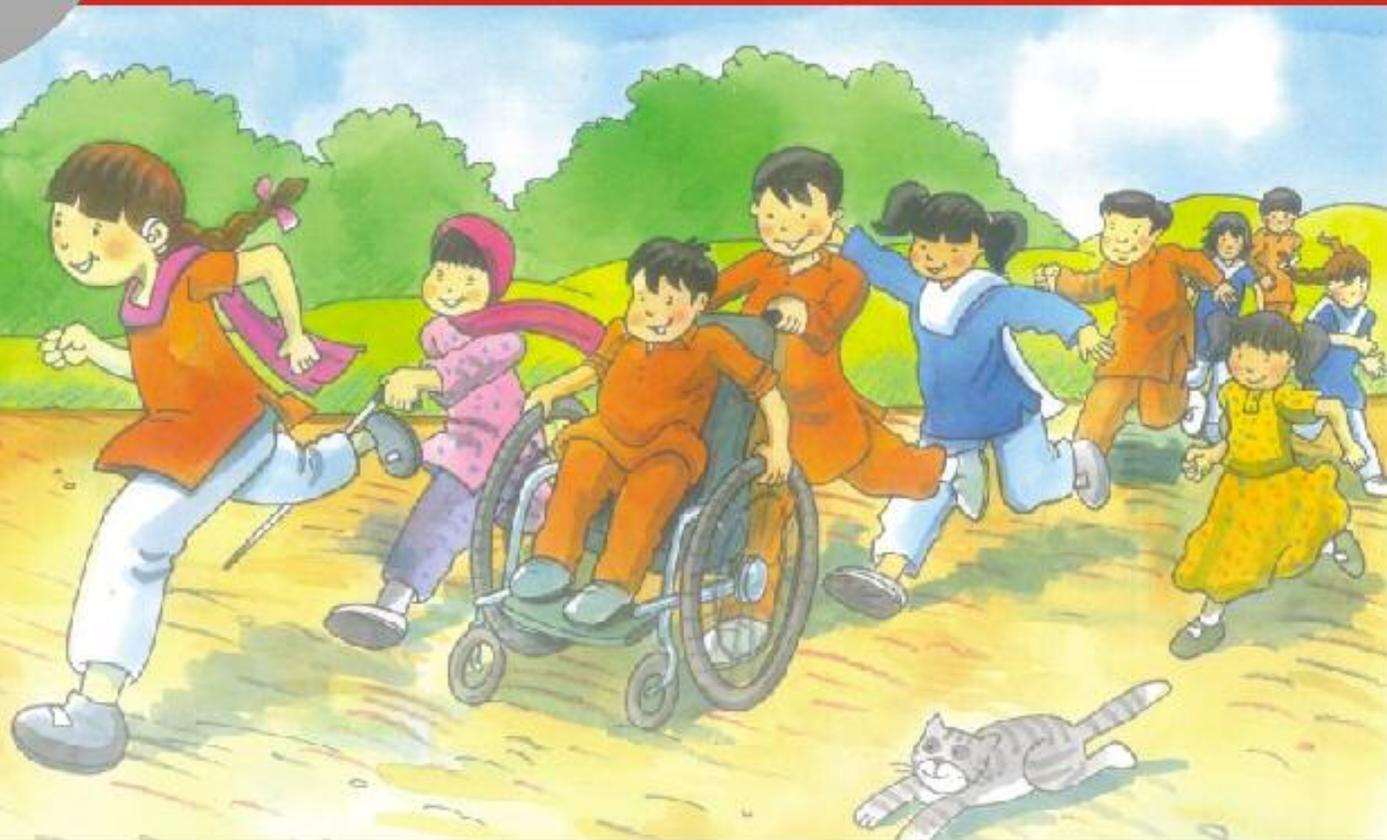


PROJECT REPORT
ENGAGING TEACHERS TO HEIGHTEN AWARENESS
ON YOUTH DISABILITY June 2007

ust like the other

Kids



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Abbreviations:

AJ&K	Azad Jammu & Kashmir
AKU-IED	Aga Khan University – Institute of Education Development
BCEC	Bureau of Curriculum and Extension Center
CRI-Pak	Children Resources International Pakistan
DPO	Disabled Persons Organization
DSD	Directorate of Staff Development
DTEs	District Teacher Educators
EDO	Executive District Officer
GCMS	Government Community Model School
GGES	Government Girls Elementary Girls School
GGPS	Government. Girls Primary School
GGHS	Government Girls High School
GTZ	German Technical
IER	Institute of Education Research
ITA	Idara-e-Taleem-o-Aagahi
JLOK	Just Like the Other Kids
MoSWSE	Ministry of Social Welfare and Special Education
NCHD	National Commission for Human Development
NISE	National Institute of Special Education
PEF	Punjab Education Foundation
PITE	Provincial Institutes of Teacher Education
SEF	Sindh Education Foundation
STEP	Special Talent Exchange Program
SNPETHS	Sanjan Nagar Public Education Trust Girls High School
UNICEF	United Nations Children’s Fund

I. Background

Just Like the Other Kids (JLOK), the story book along with the teachers manual is a milestone in Pakistan for the promotion of inclusive education due to two reasons; i) it has been written by young children with and without disabilities encouraged by adults who assisted them in weaving these credible stories into one book, revealing the potential of such enterprises and ii) its dissemination across Pakistan has coincided with the launch of the Convention on the Rights of Persons with Disabilities on March 30, 2007. The Convention's purpose is aptly stated in Article I :

The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (<http://www.ohchr.org/english/law/disabilities-convention>)

So even though the Convention is in the process of being signed for ratification by Pakistan, the country has begun to promote the central message through this powerful and energizing book. “ The central message being that people with disabilities have many capabilities and are not someone to fear” and that they have equal rights to be in schools with other children. The book and the manual promote the core principles of social inclusion, giving respect and opportunities without discrimination to persons/children with disabilities so that they are enabled to reach their maximum potential.

Two grants awarded to recipients at the World Bank have facilitated the enterprise of the book and the manual, viz. South 2005 Asia Youth Innovation Fund and the Youth Innovation Fund Grant. Both grants in turn have mobilized Pakistani civil society organizations to develop the two products. The book was developed through facilitation of Special Talent Exchange Program (STEP), a Disabled Persons Organization (DPO) and the manual was facilitated by Idara-e-Taleem-o-Aagahi (ITA) Public Trust. The methodology common to the book and the manual was a participatory approach ensuring that critical stakeholders were fully mobilized. The entire process was vigorously overseen by Susan E. Hirsberg from the World Bank Islamabad, who in turn, also mobilized peer reviewers from World Bank in Washington. Muzna Irfan was the Project Coordinator representing ITA who spared no efforts to follow the methodology and reach milestones for the manual development and dissemination of the book alongwith the manual.

