Fostering Inclusive Education in Pakistan:

Access and Quality for All Children Through Community School Empowerment Networks

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UNESCO Definition of Inclusive Education

“Inclusive education is based on the notion that all children—regardless of their gender, ability, ethnicity, language, religion, nationality, social origin or economic condition—should have access to quality education that meets basic learning needs and enriches lives.”
Instability in the Gilgit-Baltistan Region Hinders Inclusive Education
Outline

1. Lagging Education Outcomes in Pakistan
2. Barriers to Inclusive Education
3. Overcoming the Barriers to Inclusive Education through Community School Networks
4. The Pilot Proposal
Education Outcomes Lagging in Pakistan

- 56% of a total population of 180 million can read
- 7.3 million children not enrolled in schools (highest rate in region)
- 57% excluded children are girls
- 15-20% of people have some type of disability
- 2% of Pakistan GDP spent on education, (among the lowest in the world)
Barriers to Achieving Inclusive Education

- Lack of Community Participation
- Inaccessible Schools
- Few Girls Schools & Many Exclusively Boys Schools
- Untrained Teachers
A Grassroots Approach to Inclusive Education: Community School Networks (CSNs)

- 20-30 schools in a cluster within a geographic area
- CSN is supported by a resource center in the district and in village
- Overseen by a governing council and a general council
- Activities undertaken by volunteer committees of parents, school faculty and staff, and other stakeholders.
CSNs Engage in a Range of Activities

- Resource mobilization & networking
- Awareness, communication & advocacy
- Research, training, assessment & curriculum formation
- Monitoring, evaluation & auditing
Improved Outcomes through CSNs

- Communities fully engaged in schooling process
- Inclusive and accessible schools for all children
- Trained teachers and local school leaders

Increased enrollment, retention and improved learning outcomes for girls and children with disabilities
## The Six Steps to CSN Formation

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Data Collection</strong></td>
<td>Survey school; team building; action plan</td>
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<tr>
<td><strong>Dialogue and Membership</strong></td>
<td>Civil society and government involvement</td>
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<tr>
<td><strong>Leadership &amp; Operations</strong></td>
<td>Official by-laws; committees and governing members</td>
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<td><strong>Strategy Design</strong></td>
<td>Implementation strategy; outcomes and evaluation framework</td>
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<td><strong>Implementation</strong></td>
<td>Resource Center; professional development and technical assistance</td>
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<td><strong>Monitoring, Evaluation &amp; Scale-up</strong></td>
<td>Track and evaluate outcomes for scale-up</td>
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Rationale for Pilot Proposal in Baltistan

- Largest districts
- Skardu with 466 schools and Ganche with 74 schools
- