EXPLORING TEACHERS' EXPERIENCES AND PRACTICES IN INCLUSIVE CLASSROOMS OF MODEL SCHOOLS

(MODEL OKULLARIN KAYNAŞTIRICI SINIFLARINDA ÖĞRETMENLERİN UYGULAMALARI VE DENEYİMLERİNİN ARAŞTIRILMASI)

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ABSTRACT

The study aimed at exploring teachers' experiences and practices of model schools in Pakistan. Under Federal Directorate of Education, 16 model schools have been functioning as inclusive schools since 2007 in Islamabad. These public model schools were transformed into inclusive schools with collaboration of International Development Partners, Norway. Population of the study was teachers teaching in the inclusive schools. Convenient and purposive sampling was used to collect data from the teachers. As the focus of the study was to gain in-depth understanding of experiences of teachers so it seemed justifiable to exploit qualitative approach and techniques particularly interviews. 39 teachers whose experience was at least 3 years were interviewed. Qualitative analysis based on thematic analysis reflects that teachers with inclusive classroom experiences support including students with special needs in inclusive classroom and schools. Teachers experienced that inclusive education has positive outcomes. Such experiences in inclusive classrooms not only widen teachers' acceptance of students with special needs but also demist concerns of those teachers who are lacking in inclusive classroom teaching experiences. In addition, inclusive classroom experiences of students with and without special education needs create and build environment in which both students develop social understanding among themselves. It is concluded that teachers' training being imparted is not adequate to teach in inclusive classroom. Therefore, teachers training institutions should incorporate a component of inclusive education course in scheme of studies. Further, the initiatives taken to transform general schools to inclusive remained unfulfilled due to lack of funds and resources available to general-cum-inclusive model schools in Pakistan.

Keywords: teachers' experiences, inclusive classes, model schools.

ÖZET

Bu çalışma Pakistan'da model okul uygulamarı ve öğretmen deneyimlerini keşfetmeyi amaçlamaktadır. Federal eğitim denetmenliğinde İslamabad'da 2007'den beri 16 model okul işlevini sürdürmektedir. Bu kamu modeli okullar Norveç'in desteğiyle uluslararası eğitim gelişimi altında kaynaştırıcı okullara dönüştürülmüştür.Okulum müdavimleri kaynaştırıcı okullarda işlerini yapan öğretmenlerdir. Öğretmenlerden uygun örnekleme yöntemi kullanılarak veriler toplanmıştır. Çalışmanın amacının öğretmenlerin deneyimlerini derinlemesi anlamak olduğu için nitel araştırma

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teknikleri ve görüşmelerden yararlanılmıştır. En az 3 yıl deneyim sahibi 39 öğretmenle görüşme yapılmıştır. Tematik analiz temelli nitel veri analizlerine göre öğretmenler kaynaştırmacı sınıf ve okullara özel ihtiyaçları olan öğrencilerin dahil edilmesi gerektiğini düşünmektedir. Öğretmenler kaynaştırmacı eğitimin olumlu dönütleri olduğunu deneyimlemişlerdir. Kaynaştırıcı sınıflarda bu tür deneyimler öğretmenlerin özel ihtiyacı olan öğrencileri daha çok kabul etmesinin yanında aynı zamanda kaynaştıcı öğretim deneyimi olmayan öğretmenlerin kafalarındaki soru işaretlerini arındırıyor. Ayrıca, özel ilgiye ihtiyaç duyan ve duymayan örgencilerin kaynaştırıcı eğitim deneyimleri öğrencilerin kendi aralarında sosyal anlayış geliştirdiği bir ortam yaratıyor. Mevcut öğretmen yetiştirme eğitiminin kaynaştırıcı sınıflarda eğitim yapamayan öğretmenler yetiştirdiği sonucuna ulaşılmıştır. Bu yüzden, öğretmen yetiştirme kurumları müfredatlarına kaynaştırıcı eğitimle ilgili kursları dahil etmeleri gerekmektedir. Dahası, Pakistan'da genel okulları kaynaştıcı okulllara dönüştürmeye yönelik alınan insiyatifler ekonomik problemler ve kanak yetersizliği yüzünden tamamlanamamış görünmektedir.

INTRODUCTION

Pakistan has initiated to introduce educational practices in accordance with various international and national declarations: the United Nations Conventions on the Rights of the Child (UNCRC, 1989), the United Nations Educational, Scientific and Cultural Organization Declaration on Education for All (UNESCO, 1990), the Salamanca Statement and Framework for Action (UNESCO, 1994), the Dakar Framework for Education For All (2000), the Compulsory Primary Education Act (1990) and UNESCO International Conference on Education, held in Geneva in November 2008. The Government of Pakistan is trying to establish inclusive education at primary level through educational projects from the Ministry of Education and with the support of non-government organizations (NGOs). There are many NGOs running formal and informal education program. Since inclusive education is a new phenomenon in Pakistan, inclusion is now being trialed in various projects administered by the Government of Pakistan with the help of others non-government organizations as well as foreign agencies like IDP Norway, sight savers Pakistan and USAID (Rieser, 2012). "Students with disabilities have been increasingly receiving special education services in general education classrooms all over the world" (McLeskey & Henry, 1999). Therefore, "special and general education teachers are facing the challenge of providing services in general education classrooms that were historically provided in two different educational settings. The United Nations (UN) has made a number of significant declarations concerning inclusive education, such as the Convention against Discrimination in Education (1960), the Declaration on the Rights of Disabled Persons (1975), and the Convention on the Rights of the Child (1989). In 1990, the World Conference on Education for All was held in Jomtien, Thailand. Another conference in 2000 in Senegal gave rise to the Dakar framework for Education for All, in which the international community promises to ensure education as a right for all people, irrespective of individual differences. Consequently in 1994, inclusive education was put forward at the Salamanca World Conference on Special Needs Education in Spain. The Salamanca statement is debatably the most important international document in the field of special education (Ainscow & Cesar, 2006). The UNESCO

International Conference in Education was held in Geneva in 2008 and the focal point of this conference was the inclusion of a more diverse range of learners, in spite of capacity or personality, as well as the encouragement of respect for the needs and abilities of learners and deduction of all forms of inequity (UNESCO, 2009).