II. Project Objectives:

- I - Develop manual for teachers in both English and Urdu**
- II- Pilot testing of the manual and make modifications accordingly**
- III- Organize dissemination of the book and training workshop for teachers in all four provinces and earthquake areas with education officials, NGO networks, teachers**
- IV- Get feedback from the participants about the trainings conducted.**

III. Project activities:

1. - MANUAL DEVELOPMENT

The manual was developed through active collaboration of teachers, a Disabled Persons Organization (DPO), STEP, special education institutions, the World Bank peer reviewers and ITA. Participating teachers/ specialists were seconded from local mainstream government and private schools. These were both male and female, rural and urban, as well as English and Urdu medium schools. Specialists from the special education institutes working under the Ministry of Social Welfare and Special Education were invited for the manual development sessions in which open discussions were held to decide & design the content of the manual. The institutions which took part in these activities were:

- Community Model School (GCMS) Mohri Khambal Rawalpindi
- Govt. Elementary Girls School Tanch Bhatta, Chungi # 22, Rawalpindi
- EDO Education Office Reps, City District Government , Rawalpindi
- City District Government. Girls Primary school , Mustafabad II, Lahore
- Govt. Girls High School (GGHS) , Paisa Akhbar, Anarkali, Lahore
- National Institute of Special Education (NISE)
- Al-Makhtoom – Special Education Centre, Islamabad
- Special Talent Exchange Program (STEP)
- Sanjan Nagar Public Education Trust Girls High School, (SNPETGHS) Lahore
- Head Start, Islamabad
- World Bank – Islamabad and Washington DC
- Idara-e-Taleem-o-Aagahi (ITA)

Based on the brainstorming, discussions and deliberations from these sessions, the first draft of the manual was compiled. It was ensured that the manual was suitably tailor made to address issues of inclusion, raising disability awareness and was in line with the spirit and vocabularies of the book “Just Like the Other Kids (JLOK)”, serving as a guide for using the book in live classroom settings.

The first draft of the manual was submitted to the World Bank where it was reviewed by Susan Hirshberg in Islamabad, Dr. Robert Proutey and Dr. Charlottle Vuyiswa in Washington. Their critical comments helped the team to fine tune the manual and further align it with the spirit and language of the book.

A second session was held with the World Bank team through video conference in which other than the teachers who participated in the drafting of the manual, trainers from the Children Resources International (CRI) Pakistan were also invited. A thorough discussion was held to critically evaluate the language and spirit of the teachers manual. Helpful suggestions on including parents were also incorporated to ensure that parents were also central to the initiative. .

The draft was then to be tested in the field for which both government and non-elite private schools were selected

2 - Field Testing – Feed back – Revision

A - Training:

To test the teachers’ manual, a training session was held on 6th April, 2007 for teachers. Teachers from the following institutes/schools were invited to attend the training:

- 1.Sajan Nagar Public Education Trust Girls High School (SNPETGHS) Lahore
- 2.GGCMS Mohri Khambal
- 3.Abdullah Model School,Rawalpindi
- 4.Moon Public Sch, Rawalpindi
- 5.Urooj Public Sch, Rawalpindi

Each participant was given a feedback form which they were to return within 2 weeks...

B – Feedback:

Feedback forms were received only from 2 schools . *(Please refer to Annex A for a copy of the form)* *Comments from the feedback forms illustrate that the* teachers were satisfied with the manual and the use of the book. They provided positive inputs to all the questions asked in the feedback forms.

C- Revision/Printing:

Revisions were incorporated and Urdu translation secured through support from STEP resource persons as well as the Punjab University's Special Education Department. Following the translation, the manual was aligned in style and layout by the same design specialist who had put together the layout for the book, prior to its final printing. The manual may require further refinement and improvement might be undertaken by the World Bank.

3. Dissemination of the Book and Manual

27TH APRIL TO 22ND MAY 2007

The dissemination workshops were conducted between April 27th to May 22th, 2007 across the country and in AJ&K.

Initial letters requesting the dissemination were sent to each Education Secretary of the four provinces and AJ&K. along with a set of books. In addition, the letters were copied to the Sindh Education Foundation, Punjab Education Foundation and the Directorate of Staff Development Punjab and PITE NWFP as well.

Invitations to the dissemination and training workshops were sent through the Departments of Education to the public sector schools, through the EDOs Education of the Districts, government training institutions, NGOs and Private schools representatives.

Dates and venues in each province were finalized with the consent of the Secretary, Department of Education. The process was completed by 14th April, 2007. (please refer to annex B for sample invitation letters and cards). In all provinces the support of the Departments of Education was very positive. In Sindh the Secretary Education insisted on mobilizing his colleague the Secretary Special Education as well.

Training and Dissemination Workshop Details:

Dissemination and Training was held in the 4 provinces and earthquake areas as following:

Table I: List of Workshops: Dates, Venues, Participants and Host Organization

Province Area	Dates of Dissemination and. Training	Venue	No. of Participants	Hosts	Conducted by
NWFP/ Peshawar	April 27, 2007	PITE, Peshawar	45	Dept of Ed PITE	Muzna Irfan
AJK Muzaffarabad	April 28, 2007	GGHS- Saheli Serkar- Resource Center	55	Dept of Ed Saheli Sarkar Govt. Girls High School	Muzna Irfan
Bagh	April 30, 2007	GHS – Sessar	45	Dept of Ed Sessar Govt. Girls High School	STEP Training Team Abia Pakeeza Mussarat
Sindh / Karachi	May 3, 2007	Defence Central library	60	Dept of Ed; Dept of Sp Education & SEF(support)	Muzna Irfan
Punjab / Lahore	May 12, 2007	DSD – Lahore	100	Dept of Ed Directorate of Staff Development	Muzna Irfan
Balochistan / Quetta	May 22, 2007	DSD – Lahore	50	Dept of Ed Bureau Of Curriculum	Farzana Kauser - ITA
Total			350		

A total of 350 people participated in the six training/dissemination sessions, comprising, teachers, trainers and policy makers. The majority of the teachers came from government schools and some from the private and NGO run schools.

The dissemination sessions shared a common agenda which included the formal opening by a representative from the Departments of Education followed by an intensive orientation and training.

In each workshop a child writer was invited to give an account of his/her involvement in the process and their views on inclusion. One child writer, accompanied by a guardian attended the inauguration at different locations. The details are listed below:

Table II: List of Child Writers at the Trainings

Name	Institute / School	Location
Komal Ali	Al – Makhtoom School	Peshawer
Ahmed Tariq	Al – Makhtoom School	Karachi
Waheed Aziz	Al – Makhtoom School	Quetta
Rizwan Rashid	Al – Farabi	Lahore
Iqra Ashraf	Zaffer Model School	Bagh

Comments by Child Authors.. a very special resource

When we got together to write this book we discussed the options for the target group. If we wanted we could have written this book for older and senior students. But we as a group decided to do this for younger children of ages 6-8 where we could give the messages at an early age that everyone is equal and deserves respect. This is a good age to learn the fundamentals of responsibility and respect for all so that they could ensure that they carry along ALL including people with disabilities.

Ahmad Tariq, Karachi

No one in this world is perfect. If you have any disability, Allah will bless you with other abilities.

Iqra, Bagh

Our country has been formed since the last 60 years but first time we can see movement towards the welfare of special children and in this chain of events , we the children have written a book with the support of World Bank so we can create awareness amongst the new generation that we special children can do everything.

Rizwan Rasheed , Lahore

“We are normal just like others and if we are special, then everyone is special. In fact we are all very special”

Waleed Aziz Quetta

The inaugural session was followed by two interactive training sessions, ending with an activity session. The resource person used “read along” and the “role play” methodologies to familiarize participants with the contents of the book and the teachers manual. The interactive methodology helped to sensitize the trainees towards disability issues and consistent terminologies preferred by the movement on inclusion. Detailed reports on each of the training sessions are attached in the latter section of the report.

In Punjab, students from one of the private non-elite schools , where the book and the manual had been pre tested decided to convert the book into a puppet show very successfully. This was demonstrated at the Lahore workshop by children of Grade I and kindergarten of the Sanjan Nagar School, illustrating how JLOK messages can be transmitted very effectively

Photographs are attached at annex.

4. Issues and Challenges:

i. Project Initiation Delays

The start of the project was delayed by two weeks due to paperwork & approvals, therefore the dissemination was moved to end of April/end of May 2007 which clashed with school/board annual examinations. As a result the participants of the training expressed their own & the students non-availability to conduct the reading/feedback sessions at the present time. These would have to be delayed until August, September 2007.

ii. Feedback Forms – *clash with summer break and examinations*

Feedback forms were given to all participants at the beginning of each session. Emphasis was laid on how important it is to get their opinion/feedback for the team to evaluate the projects i.e the suitability of the book JLOK & manual. But unfortunately very few of these have been received due to examinations and summer vacations. Some forms have been received after repeated reminders.

After reading the book (JLOK), e responses of the children were good and they wanted that children with disabilities should get the right place in society. Between the reading sessions of the book and the manual, all the children were hopeful that they will never use bad alternative words, used in our society to refer to people with disabilities.

Feedback by Mohammad Hamid PTC Teacher GPS New Garhi Bukhshipul, Peshawar

ITA will pursue the feedback forms after the schools reopen in each province and each partner has promised compliance to this request for feedback after use of the books. They will be sent to the World Bank as they are received.

5. Future Plans for Dissemination & Requests from the Provinces :

1. The response received at the training sessions was overwhelming, where a high demand was put up for more copies of the book and the teachers' manual. All participants and involved government / private organizations / schools were highly enthusiastic to take forward this message and practice far & wide across their province.

2. The Directors of government teacher training institutes, who were our hosts in three provinces, were happy to nominate their master trainers who would further train and disseminate the book and manual in all districts through their district trainers or district teacher educators (DTEs). They were ready to work on a plan to incorporate the book JLOK and the manual into their teacher training in-service programs, lesson plans and teacher resource kits in the district teacher resource centres libraries.

For this, they requested for the following:

- A large quantity of books and manuals to be provided to all decentralized training sites
- A training session for all master trainers at the district and provincial levels

Details of each province requirement is written in separate city reports(attached).

4. The National Commission for Human Development (NCHD) working across all districts of Pakistan, also put in a request for the books and the manual in large quantities, commensurate to their outreach.

5. In Sindh, there was an explicit request to translate the book and the manual in Sindhi. For this, the Sindh Education Foundation and the EDO Education Karachi City District agreed to collaborate provided the World Bank would grant them permission to do so.

4. There was an overwhelming demand for hosting the book and the manual on the website of the World Bank or ITA Public Trust.

6. A formal letter was sent to the Federal Minister for Social Welfare and Special Education to print the books for wider distribution responding the needs articulated during the dissemination workshops (annex C)

7. ITA also pursued several times with the Ministry of Education, Curriculum Wing to clarify their position on the book vis a vis granting of a No Objection Certificate (NOC) to be approved for supplementary learning materials. .

6. Inventory and Number of books /Manuals Distributed

In each city the participants and organizations mainly from the Dept. of Education were provided with JLOK book and the manual. The final count on the books and manual is as follows:

Table III: INVENTORY – JLOK Books and Manuals

CITY	ENGLISH	URDU	MANUAL
Peshawar	52	62	82
Muzaffarabad	100	110	120
Bagh	25	30	35
Karachi	125	125	180
Islamabad, INGO, NGOs AJ&k	10 7	10 9	10 2
Lahore	104	129	175
Quetta	75	75	100
Field Testing	10	10	
Save The Children	1	1	1
Education Secretaries /Directorates	7	7	7
Total	519	552	712
Total Printed	864	1086	1000
Stock in Hand	345	518	288

The Stock in Hand will be returned to the World Bank for the national launch.

7. Outcomes

7.i The outcomes of the book and the manual are already significant even though the dissemination has been restricted to only the major cities and 350 participants exceeding the original plan for 200. The response was overwhelming; each participant had their own strategy of taking the messages forward. An indicator of participants' interest was the fact that they stayed right until the end of the training workshop. In Lahore, ITA had to politely refuse additional participants. It was also very heartening to see how the government helped with the provision of venue, helping us to keep the costs down, and that in itself was a tremendous endorsement of the initiative. One group decided to convert it into a puppet show, another one decided to use the theme of inclusive education for their summer workshops program in government schools and yet another one wanted to develop ways of taking these valuable messages beyond grades 3.

7.ii The categories of participants invited were carefully selected to ensure that the sphere of influence would be significant. The strategic participants came from government schools, private schools as well as teacher training and research institutions including NGOs. Schools that participated all had a primary section attached even if they were middle or secondary level schools. As we all know that the pressure for enrolments is greatest in the first three grades.

