key areas:-

Sensitization → Early Screening / Identification → Individualised Support
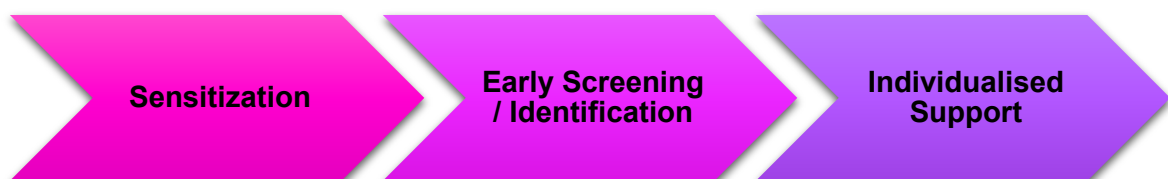
- **Community Engagement & Partnership:**
  - There is a need to build strong community networks to support inclusive education and create

an enabling infrastructure and support network.
- o Steering committee comprising experts may be set up at local level or with online accessibility to seek support in specialised cases. A proper referral mechanism needs to be put in place for children with special needs.
- o National awareness programmes on inclusion / inclusive education may be organised.
- o Forging partnerships at local and international level will facilitate meaningful engagement on a sustained basis and encourage the implementers to share their success stories.

5. Conclusion

The British Council's effort to facilitate Education Ministries in creating inclusive schools has yielded remarkable results. The outreach model has been very successful in expanding the programme and showing significant progress towards achieving the outcomes. Besides addressing disabilities, this intervention is an effort to make schools all-inclusive and reaching out to other vulnerable or marginalised groups that face various intersecting challenges.

Schools have taken deep interest in embracing inclusive practices. They needed support and technical assistance in playing their part in bringing about much desired change in the educational landscape and making it all-inclusive for the children regardless of their associations, gender, disabilities and ethnicities. British Council provided the helping hand to create synergy at national and provincial level for supporting and regulating inclusion in mainstream schools. Resultantly, the schools witnessed positive changes in their overall school culture, pedagogical practices, and support systems. The students, including those from marginalized backgrounds, have experienced enhanced engagement, improved academic performance, and increased social integration.