Inclusive Philosophy & Practice: Cross-national scenario

There is need to explore relevant issues within fields and the important influence on inclusive philosophy and practices. Disability hypothetical concepts are associated with the practice of full inclusion or why other concepts might favors a range of alternative placement options from segregated to integrated special settings for students with special needs as Zaretsky (2005) explained. These concepts are psycho-medical model, the sociological response, cultural approaches, school enhancement strategies, and evaluation of disability studies (Clough & Corbett, 2000). Psycho-medical perspectives viewed special educational needs as an individual's own characteristics in comparison to sociological perspective which viewed special needs as the outcome of social structure processes. Further, it was the consistent comparable development of curriculum and teaching approaches which helped to support further inclusive school and college culture (Clough, 2000). For example, special curriculum was a set of teaching plans that was continue for many years and successfully resistant the separateness of mainstream and special schools in the UK. According to Clough (2000), sound inclusive schooling results from a systematic organization that highlights strategies for school development.

Conclusively, it has been deduced that different perspectives played a role in determining the existing views and practices of inclusive education in developed as well as developing countries. Mitchell and Desai (2009) investigated the obtainable educational systems in four different countries, namely India, China, Japan and Singapore, and observed different approaches to inclusive education due to the various cultural, political, economic and demographic factors. For instance, the authors establish that while China has a commitment to educating mild special educational needs (SEN) children in regular classrooms, Japan has a more diverse policy, providing three types of preparations for integrating disabled children: special classes, resource rooms and integration for individual students. Likewise, Singapore has a dual system to educate mildly and severely disabled children. The greater part of the world's populations of children with disabilities lives in developing countries; out of a world population just about 150 million live in Africa, Asia, Latin America, the Caribbean and the Middle East (Eleweke & Rodda, 2002). In parallel, Charema (2007) has explained that there are challenges in both developed and developing countries, such as gaps between policies and practices, negative attitudes towards inclusion, and lack of sufficient funding.

Calabro (2003) states that it is expected that 80 to 95 percent of all students with disabilities in Italy are included in regular classrooms. The common feature of

Italian education system is that special education schools are completely disappeared and students, who have learning difficulties, have been placed in mainstream schools for more than 30 years. In fact Italy possesses one of the most progressive countries of social legislation regulating integrazione scolastica and provision of social service". D'Alessio (2008) stated that since 1970 Italy has had an inclusive education policy that disabled children are educated in mainstream schools. Students with special educational needs taught into mainstream schools and also provided additional support in the form of trained special education needs teachers. In French context, Plaisance (2008) explain the challenge between commitments to integration which has officially recognized. The term integration is used in France in the sense of inclusion. It is said that inclusion is not only straight forward but represents a new challenge and give new ways forward to transform school and perception of differences. Inclusion is also a process of construction and it is not very simple to implement and practice. There is much need to enhance inclusive education by controlling barriers coming in the way of inclusion.

Experiences speak of barriers

It has been established that each country experiences manifold barriers as for as inclusive education implementation is concerned. Simple teaching resources that could normally be produced locally, such as maps, charts and other descriptive devices are not available in many educational institutions in developing countries (Eleweke & Rodda, 2002). The lack of facilities and teaching materials are major barrier to the implementation of inclusive education (Charema, 2007). Kristensen (2003) suggested that the production of low cost educational materials could be a possible solution to this problem. However, sufficient funding is required in order to purchase the suitable teaching materials. In addition to teachers' experiences and their training that extensively influence their attitudes (Meng, 2008), support personnel for training programs such as audiologists, psychologists, speech and language pathologists, communication support workers and interpreters are very inadequate in many developing countries (Eleweke & Rodda, 2002).
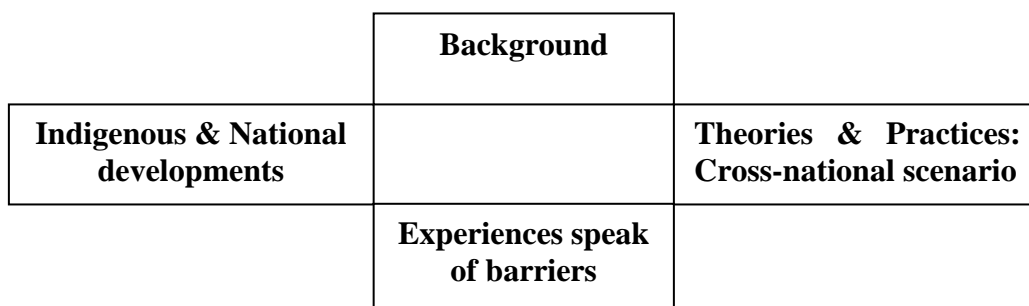
Indigenous & National Developments