7.iii However even at this stage we can safely say that the outreach to date extends to and is measurable, categorized according to the following types of participants:

Table IV: Outreach of Institutions According to the Training Participants

Participants Categories	Number Attended	Number of Students /Teachers at each institution	Total Beneficiaries
Govt. School Teachers Pri. Mid. & Sec Schools with Primary Sections	200	300	60,000
Private Schools (same as above)	40	250	10,000
Teacher Training Institutions	100	200	20,000
Teacher Education & Research Inst. /NGOs	10	200	2000
Total	350		92,000

92,350 beneficiaries is modestly estimated at this time This is just one static version of who, and how many teachers and trainers will reach out to as one stable group, without taking into consideration multiple lots of learners' cohorts over time

7.iv The demand for more copies and ability to access g through the website is a genuine one. How can the OUP promote the dissemination of the book and offer it on special discounts?

7.v During the workshops, it could be seen that these participants were sufficiently influenced and moved to push the cause of inclusive education optimally within their own sphere of influence. . It is also important to make the effort to disseminate the book and its guidelines to various textbook boards and publishing houses after the deregulation of textbook production policy in Pakistan as the book can easily be converted into stand alone chapters and teaching guidelines/exercise. This can be used for English/Urdu language, social studies and civics textbooks according to the new national curriculum guidelines.

7.vi. Dr. Kausar Waqar, faculty of IED AKU – ext 3710 tel. no. 021- 6347611 along with her organization Pakistan Association for Inclusive Education (PAIE) paie@ptan.org is very keen to form a network on Inclusive Education and to be online on forums and as support groups

7.vii. ITA is keen to be a part of producing the same book using the same method for grades III upwards. Preferably the same children can participate and where appropriate others may be mobilized as well.

In the end ITA can say with confidence, that it was a very important milestone for the organization to be associated with this valuable enterprise of Promoting Inclusive Education in Pakistan. ITA enjoyed working with stakeholders, including

the child authors and STEP in taking forward the tasks. We look forward to future collaborations in taking this challenge further. A journey has just begun.

ANNEXES

Annex A. Report of each training session

Peshawar Report

Venue: PITE Peshawar N.W.F.P
Time: 11.00 am to 4.00 pm
Host Departments : Dept of Ed.Govt.Peshawar & PITE.
Special Guests: Mr Eid Badshah, Director PITE
Mr.Matiullah Khan, Additional Secretary Education, Dept. of
Schools & Literacy,
Peshawar N.W.F.P.
No. of Participants: 45
Institutions: District Government Peshawar - EDO Education
Teachers from Govt. Schools
Sarhad Rural Support Program (SRSP)
Private Schools

Highlights:

Mr. Matiullah, Additional Secretary Education was the Chief Guest on behalf of the Secretary Education engaged in Sector Reforms finalization. The session began with tilawaat, after which an introduction & overall review about the project was given to the participants by Muzna Irfan. This was focused on linking disability & development, inclusive education, Phases 1&2 objectives, implementation, challenges & outcomes and Partners involved in the project

Commitments / Comments by Chief Guests:

Mr.Matiullah shared the policy of the NWFP Govt on inclusive education and advised the trainers attending to further spread this programme by becoming master trainers.

Mr. Eid Badshah, Director PITE was happy for choosing his institute as the venue as he is working to revive this institute by having as many, trainings, as possible.

During tea both guests were requested to work out a plan to help further disseminate the JLOK book & manual. They suggested that to cover the 24 Districts of NWFP, they will arrange for further trainings at PITE, for in-charge teacher trainers of each district. These master trainers would further ensure the dissemination of the book and the manual in the whole of the province. They suggested to send a formal proposal to Education Sect.

Child Writer's Views Points:

Komal Ali of Al-Makhtoom School attended the session with her mother and teacher Shaista. She was shy initially but when prompted by her teacher, she talked about her experience of writing the stories. She stressed on the benefits of inclusive education and requested all to give ALL the Children an equal opportunity to learn.

Outcome of the Training:

Comments by Participants:

In between the sessions, the teachers & trainers present appreciated this effort of raising awareness towards disability issues & promoting inclusive education. Some of them shared their own experience as they themselves had children with disability. They enthusiastically discussed how they would further spread this programme .

No of Sets Distributed in NWFP:

	English JLOK	Urdu JLOK	Manual
PITE	15	15	15
EDU.DEPT	10	10	10
Participants	20	25	45
Secretary Education	05	05	05
Director PITE	05	05	05
Invitation Books	02	02	02
Total	52	62	82

Karachi Report

Venue	Defence Central Library
Timing	11:00 am to 5:00 pm
Host Department/s	Dept of Ed. City District Govt. Karachi, Special Ed Dept Sindh
Chief Guest/s	Professor Anita Ghulam Ali SEF, Maula Bakhsh Khetrian Secretary Special Education
Special Guest	Mrs.Fakhar Karim EDO Education City Dist.Govt. Karachi
No. of Participants	60
Institutions	CDG Karachi, Many Special Ed Inst. (8 districts) AKU IED, Private schools network, SEF and its partners

Highlights:

Commitments/Comments by Chief Guests:

Both the chief guest and the guest of honor want to extend and disseminate the book to every school in Sindh. They also wanted to translate the book in Sindhi and sought permission to undertake this. The World Bank needs to respond to the formal request made by the chief guest and guest of honor and supported by the Special Guest EDO Education, City District Karachi.

The Secretary Special Education Sindh is committed to launching the book in every district of Sindh. Professor Anita Ghulam Ali said that she would ensure that all SEF supported schools (450) would be introduced to the concept of inclusive education.

EDO Education Karachi said that she had hand selected her teachers and field team so that they could understand on how to take the messages to a maximum number of institutions.

Each one demanded more copies of the book in both languages.

Child Writer's Views Points:

I am very happy to be talking to all of you. Disability is not a drawback, it is there in all human beings, everyone has some sort of disability, some are visible, others are not. Every one is equal If our society accepts these principles of equality of opportunity without discrimination then quota system would become meaningless. To ensure that people with disabilities get their rights is the obligation of the people, and the right of the people with disabilities

“Mazoor afraad ko muashiray main haq dilwana logon ka farz hay or maazoor afraad ka haq hay “ (Urdu)

It does not mean that for people with disabilities there is any need to assist them more than there is need. And they too need to realize that they have duties and responsibilities as well. When we got together to write this book we discussed the options for the target group. If we wanted, we could have written this book for older and senior students. But we as a group decided to do this for younger children of ages 6-8 where we could give the messages at an early age that everyone is equal and deserves respect. This is a good age to learn the fundamentals of responsibility and respect for all so that they could ensure that they carry along ALL including people and children with disabilities.

I would like to recite a couplet from the famous poet Allama Iqbal

*Nahin hay koi cheez nikami zamanay mein
Koi bura nahin hay qudrat kay karkhanay mein*

Allama Iqbal

*There is nothing that is without a purpose or without value in our times
There is no one who is bad in nature's workshop*

Outcome of the Training:

A tremendous amount of support has been generated for the central messages. This has been incorporated in and is illustrated by the key messages of the chief guest and guest of honor above.