There is need to explore policies and laws related to the implementation of inclusive education in Pakistan. This is because key personnel are influenced by their own beliefs, knowledge and attitudes about inclusion and the implementation of it. The effect of this, therefore, can willingly determine whether it is carried out both at a national and local policy level. Pakistan is one of the developing countries in Southern Asia in which inclusive education is growing progressively. This progress is taking place in accordance with the United Nations Convention on the Rights of the Children (UNCRC, 1989), the UNESCO Declaration on Education for All (UNESCO, 1990), the Salamanca Statement and Framework for Action (UNESCO, 1994), the Dakar Framework for Education for All (2000). The Government of Pakistan is trying to promote a new objective in the name of

inclusive education within its existing education policy of Education for All (EFA). Inclusive education is a process aimed at responding to student diversity, increasing their participation and reducing social exclusion. It is stated in the constitution of Pakistan 1973 that state is responsible to remove illiteracy and provide free and compulsory education within possible period (MoE, 2008). Mumtaz (2008) reported that currently, there is no law which protects the rights of disabled children to be enrolled in mainstream school, however supreme courts of Pakistan upheld the rights of equality and non discrimination in article 25 of the constitutions. Mujahid, Abrar and Ghafoor (2010) investigated the attitude of secondary school principals and teachers towards inclusive education in Karachi. In the study, teachers and principals argued that inclusive education in Karachi has been facing problems as far as funding and teachers training are concerned. It was also suggested that Government of Pakistan can encourage teacher by training and include their feedback in policy making.

In Pakistan, implementation of inclusive education in selected number of schools in Islamabad started in 2007 with the collaboration of Federal Directorate of Education (Islamabad), Directorate of Special Education (Islamabad), The Sight Savers Pakistan and IDP (International development partners) Norway. The purpose of this project was to create awareness about inclusion and remove the barriers of learning, development and participation in schools and communities through implementation of the programs. These were

Figure 1: Theoretical illustration

	Background	
Indigenous & National developments		**Theories & Practices: Cross-national scenario**
	Experiences speak of barriers	

schools which were selected for inclusive purpose, already working for general education (Rieser, 2012). Moreover, the Punjab government in Pakistan recently has also initiated to launch inclusive education project to promote inclusive education in general schools.

RATIONALE & PROBLEM OF THE STUDY

Currently a variety of programs of inclusive education is being conducted and implemented in Pakistan. One of these initiatives is to ensure Education for All, including children with special education needs (SEN), in mainstream schools (MoE, 2008). In research studies, it was concluded that ordinary school teachers in

Pakistan do not support inclusion completely. Hassan & Parveen (2012) presented one of the conclusions of their study that ordinary school teachers argued that there are special institutions for special children in Pakistan and there is no need to include students with SEN in ordinary schools. Teachers have qualm that in ordinary classrooms presence of students with special educational needs become barrier and teachers' teaching suffer that resultantly distract attentions. Boer, Piji and Minnaert (2011) also stated that the majority of teachers had negative views about inclusion, and do not feel competent and confident enough to teach pupils with various disabilities. Based on the researches conducted on ordinary school teachers on inclusive education, a need was felt to explore the experiences and practices of inclusive school teachers. The inclusive school teachers have been working in the nexus of practicing inclusion in classes and they are directly facing the situation in the classes, hence, it was of dire importance to explore their experiences and practices. Whether their inclusive classroom experiences deviate from ordinary school teachers or inclusive classroom teachers' comportments are developed better to accommodate students with SEN in their classrooms. By viewing all this, researcher developed a rationale of the present study to explore inclusive classroom teachers' experiences and practices in inclusive schools in Pakistan.

OBJECTIVES OF THE STUDY

1. Explore, and examine the views of teachers in inclusive schools
2. Investigate the problems and difficulties that teachers face in inclusive schools
3. Exploring training components of teachers that they need to teach inclusive classes
4. Investigate nature of parents' involvement with their children in inclusive classrooms
5. Analyzing how and to what extent students with and without special education needs involve with each other in inclusive classrooms
6. Investigating what facilities and resources are available and what teachers need for inclusive classrooms and schools
7. Based on teachers' existing practices what outcomes consequently results in.

SIGNIFICANCE

Inclusive education is a new field and in connection with it, our work provides useful knowledge about inclusive education in Pakistan. Government of Pakistan has established Islamabad Model Schools and Colleges as inclusive in 2007 as pilot projects with the help of IDP, Norway. This study is significant for teachers, educationists and stake holders. The study is significant for future teachers to get awareness about inclusive practices Pakistan. As the focus of the study was

on teachers' experiences and practices in inclusive classrooms, the results of the study compel teachers, parents, policy makers and other stakeholders to think about the state of teaching-learning process in Pakistan. The study identifies barriers in inclusive education and their effects on inclusive classroom. The result of the study creates awareness among teachers in particular and in society at large about inclusion. In their study, Hassan & Parveen (2012) indicated that although ordinary school teachers do not fully support inclusion and this might be due to their less or no practice in teaching inclusive classes. Teachers may get benefits from our present study and they may learn and understand about teaching all students in general classroom. The curriculum planners may be able to formulate and design curriculum according to needs of all type of students in inclusive classroom. The study also focuses to explore teachers' views about classroom environment and students' strength in inclusive schools that create problems for the teachers. Further, in the study, inclusive classroom teachers' experiences and practices were focused and depending on the results, future dimensions has been explored in which more research would be conducted, for example on inclusive teacher pedagogy, comportments of students in inclusive classrooms, parents and community involvement in creating awareness, assessment and teachers training.

METHODOLOGY

All teachers (196) of 16 model schools were the population of the research study. The researcher used purposive and convenient sampling (Non Probability Sampling Technique) for selecting teachers. Inclusive schools were selected from Islamabad (Pakistan) as there were 16 model schools functioning and working as inclusive schools. Population from these schools could fulfill the purpose of our study. Moreover, it was convenient for researchers to visit these schools for data collection. A total sample for interview (N=20) was selected from inclusive schools. The researchers visited schools and selected sample with the help of head teachers. Only female teachers were allowed for interviews because head teacher couldn't allow conducting interviews from male teachers due to some administrative reasons.

The questions asked from the teachers in interviews were: what did you think about having students with special educational needs in your classrooms? Do you feel and face difficulties to manage students with and without disabilities in class? Do you have teaching assistants or teaching staff to help students? Do you think it is important to have teaching assistant? Do children with special needs have access to specialized services, such as occupational therapy, physical therapy, counseling, hearing services? How did students with special education needs generally perform in your classrooms? Do you think existing curriculum fulfills the needs of students with and without special education needs? Are you satisfied with training of teachers for inclusive schools? What about students' interaction with each others in class? How do you assess the performance of all students in class? Is it difficult or easy? Does inclusive school overcome barriers to participation for special education needs students? The interviews were open ended and sometimes researchers changed the order of asking interviews depending on the situation and the mode of

explaining of the interviewees. Occasionally, interviewer explained the situation earlier than asking the questions.

In the interviews, teachers of model schools expressed their views and voices in detail about the questions. These interviews unfold many potential dimensions of inclusive schools in Pakistan. These interviews also bequeath the sociological perspective of teachers who were working in the nexus of practicing inclusion in model schools. Through interviews our research unfold useful aspects of teachers' experiences and practices which questionnaire might not explore. According to Bardin (1993: p. 147), qualitative approach is used in hypothesis testing phases. This procedure is more intuitive but also more flexible, more adaptable to unanticipated clues for evolving hypotheses. It is used during the phases of developing hypotheses. Interview is the path of the interaction between interviewer and interviewee.

Qualitative research is based on a more holistic view and it is not about answering questions such as "to what extent" or "how well" something is done (Gay, Mills & Airasian, 2010). Open-ended questions in interviews were used to explore voices, experiences and practices of teachers of model schools. In the study, the researchers used open-ended questions in interviews that allowed researchers to control the process and also gave freedom to respondents to express their feelings. Questions in interviews were related to teachers' practices and experiences in inclusive classrooms. Teachers were interviewed in staff-room of model schools. The interviews' sessions lasted from 15-35 minutes depending on the way the participants are explaining the phenomenon. Participants shared their experiences in Urdu language because they were comfortable to express their opinion better in their national language. Each interview was face-to-face interview with the participating teachers. These interviews were recorded by researchers with teachers' permission. It took two weeks to complete interviews from all 20 teachers because each day only two interviews were possible to conduct as only two teachers were allowed for this purpose. Further, it also became very difficult for researchers to conduct more than two interviews because each interview was transcribed in Urdu by the researchers after listening recordings. When all the interviews were transcribed in Urdu then these interviews were translated into English. The translated material and content were further corrected and validated by English Language teacher to keep the data as original as it was in Urdu language.

Ethical concerns & tribulations encountered

It was necessary to obtain permission regarding ethical concerns from the relevant authorities. Federal Directorate of Education (FDE) Islamabad was concerning quarter for getting approval. During the study, researchers encountered many problems concerning data collection. There was a problem faced by the researchers for receiving permission letter from Federal Directorate of Education, Islamabad. After visiting so many times, researcher got permission letter from the Directorate office. Secondly the dates scheduled for data collection by the

researchers were not convenient for some schools, because of their admission days and exams vacations that became difficult to collect data and to interview the school teachers. Another problem faced by the researchers was that some teachers had no training on inclusive education. Most of the teachers had not been involved in any research before and they felt hesitate to give interviews. All the interviewees gave their opinion and feeling in Urdu. The material in Urdu was translated into English and afterwards it was analyzed. The material was translated into English before qualitative analysis because researchers felt comfortable and preferred to analyze the data in English language rather starting analysis while data were in Urdu language. So coding process was started once data in Urdu language were translated into English. The researchers tried their best to maintain the originality of the data as these were recorded and existed in context and where the interviews were conducted. The English teachers' opinions were also sought for the purpose of the originality of the data and to minimize the effect of Language translation on data from one language to another while data were translated.

QUALITATIVE DATA ANALYSIS

Out of 196 teachers in total, researchers interviewed 20 teachers. All interviews were recorded in Urdu. Recorded interviews were transcribed and then translated into English.

According to Creswell (2007: p. 38-39), qualitative researchers build their patterns, categories, and themes from the "bottom-up," by organizing the data into increasingly more abstract units of information. This inductive process involves researchers working back and forth between the themes and the database until they establish a comprehensive set of themes. It may also involve collaborating with the participants interactively, so that they have a chance to shape the themes or abstractions that emerge from the process. The research plan employed a method of approach featuring the use of open ended interviews that explored questions related to the primary aims of the study. "Interviews provide texts of identity", claims Drzewiecka (2001) and "in these texts, social relations and distinctions become visible as interviewees locate themselves in relationship to cultures, communities, and others" as Naidoo (2009 : p. 265) has explained referring Drzewiecka. This study is designed to collect and "read" these "texts of identity" offered by participants.