No of Sets Distributed in Sindh:

	English JLOK	Urdu JLOK	Manual
Participants	35	25	60
EDO –Ed City Dist. Karachi	10	20	30
Dept. of Sp. Ed	10	10	20
SEF	30	30	30
IED AKU	10		10
Chitral /NA AKESP *		10	10
Private Schools Malir	10	10	20
Others	20	20	10
Total	125	125	180

Dr. Kausar Waqar IED AKU – ext 3710 tel. no. 021- 6347611 along with her organization Pakistan Association for Inclusive Education (PAIE) paie@ptan.org is very keen to form a network on Inclusive Education and to be online on forums and as support groups

Bagh Report

Venue: AJK , Bagh
Time: 12:00 to 4:30 pm
Host Departments : Govt. Girls High School, Sessor Bagh, AJ& K
Special Guests: Miss. Nasreen Aziz
No. of Participants: 30
Institutions

Highlights:

Comments/Commitment by Chief Guests:

Miss Nasreen Aziz, encouraged the young writers to have faith in their abilities and to never wait for outside help to achieve their objectives. She said that the manual training has generated a very positive response. The teachers must be trained who are the real barrier in the way of inclusive education. The publication, which attempt to influence the thinking of future adults, is an extremely reader-friendly, and is accompanied by an audio CD. The illustrator and designer have done a remarkable job too.

Child Writer's View Points:

Iqra one of the writer of this book attended this sessions. Speaking at the session, she talked about her experience of writing the stories .She said no one in this world is perfect if you have any disability Allah will bless you with other abilities. Shed added that though she was a little bit confused in the beginning to work with visually and hearing impaired persons and how to communicate with them but after some she realized that its not a difficult job. They are very intelligent and courageous. They can do everything with little cooperation, she stressed on the benefits of inclusive education And requested all to give them equal opportunity to learn.

Comments by Participants:

In between the sessions, the teachers and trainers appreciated this effort of raising awareness towards disability issues & promoting inclusive education. Some of them shared their own experience as they themselves had children with disability. They enthusiastically discussed how they would further spread this program .

No of Sets Distributed in Bagh, AJK

	English JLOK	Urdu JLOK	Manual
Sessor Girls High School	25	30	35
Total	25	30	35

Profiling an Extraordinary Teacher in Bagh District

Ms. Nasreen Aziz Teaches English A + B and Pakistan Studies for Class 8th; Home Economic for Class 9th and Islamic studies for Class 10th.at the Govt. Girls High School, Sessor, Bagh, AJ&K. She has a physical disability but her extraordinary strengths are remarkable and well recognized in the school and the community for her inclusive approaches to education and well being.

In 2001, she formed an Organization named “Chiragh-e-Manzil” Welfare for Special People and was Registered in 2005 with Kashmir Council. Presently she is the Chairperson of this Organization. This organization is working for all AJK especially in District Bagh, only for special people like, Dumb, Deaf, Paralyzed and Blind.

After the disaster “*Chiragh-e-Manzil*” surveyed in 15 – 17 villages and found approximately 650 disabled people. This organization is working on education for disabled students in different areas and admitted 6 female and 9 male children in “National Training Center”

Muzaffarabad Report

Venue	G.GHS Saheli Sarkar
Timing	11:00 am to 5:00 pm
Host Department/s	Dept. of Education AJ&K
Chief Guest/s	Raja Altaf Kiyani- Add. Secretary Education Muzaffarabad
Supported By: Mrs.	Nighat Mubashir Principal Govt. GHS Saheli Sarkar
No. of Participants	45
Institutions:	Government Schools Directorate of Education, Extension Muzaffarabad Directorate of Curriculum, Senior Subject Specialists Private Sector Schools NGOs in Muzaffarabad

Highlights:

The programme commenced with recitation of the Quran followed by an introduction & to the project & highlights of the project were given by Muzna Irfan with special focus on the objectives, implementation, challenges and outcome of each phase.

All of the partners who helped develop the book and the manual, viz. Teachers ,Trainers Special Institutes representatives, the writers, ITA, and World Bank peer reviewers were introduced to the participants. Participants during the role play came up with many ideas of improving situations in their school to welcome children with disability. Real life experiences and their already studying students with disability were referred to as the book was reviewed.

Commitments/Comments by Chief Guests:

Raja Altaf committed to a plan that the trainers who attended the Master training on 28th April 2007 would further train and disseminate the book in all the districts of AJ&K. The books (150 in no.) and manual (75 in no.) for this purpose have been kept with Mrs. Nighat Mubashir, Principal, Govt. Girls High School, Saheli Sarkar.

Child Writer's View Points:

Nasreen Ikram's daughter Iqra was scheduled to join the session from Bagh but she could not attend the session as she was unwell.

Outcome of the Training:

The two sessions of the training were interactive. In the first half the teachers and the trainers were made part of a role play exercise in which they were students and were taken through the book. This session focused on bringing out the spirit in which the book

was written, to sensitize the children towards people with disabilities and focusing on all the objectives of the book. The reading session was set in a way to emphasize the techniques written in the manual which were later referred to during the presentation of the manual.

In the second session the teacher manual and its vital points were explained referring to the actual teaching techniques presented in the manual. Then the participants were divided into groups. The group was given a scenario that a child with disability is joining their school & they have to propose the changes they would bring about in the classroom, school, community & their teaching, to accommodate that child. Each group was given a different disability to work with. Then the group leader presented the suggestion to the participants.

Comments by the Participants:

All participants were given a feedback form which they were requested to mail or e-mail. Up-to-date: only one feedback form has been received from Muzaffarabad.

At the end of the session the teacher, trainer and institute representatives enthusiastically talked about their plans to further discriminate the book.

Sets of 5 JLOK books/manuals each were presented to the chief guest. Set of 10 books and manuals were presented to the Host School.