Data collected through interviews were analyzed using the content analysis techniques. After transcribing the interviews, researcher after several readings was able to make some sense of the data and constructed a system that allowed all of the data to be categorized systematically. According to Patton (2002), researchers looked at what was in the text and gave it a name. Reading interviews over several times made researchers to code, retrieve, assemble and viewed the data in different themes and categories. This process is what Patton (2002) called "coding and retrieving process". It allows the data to be organized and described before the researchers go on to the next stage of analysis. This process

made researchers to identify the themes and under each emerged theme, different categories were also identified. In the last step researchers reviewed the categories again to remove the chances of overlapping among them and made them final. It is important to note that sometimes one teacher responded multiple times under the same category or under different categories. If a teacher is responding under the same category then during analysis, his/her response was calculated but mentioning his/her expression within the context s/he explained which is different from the earlier one under similar category. Each teacher was assigned with a specific identity code. During analysis of the interviews categories and themes are emerged. As the questions were open-ended and as the interviewees were given the opportunity to respond freely to the questions, the responses were analyzed according to the codes assigned to interviewees. The code assigned to text along with digit basically represents the major category of the text in which teachers have talked about. The digit represents teachers' frequency response on the issue. For example, the code CM7 represents classroom management issue on which seven teachers talked about. Similarly, code AR16 represents the issue relevant to availability of resources upon which sixteen teachers stressed. In this ways all the interviews' text was coded. Consistency in elaborative responses of teachers on similar issue also indicates the reliability of analysis.

RESULTS

After the coding process and the analyses, the themes emerged from the data are follows:

Demisting concerns & widening acceptance

A teacher is main character for delivering new idea in next generation and in inclusive education a teacher should be more responsible in accepting all students in classroom. It is reflected in practices of teachers in inclusive school. A practicing teacher opined based on experiences in inclusive school, "schools should not include students with physical and mental disabilities only but also all other students with minor disabilities" (AS3). The inclusive school's teacher shared her experience "we never felt we have made a wrong decision by admitting students with special education needs and by making an extra effort, we help students to make them able to adjust themselves to classroom environment" (TIE5). "Children, who are special and need extra help, must be taught in mainstream school. But opportunity to see new world must be provided because if they are kept separate, it would mean to cut them off from society" (TIE14).

Teachers' conscientiousness

Experiences in inclusive schools have changed teachers' attitude to an extent but not completely. Even within inclusive setup, students are being labeled. A teacher of an inclusive school told "teacher should not discriminate students, if s/he

avoids, it will bring positive change to school environment" (TR3). A teacher who had been teaching in inclusive school said "it is major responsibility of a teacher to motivate all students that all students are equal and there is no difference among them" (TR6). A teacher of an inclusive school shared her experience "teachers must show patience over difficulties and try to pay attention for better performance (TR14). Teachers, who have been teaching in an inclusive classroom, sometimes are not aware about students' abilities because in an inclusive classroom there are different categories of students. A teacher who was also the part of an inclusive school system was saying "I have under gone the worst experience of my life. I had a child in my college who was suffering from some unknown problems. One day some students pushed him to the wall. The boy came to me and told me that there is a shunt fixed in his brain. It was strange that no other teacher was informed about this fact. Teachers only knew that this child was a special child and teachers were unknown about specialty of this child" (UD12).

Classroom orchestration

Classroom management is a term used by teachers to describe the process of ensuring the classroom lessons run smoothly despite disruptive behaviour of students. In an inclusive classroom, teaching is a challenge, while handling more than 50 students with different abilities in same classroom. A teacher, who was teaching in an inclusive school, explained "inclusive education is very tough and mostly teachers think that inclusive education cannot work because of large number of students in same classroom. It is very difficult to manage students with special education needs in classroom" (CM1). Similarly an inclusive education teacher explains, "initially we do face some problems but with the passage of time the major problem in a classroom for teacher is to control large number of students in a single class" (CM2). A teacher, who was teaching in an inclusive school, explained "in the beginning, definitely, we do face some problems e.g. disabled students even cannot hold a pencil properly" (CM3). To manage these children in a classroom is really challenging because extra time and extra attention is required for such children. A teacher who was teaching in an inclusive school explained "I have not faced any kind of difficulty while teaching all types of students in same classroom. In my opinion, if a teacher gets himself interested in teaching all types of students in same classroom, then there will be no difficulty (CM7).

Blossoming inclusive environment

Peers' cooperation

Cooperation is a process of working and acting together, willingness to cooperate and to help out others in some situation. In an inclusive set up students cooperation is very necessary because all students learned together in same classroom and institution. An inclusive classroom teacher judged "apart from emotionally disturbed children, all students cooperate with each other a lot" (SC1). Another inclusive school teacher explained "in beginning students try to avoid the children who have had special education needs, but with the passage of time they

accept them. Brilliant students help those who are weak in their studies" (SC3). Similarly, a teacher of inclusive school shared her experience "there was a child of grade 4 in our institution. He had weak eye-sight and also language problem. He was Pashto speaking and was very shy in the beginning and he used to commit many grammatical mistakes and used to be very quiet. But later on, he adjusted himself with his class-fellows and got position in the class. As I have observed, our students are comparatively think positively than teachers. For example, we have a polio affected girl and other children never teased her rather they help her if she needed to go to washroom or wanted to go to playground. She never complained about her class fellows "(SC5). A teacher explored her experience "student's involvement is satisfactory. Sometimes, normal students avoid students with disabilities, but occasionally they also play with each other" (SC6). It was explored by an inclusive school teacher that students' cooperation in inclusive setup is up to the mark. It means, inclusive education has reduced gap between students with and without disabilities.

Impact on performance

Most of inclusive schools' teachers consider inclusive education has positive impacts on students' performance and it is beneficial for students. An inclusive school teacher explained "such setting brings positive impact on performance and in the behavior of students because some children are very shy and they hesitate to speak and they need special attention to perform better in classroom" (IIE3). A teacher explained her experience "children learn a lot from each other. My child also spoke little but he began to communicate in inclusive schools. Teachers explained that when children were enrolled, they lacked confidence and now they have got confidence. There is significant change in the performance of the students because of inclusion" (IIE13). A teacher, who was teaching in inclusive school, explains "positive change has been noticed in the performance of the students. Students, who were initially suffering, improved quite dramatically and started performing like other students. In addition, children without disabilities also improved because they started helping weak students, which gave them opportunity to enhance their own knowledge" (IIE16).

Academic performance refers to how students deal with their studies and how they cope with different tasks given to them by their teachers. An inclusive classroom teacher was sharing her experience "special students perform very well in classroom because students are of different categories, when they perform in collaboration, they improve their performance remarkably. In the beginning, SEN students were very slow performer but with the passage of time they improved" (CP2). On contrary, another teacher asserted "it is totally wrong to assume child with special education needs would perform like other, although, s/he improves to some extent. A teacher explained if special children are included in mainstream classes, they do not become hindrance in the progress of students without disabilities rather learn from each other.

Connecting Community

Parent' satisfaction

A teacher practicing in inclusive school expresses her feelings "students, whose parents take interest and cooperate with us, have brilliant performance in classroom. But parents don't over look their child, problems arise there and their co-operation is quite well with us. Parents' interaction is very necessary and the parents of children who need extra attention must meet teachers and discuss the problems of their children. For example: one of our students created fuss in whole school. We explored and came to know that his parents were separated due to which the child was mentally disturbed. If the parents have no interaction with teachers, then they will be unaware of such things which are happening at home" (PI1). A teacher pointed out that there was a student whose father hadn't much time to spare and consequently the child had been emotionally disturbed" (PI 4). A teacher of inclusive school shared "we involved parents about their children, they come and discussed. They are concerned about their children" (PI7). Parents of special education needs students cooperate with us very much and felt pleasure after meeting. An inclusive school teacher told that I am telling you my own experience that has happened to me. I was busy in some kind of admission work of school; a father of a child came, he met headmistress and said the note book of my child had not been signed for three days. He visited the school every week and gave some useful suggestions. I have noticed that the children, whose parents do not visit school, are weak" (PI18). A teacher of inclusive school shares "Parents come and discuss the problems of their children with us. This thing gives many benefits, because a child spends most of his time in his house, so parents know everything about them" (PI19).

Government Initiatives

Policy issues

An inclusive education teacher explains "now inclusive education process has slowed down because heads and teachers are frequently changed. It lacks policy because frequent transfers have led to deficiency of experienced teachers in these schools which affects learning of children" (PI1). "we cannot ensure admission of every child as some children are different than others and this year we relaxed age policy for the admission of preparatory class because government has fixed the age of 4-years" (PI5) explained a teacher. "when admission are open then message is delivered by authorities that class size should not be more than 40 but even with restrictions it expands to 60, this is a right of the every child to get admission in local school" (PI9) expressed a teacher. A teacher of inclusive school shares her experience "there should be a proper planning behind such projects and should be no contradiction between paper work and ground realities" (PI11). Some inclusive school teachers are of the view that there is need to change in policy regarding inclusive education in Pakistan. They also expressed their beliefs that the recent

initiatives in educational policy have been very effective and encouraging. A teacher used to say that in the tenure of Mr. Ali, school organized trainings about inclusive education which were very fruitful for me, and we learned from these workshops. First few years were very good but after that higher authorities were not interested. If authorities do not fully support, it would become difficult to implement inclusive education in proper way" (HI12).

Manifold Barriers
Segregation in society

Segregation means society has neglected people with disabilities. Teachers observed that parents and family members also neglect the children with disability. A teacher explains "I realized that our society has disabled children a lot, we push such people in a corner and make them isolated. There should be an inclusive society rather than segregated society" (SS1). "In our society disabled child is called *Allah-Loke* and he is asked only for pray" explained a teacher (SS11). A teacher shared her experience of inclusive practices in school "according to my experience, there was a girl who needed extra help; her class-fellow didn't have strong relationship with her and only one or two students were communicating with her and they also became separated gradually" (SS19). Teachers are of the view that it is difficult to teach them in 40 minutes class. They recommended if students' number decreased in classroom, it would be feasible.

Scarce Resources
Teachers mentioned that insufficient teaching material is one of the barriers towards inclusion. Most of the schools do not have teaching material needed to teach in inclusive classroom. A teacher reflected that classroom facilities are not up to the mark; sometimes equipment is not complete and occasionally, shortage of teachers, create problems" (AR2). A teacher of model school explained "we found nothing for children in our school. We want to teach all students in same classrooms but facilities are not provided according to the needs of students" A teacher of inclusive school described that "we are not provided with any kind of equipment to facilitate the students in the classroom, we manage it by ourselves. If proper facilities are not given, then it is difficult for us to teach students with disabilities" (AR10). Similarly, another teacher shared "a little equipment has been provided to our college but I think it is useless as we don't know how to use them" (AR11). Another teacher of another school shares her experience that school has equipment but it is not used properly" (ID20).

Interconnected barriers
A teacher identified lack of proper supervision in the schools of pilot project (LS1). Although teachers have encouraging comportments towards inclusive schools but other barriers equally exist e.g.; parents are not financially well off, they don't think positive about child; insecurity, transportation, non-availability of teaching assistant, lengthy syllabus, time shortage, facilities, lack of trained

teachers, psychologists and assistants. A teacher who has also special child claimed that school administration deny admission of his child and asked to get admission in special school. She objected that schools should not refuse to admit special child. Another teacher describes "head-teachers and other staff members also don't let them get admission in the school because they think they would spoil school results. No one cares for students who need extra attention".

Amelioration Spaces

Social awareness

Social awareness means someone is familiar with social constructs and cultures around them. There's need to create awareness among stakeholders and other in a society. A teacher explains "we initiated awareness campaign and we visited many families to sensitize them towards inclusion" (AS17). A teacher of inclusive school used to say that "awareness in society is very important that can be attained through media or any other way. The right should be given to a child that local schools accept every child and fulfill all its needs" (IE13). Inclusive school teacher pointed out "Nothing goes consistently in Pakistan. In my point of view, if attitude and behavior is changed, this can be made beneficial. Seminars should be held and students presence should be ensured in seminars" (IE18).