No. of Sets Distributed:

	English JLOK	Urdu JLOK	Manual
Distributed to the Participants	30	30	60
Left for Dissemination	75	75	75
Total	105	105	135

Lahore Report

Venue	Directorate of Staff Development
Timing	11:00 am to 5:00 pm
Host Department/s	Dept. of Education Govt. of Punjab/Directorate of Staff Development Lahore
Chief Guest/s	Dr. Ruksana Zia, Director Directorate of Staff Development
Special Guests:	Jamshed Dawoodi, Deputy Secretary Education Reforms, Punjab Mohd. Aslam Kasmi, Deputy Sec. General Ishrat Jaheen Iradat, District Education Officer (Women Elementary) , Lahore Cantt.
No. of Participants Institutions	80-85 ITA; Sanjan Nagar Public Trust School; Junior Model School SamanAbad; Education Department ;G.C.E.T Lahore; Kinnaid School; G.C.E.T Kot Lakhpat I.E.R Punjab University; PITE; D.S.D; Central Model School; Govt.Abu-Alkhair; N.C.H.D; Govt School Walton P.U Lab School; Alif Laila; C.D.G MochGali; Govt.New Islamia; Aagahi Education .System;C.D.G CakiGate

Highlights:

The program commenced with recitation of the Quran followed by an introduction & to the project and highlights of the project were given by Muzna Irfan with special focus on the objectives, implementation, challenges and outcome of each phase. All of the partners ITA, World Bank, Peers, Teachers, Trainers Special Institutes representatives & the child writers, in this process were introduced to the participants.

An entertaining puppet show was presented by Class 1 children of Sagan Nagar School. During the field testing of the book and manual teacher Shaista of the same school came up with the idea to present a puppet show on the main spirit of the book and inclusive education. She had one at her school and the same was presented to the participants of the session. The whole presentation was colourful and lively. It was a good initiative appreciated by all.

Commitments/Comments by Chief Guests:

Speaking at the inaugural session, Dr. Ruksana Zia, Director Directorate of Staff Development appreciated the efforts and support of NGOs in bringing innovative ideas forward. She pointed out that attitude of teachers is the foremost challenge and the sense of social service needs to be re-infused in teachers. Referring to programs being run at DSD, she said that we are currently focusing on content and skill development of teachers. There are many more issues that need to be addressed. Our next step would be to focus on changing attitudes of teachers, conflict resolution, environment and inclusive

education. Commending the tea on the introduction of the model of inclusive education, she said that DSD will incorporate this in its teacher development model. She requested for 2300 copies of the books and manuals which could be disseminated across the province. These would be incorporated into our BFM 2 as lesson plans and as teacher resource kit.

Child Writer's View Points:

Speaking at the session, Rizwan Rasheed said that he was proud to be a present at the occasion and be a part of this initiative. He thanked the World Bank for thinking about the welfare of special children in Pakistan and for initiating this first of its kind project in the country. He added that the book will help to create awareness amongst the new generation about the capabilities and abilities of special children.

Outcomes of the training..

The two sessions of the training were interactive. In the first half the teachers and the trainers were made **part** of a role play exercise in which they were students and were taken through the book. This session focused on bringing out the spirit in which the book was written, to sensitize the children towards people with disabilities and focusing on all the objectives of the book. The reading session was set in a way to emphasize the techniques written in the manual which were later referred to during the presentation of the manual.

In the second session the teacher manual and its vital points were explained referring to the actual teaching techniques presented in the manual. Then the participants were divided into groups. The group was given a scenario that a child with disability is joining their school & they have to propose the changes they would bring about in the classroom, school, community & their teaching, to accommodate that child. Each group was given a different disability to work with. Then the group leader presented the suggestion to the participants.

Comments by the Participants.&feedback

All participants were given a feedback form which they were requested to mail or e-mail. At the end of the session the teacher, trainer and institute representatives enthusiastically talked about their plans to further discriminate the book

The trainers from NCHD were very enthusiastic in taking this programme forward not only in Punjab but to the different areas of Pakistan. Therefore requested for further training, books and manual.

No of sets Distributed in Punjab:

	English JLOK	Urdu JLOK	Manual
NCHD	21	4	25
DSD	37	39	35
PITE	5	6	5
G.C.E.T	1	1	1
Govt. Schools	1	3	2
Punjab University (Lab School and IER)	2	2	2
D.E.O. Lahore Cantt	1	1	1
Others	3	3	3
GTZ	1	1	1
UNICEF	1	1	1
Participants	31	68	99
Total	104	129	175

Quetta Report

Venue:	Auditorium of Bureau of Curriculum and Extension Center, Directorate of Education Quetta, Balochistan.
Time:	09.00 am to 02.00 pm
Host Departments:	Bureau of Curriculum and Extension Center, Directorate of Education
Special Guests:	Mr. Saad Ullah Tokhai, Director Bureau of Curriculum and Extension Center, Ms. Salma Qureshi, Director & Regional Coordinator VTCDP Quetta, Mr. Waleed Aziz from Almakhtoom Special Education School Islamabad.
Resource Persons:	Mr. Saeed ul Hassan, Manager School Improvement Program (ITA) Ms. Farzana Kousar, Manager Health & Environmental Program (ITA)
No. of Participants:	40

Highlights:

Mr. Saeed ul Hassan opened the session with Tilawat and formal greetings. He gave a brief introduction of ITA and its core programs. He unpacked the concept of inclusive education linking it with Education for All and further elaborated the objectives of the session and phase wise preparation, implementation, challenges, outcomes and partners involved in the JLOK Project. After that, Ms. Farzana Kousar began the training with an interesting introductory activity. By and large the inauguration of the book and training workshop on JLOK went smoothly. The feedback of the participants and the officials from DoE was quite encouraging.

Commitments/Comments by the Chief Guests:

Professor Saad Ullah Tokhai showed his commitment to replicate the training model on a larger scale in Balochistan and urged that both teachers from formal and non formal streams should get such orientation. He motivated the master trainers of the Department of Education to voluntarily share and disseminate information and message of JLOK with colleagues and their trainees. Ms. Salma Qureshi very aptly discussed various initiatives on Child Rights and Special Education by the Ministry of Social Welfare & Special Education. She offered every help to the Directorate of Education, teachers and reps. of NGOs in facilitating the implementation of JLOK Project

Child Writer’s View Points:

Waleed Aziz’s presence made the session more significant as he shared his own story of meeting challenges, courage and hope. His father Akbar Aziz shared the systematic routine, discipline, and ambitiousness of Waleed who doesn’t give up. Waleed very confidently urged the teachers to realize their high responsibility to accommodate and tackle the children with any disability after the dissemination of the book. According to Waleed, “we are normal just like others, if we are special, then everyone is special. In fact we are all very special”.

Outcome of the Training and Feedback:

The training was interactive and dialogue based. Participants were encouraged to ask questions. Almost all the trainees were of the opinion that the session provided a good opportunity to understand the significance of inclusive education and usefulness of just like other kids.

It seems that the book “JLOK” has left a positive impact on the participants which they reflected in the feedback and will help teachers not only in promoting inclusive education but also practicing newly acquired skills through training.

No of Books Distributed in Balochistan:

	English JLOK	Urdu JLOK	Manual
Education Deptt.	10 + 45	10 +15	10 + 30
Participants	10	40	40
NGOs	10	10	20
Total	75	75	100

Annex B

Pictorial Data

Quetta



Lahore



Annex C:



Just Like The Other Kids

FEEDBACK FORM

Name of Participant: *(optional)*

Section I:

1. Do the teaching Methodologies proposed in the Teachers Manual (TM) allow the thinking process of the children to flow naturally during the storytelling?
2. Does the T.M give sufficient guidance to teachers?

Section II:

1. What was the Children's response?
2. Were the questions thoughtful and stimulating?
3. Were the questions able to stimulate some reflections, questions, enquiries on the part of the children?
4. How effective/helpful was the T.M in conducting the reading sessions?

Section III:

1. Were the activities listed relevant to the lessons in the reader (JLOK)?
2. Did the activities help sensitize the children towards the issues of inclusion and acceptance?

General:

1. Was the language of the manual able to convey the right message concerning people with disability?

2. Was the manual able to focus on helping realize the potential of the children?
3. Was it able to highlight the main messages of the JLOK reader?

Annex D:

Invitation Letter

Mr. Munir Ahmad Badini
Secretary Education
Government of Baluchistan
Quetta

6-4-2007

Subject: **Launch of “Just Like The Other Kids”**

Dear Sir,

To raise awareness about youth disability issues and to foster social inclusion, the World Bank group, “Youth Innovation Fund”, had developed a two phased project to cater to Pakistan’s main stream schools (both public and private) .The overall objective of this project was to develop a book for children titled “Just like The Other Kids”. This book was aimed at harnessing the experience of youth with disabilities and to convey their experiences through compelling stories to first and second grade children. 16 young writers, with and without disabilities, were asked to put together a series of stories for this purpose which were then woven into one with the involvement of experts from both within Pakistan and abroad under Ms. Susan Hirshberg’s guidance.

In the second phase of the project, a training manual for teachers’ has been developed by a group of education experts and teachers from government and private schools, Special Need Education Organizations etc. This phase of the project has been facilitated by Idara-e-Taleem-o-Aagahi (ITA) Public Trust.

To ascertain a maximum outreach, we seek to launch and disseminate the book and Teachers’ manual in all four provinces of Pakistan and AJK region. Trainings for teachers on the usage of manual will also be conducted in all four provinces and AJK region.

We are enclosing for you the book and the draft manual for your perusal. The Urdu translation is under process and this too shall be disseminated at the launch.

In order for us to move forward, we request you:

- 1) To attend the launch of the book and teachers’ manual (Maximum duration: one hour and a half hour)
- 2) **To facilitate us in identification of approximately 30 govt. primary school teachers/trainers for the training session to be held in Quetta. (The teachers’ orientation to the manual will be for 3 and half hours.)**

You will be pleased to know that to one of the authors of the book would be present at each launch ceremony.

We would request your presence at the launching ceremony and inauguration of this workshop. **We plan to hold the launch ceremony in your presence in Quetta on May 4th or May 5th. Kindly let us know your preferred date and availability.**

We would appreciate if a focal person is nominated with whom we can coordinate the entire program and proceed forward. On behalf of ITA, I shall be coordinating the program along with my assistant Mr. Shehzad Ali. Our mobiles numbers are:

Muzna Irfan : 0300-8506655

Shehzad Ali: 0301-8125760

Looking forward to a positive and prompt response

Sincerely

Mrs. Muzna Irfan

Project Coordinator

Ph: 051-9218959

e-mail: muzna_irfan@yahoo.com

cc: Ms Susan Hirshberg, the World Bank.

Sample Invitation Card:

ITA, in collaboration with the
Department of Education, Government of Punjab,
Invites you to the

Inauguration/Training Workshop
of
"Just Like the Other Kids"
Promoting Inclusive Education in Pakistan

J

ust like the other

Kids



Saturday, 12th May, 2007
10:00 a.m. To 4:00 p.m.
Directorate of Staff Development, Wahdat Road, Lahore




Agenda

<ul style="list-style-type: none"> • Tilawat • Welcome and Introductory Remarks by ITA • Introductory session by a Child Author • Speech by Special Secretary Schools, Government of Punjab • Speech by Programme Director, Directorate of Staff Development, Government of Punjab • Remarks by M.D. Punjab Education Foundation 	10:00 a.m. to 10:45 a.m.
1st Session <ul style="list-style-type: none"> • Training by Muzna Irfan 	10:45 a.m. to 12:45 p.m.
LUNCH /PRAYER BREAK	
2nd Session <ul style="list-style-type: none"> • Training by Muzna Irfan 	2:00 p.m. to 3:30 p.m.
Closing Session <ul style="list-style-type: none"> • Concluding comments and feed back 	3:30 p.m. to 4.00 p.m.

R.S.V.P.: Moeen Ahmad : 042-7535270-1

Annex E

Letter to Mrs. Zubaida Jalal for wider dissemination and printing of JLOK

Mrs. Zubaida Jalal
Minister for Social Welfare and Special Education
Government of Pakistan
Opposite NORI Hospital
Islamabad
15, 2007
JLOK/ITA/WB

May,

Subject: **Wider Dissemination and Printing of “Just Like The Other Kids”
Promoting Inclusive Education in Pakistan**

Dear Madam,

To raise awareness about youth disability issues and to foster social inclusion, the World Bank group, “Youth Innovation Fund”, had developed a two phased project to cater to Pakistan’s main stream schools (both public and private) .The overall objective of this project was to develop a book for children titled “Just like The Other Kids”. This book is aimed at harnessing the experience of youth with disabilities and to convey their experiences through compelling stories to first and second grade children. 16 young writers, with and without disabilities, and many of them from the Institutes working under your Ministry, were asked to put together a series of stories for this purpose which were then woven into one with the involvement of experts from both within Pakistan and abroad under Ms. Susan Hirshberg’s guidance. Madam you are well aware of this initiative which has been very well received across Pakistan. .

In the second phase of the project, a training manual for teachers’ was developed by a group of education experts and teachers from government and private schools, Special Need Education Organizations etc. This phase of the project was facilitated by Idara-e-Taleem-o-Aagahi (ITA) Public Trust.

ITA has organized dissemination activities and training workshop across Pakistan and AJK. The response has been tremendous and we have received numerous requests for copies of the books and the training manual. Directorate of Staff Development, Government of Punjab, Departments of Education, Govt. of Sindh, NWFP, Sind Education Foundation, Govt. of AJK and many NGOs have requested for multiple copies of the book and the manual. Punjab’s DSD has requested for over 2000 copies of the books and training manuals.