Technical support

Technical support means that machines and technical equipment provided along with technical staff that uses equipment in school for the benefit of students and learning. Most of teachers of inclusive schools argued that technical support should be provided for inclusive classroom. A school teacher thinks "there should be a psychologist who identifies problems and inform teachers about it" (TS2). "Medical checkup is also necessary. In addition, a psychologist should observe such special children to point out their problems and causes of their disturbance" (TS15). Inclusive school teachers focused on technical support because it gives feedback to teachers and it also facilitates in desired results.

Motivation and guidance

Students' motivation means classroom teacher inspire both students with and without disabilities to learn, share and care equally. A teacher feels "guidance is very necessary for children, especially for children who need special attention. But unfortunately, we do not have any concept over here in model colleges. We are not provided with guidance that how we are supposes to handle the students with special education needs" (SM12).

Co-curricular activities

Co-curricular activities are as important for children with disabilities as for children without. A school teacher suggested the importance of co-curricular activities as "I suggest that different competitions for disabled students should be conducted in games, because these students surpass normal children in the game.

Such students should be given representation in every function, so that the feelings of separations do not arise in them. Now there must be something for those children to keep them busy" (CA12). It was summarized that inclusive school teacher feels that in co-curricular activities, there should be more participation of students with disabilities because students' participation creates encouragement and they do not feel that they are separate from other students.

Classroom strategy and teaching assistant

A teaching strategy is a way a person goes about teaching something. An effective teaching strategy is the way the subject was taught and the students learned. An inclusive school teacher shared her experience "there are different kinds of students in classroom. To handle them, I made strategy that students having low vision will sit in front row and extra-attention would be paid. I daily checked them and asked to discuss problem. By using such strategies in classroom all students perform better and become confident" (CS 7). Teaching assistant is a person who helps teachers during classroom or in activities. Inclusive school teachers suggest that teacher assistant should be provided to facilitate teaching-learning process in classrooms. An inclusive school teacher explains her experience "there is no teaching assistant in our school. It is necessary to have a teaching assistant for students with special education needs" TA1). A teacher told "unfortunately, we don't have any teaching assistant, as there are 50 to 60 students present in each class, in such situation, we badly need a teaching assistant, which will be helpful for the teachers and children" (TA2). On contrary, a teacher explored on her experiences basis "we got professional degrees and professional training then I think that there is no need for a teaching assistant in inclusive school. But the students who are in very early stages of their education, for them, there should be "Ayya" (maid) for caring in the absence of classroom teacher" (TA7). An inclusive school teacher asserted "there is no helper in this school to help special students in the absence of classroom teacher. My personal experience about a special girl was that even in the days of examination, I had to work with her a lot and it was quite demanding" (TA8). It is concluded that teaching assistant is helpful for students as well as for teachers and problems in classroom can be dealt effectively.

Continuous training

To address and to fulfill collective and individual needs of learner, continuous training is an integral part of teaching profession. A teacher of inclusive school explains "trainings have changed our vision. All the things that are essential for inclusive education should be the part of training because if only we know the student with special need but don't know how to deal him then all identification and training is useless. All school staff should be imparted training" (IT1). A teacher who was teaching in inclusive school told "teachers' training is very helpful and all teachers who are a part of this setup must be trained. The training, which we have been given, has proved very helpful. Before training, I was not aware of inclusive education. Workshop should be conducted regularly and many teachers must be

trained through such workshops which is definitely helpful for students" (IT2). A teacher of inclusive education explains her experience "in the beginning, we did not have any idea about inclusion; what it is? Later, we came to know that it is very challenging practice. The concern authorities do organize these workshops by their self and keep informing us about these training sessions. I am very satisfied from the training session because it provides the guideline for future performance. To overcome this problem during professional courses i.e. B.Ed, M.Ed, M.A Education, etc. there must be content related to inclusive education" (IT 3). An inclusive school teacher said "teachers' training, which is being imparted, is insufficient, I haven't been given any training and I don't know about it and we manage children based on our own experiences" (IT4). "I am not satisfied with the training provided to us (IT6). It was explored that very few teachers were trained. There are only few teachers who are specially trained for inclusive education. Because all teachers are not trained so it is very difficult to implement inclusive education successfully. There is a big difference between theory and practice. Training is much necessary for inclusive classroom" (IT13). A teacher of inclusive school told, "Only one or two teachers should not be trained for once, I think, rather, all should be trained continuously. Training is not meant for only motivation rather it is for imparting skills to manage students with and without disabilities in same class" (IT20).

Curriculum

In inclusive education, curriculum becomes an important issue particularly in contextualizing disabilities with less-abilities. Should there be same or different curriculum for students with and without disabilities. A teacher of inclusive school used to say "curriculum should be same everywhere and it is, but students with special educational needs should not be given much detail and they should be provided education according to their abilities so that they may understand what they are taught. Curriculum for students with visual impairments should be provided in cassette and CDs" (CA1). A teacher who was teaching in inclusive school told "current curriculum is insufficient because it does not come up with the requirements of all students because it possesses many demerits. For inclusive classroom, curriculum must be comprehensive in such a way to come up with requirement of all students" (CA 2). Inclusive classroom teacher shares her experience "curriculum should be short for students with special education needs. Existing curriculum is very lengthy for students with special needs and need extra help. In my opinion, it would be very fruitful if a syllabus is designed according to needs of the students" (CA3). A teacher of inclusive education used to say that "there should be separate curriculum for students with disabilities; current curriculum is not fulfilling the need of every individual in this setup. To overcome this problem, separate curriculum should be designed for children with special education needs. Although, we do arrange some special activities to help children understand concepts but due to lengthy syllabus, most of the time we fail to complete these activities" (CA4). It is explored "there should be variety and flexibility in curriculum because in this way all students can learn easily. Syllabus

should be activity based" (CA10). "The situation is that teacher is compelled to complete syllabus rather focusing learning" (CA12). "Students with disabilities remain behind because we have short time in a class" (TC9). A teacher of inclusive school told "we have to have extra-focus on special children and length of a class period is 40 minutes. How it is possible to give proper attention to all students in a given time?" (TC11).

Assessment

How to assess and what to assess in inclusive classroom is a crucial question when we talk about assessment in inclusive education. Most of inclusive school teachers feel that there should be flexibility in assessment criteria regarding students with special education needs. A teacher who was teaching in inclusive school shared her experience "it is a very difficult to assess all students in a same classroom. I take written test or oral according to students' needs but sometimes it becomes difficult" (FA1). A teacher of inclusive school told "assessment in classroom is very difficult task, there are number of students who need extra-help. To assess them in same criteria is difficult task" (FA2). A teacher of inclusive school asserted "it is very difficult to assess all kinds of children in inclusive classroom because curriculum is same and needs of children are different. To bring improvement in student's assessment, there should be separate curriculum and students should be assessed separately. I am not in favor of examination in early classes because it brings many complexities" (FA4). "During assessment, slow learners are especially given extra-time to solve their tests" (FA5). A teacher who was teaching in inclusive classroom shared her experience "I am not expert to assess performance of all students in same way. We change strategy for weak students during assessment. I conduct the same test for all students but students, who are weak, are awarded with additional points. I think such practices should be conducted at all levels and in this way, these weak students will not be under-confident" (FA9).

DISCUSSION

Our study has valuable results in connection with inclusive education in Pakistan. Teachers are positive and they keep accepting all students in inclusive classroom as compared to other studies conducted in general or regular schools. Hassan & Parveen (2012) concluded that general schools' teachers in Pakistan do not fully support to include students with special education needs in classrooms. Teachers who have been teaching in inclusive classroom feel that students' involvement is excellent and they learn from each other. It shows a difference in experiences of those teachers who are seeing inclusive education from outside and those teachers who are working in the nexus of practicing inclusion in model schools. These are the benefits of inclusion due to which the trend of inclusive education has been prevailing all over the world. From the work of McLeskey & Henry (1999) it has proved that students with disabilities have been increasingly receiving special education services in general education classrooms all over the

world. Nonetheless, teachers feel that inclusive education has variably impact on students' performance because learning pace of students with and without disabilities differs. It doesn't mean that students with disabilities are less able rather it means that among both group of students there exists difference in learning pace. The results of our study testify the previous researches also and inclusion of diverse students in respect of ability or any other characteristic. For example, in the eyes of UNESCO (2009) there must be inclusion of a more diverse range of learners, in spite of capacity or personality, as well as the encouragement of respect for the needs and abilities of learners and deduction of all forms of inequity. Teachers felt and viewed inclusion useful for students without serious disabilities because students with more serious disabilities are difficult to accommodate in inclusive classrooms of model schools in Pakistan.

Simple teaching resources that could normally be produced locally, such as maps, charts and other descriptive devices are not available in many educational institutions in developing countries (Eleweke & Rodda, 2002). Model schools in Pakistan under study were facing lack of facilities and equipment. The lack of facilities and teaching materials are major barrier to the implementation of inclusive education (Charema, 2007). Lack of funding to these schools has become the major barrier in continuing and maintaining the inclusive education in these schools. There were only few institutions in Pakistan where inclusive education has been practicing but proper facilities were not provided yet. Mostly situation is similar here as in other developing countries in respect of inclusive education challenges. Charema (2007) has explained that there are challenges in both developed and developing countries, such as gaps between policies and practices, discouraging comportments towards inclusion, and lack of sufficient funding. Inclusive outcome is positive and teachers felt if all facilities are provided, the results would be more encouraging. Teachers discussed various evidences loaded cases of parents' cooperation in a multiple ways that have brought quick changes among both students with and without disabilities due to inclusive classes. Positive cooperation with parents is an important facilitating factor in achieving an inclusive education (Flem & Keller, 2000). In inclusive schools, parents are positively interested in their children's performance and they are satisfied as contrary to previous studies conducted in general and regular schools (Hassan & Parveen, 2012) where teachers have very low expectations from students with disabilities and they have less supportive attitude towards inclusion of such students. However, teachers raised their voice against lack of proper and constant assistance mechanism on the basis of financial and moral grounds in model schools.

CONCLUSION

Experiences and practices of teachers of model schools have not only widened their acceptance of students with and without disabilities in their schools and classes but have also demisted the concerns of those teachers who are viewing inclusive education while standing from outside of inclusive schools' walls. The

study with multiple evidences tranquilly concludes that inclusive classroom practices optimistically prepare teachers to meet inclusive classrooms' challenges with sagacity and appropriate skills to participate and contribute towards building inclusive, equitable and just schools. Existing curriculum implemented in these schools requires changes keeping in view collective and individual needs of all students. The practices of assessment in model schools are not innovative and classrooms are waiting for appropriate assessment techniques for various ability students of diverse range. Inconsistency in teachers' training is also signaling that the purpose for which model schools were made inclusive is yet to be fulfilled. Model schools have been waiting for the quarters concerned to deracinate all unwanted billet existed to function smoothly. In essence, these schools can be exemplary to burgeon all schools to be equitable and just in Pakistan.

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