With the support of the World Bank, 2800 copies of the books and the teacher training manual were printed. However, most of them have been disseminated in the

training workshops. We, therefore, request the Ministry of Social Welfare and Special Education to print at least 10,000 more copies of the books (both English and Urdu version) and the teacher training manual. These copies could then be distributed in teacher training institutions, universities with departments of education, high and middle schools with primary sections, Education Foundations, NGOs with education outreach programs and also special needs institutes across the country.

We would be grateful if you would consider our request and seek permission from the World Bank for this purpose as they have the rights for publication. The book was printed in the first instance by the Oxford University Press (OUP). Ms. Susan Hirshberg, Education/Inclusive Education Specialist, World Bank, would be in the country from the 25th to the 30th of May, 2007. It may be worthwhile for the DG Special Education to meet with her during her visit to discuss the modalities. We would then be able to discuss with your Ministry the modalities of distribution.

Hoping for a positive response from your Ministry and ready to support the operational aspects of this program with you as a champion for the cause of Inclusive Education in Pakistan.

A set of the books and manual is enclosed for your reference and information.

With sincere regards

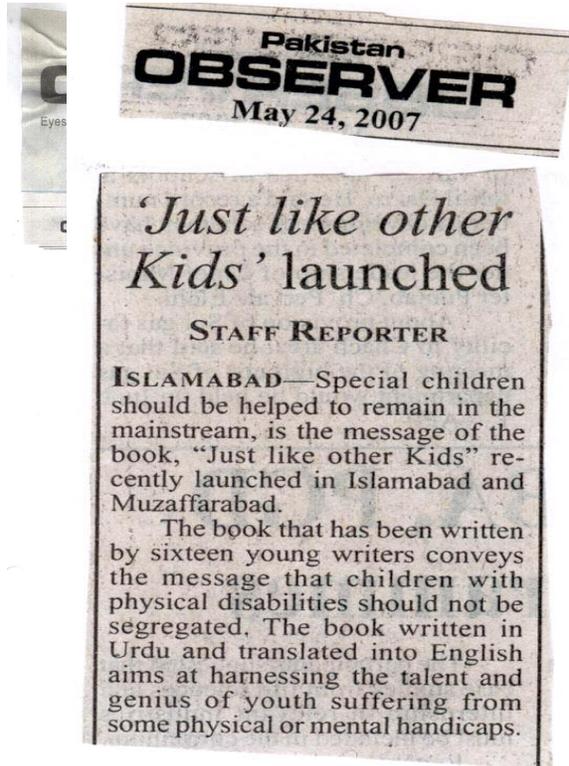
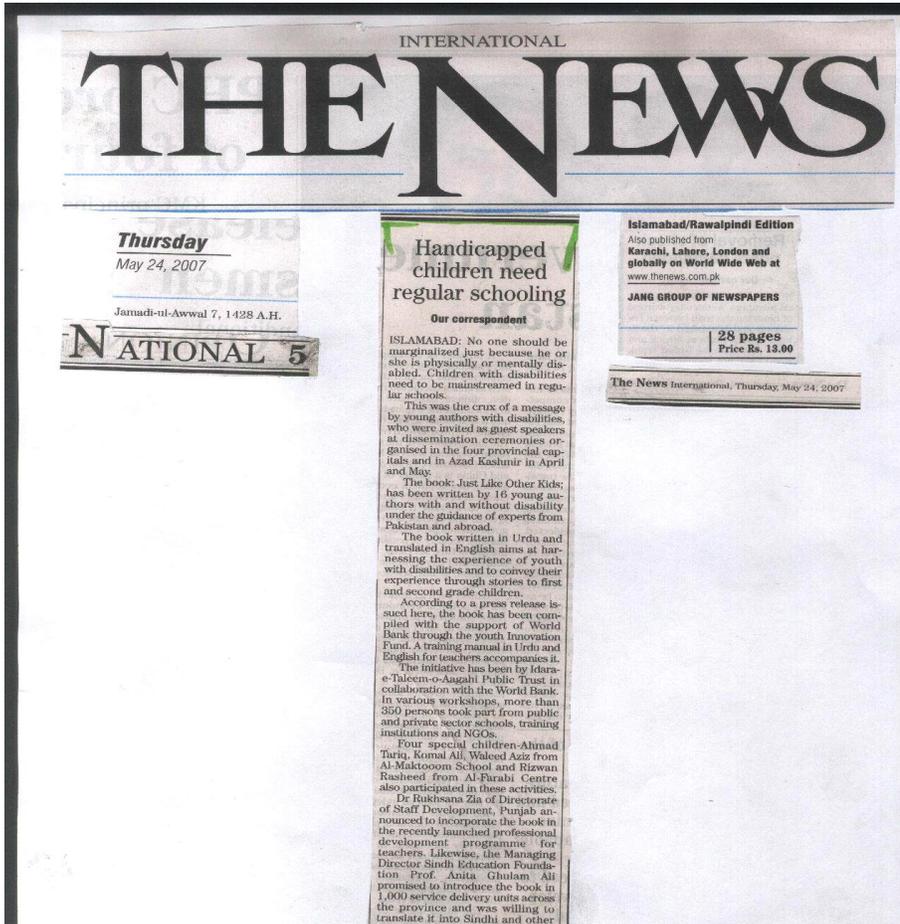


Baela Raza Jamil
Chairperson
Idara-e-Taleem-o-Aagahi

Cc: Ms. Susan Hirshberg, Education Specialist South Asia, The World Bank
Ms. Muzna Irfan, Coordinator ITA for Just Like the Other Kids
Director General (Social Development) Ministry of Social Welfare and
Special Education .

Annex F

Media Coverage



The Nation

ISLAMABAD, LAHORE, KARACHI Jamadi-ul-Awwal 7, 1428 Thursday, May 24, 2007

24 Pages, Regd. No. NPR-004 Vol. XIX No. 116

The Nation City

Thursday, May 24, 2007

13

Disabled authors' book launched

OUR STAFF REPORTER

ISLAMABAD - Diversity is strength in every society and nobody should be marginalized because he/she is physically or mentally challenged. Children with disabilities need to be mainstreamed in regular schools with appropriate facilities so that they can fully contribute and reach their maximum potential.

This message was put forward by young authors with disabilities, of the book "Just Like the Other Kids" who were invited as guest speakers at the dissemination ceremonies organised in all provincial capitals across the country and AJK in April-May 2007.

The book has been written by 16 young authors with disabilities under the guidance of experts from both within Pakistan and abroad. The book written in Urdu and translated into English.

, aims at harnessing the experience of youth with disabilities and to convey their experience through compelling stories to first and second grade children.

It has been compiled with the support of World Bank through the Youth Innovation Fund. The book is accompanied by a training manual in Urdu and English for teachers. This has been produced by Idara-e-Taleem-o-Agahi(ITA) public Trust in collaboration with the World Bank.

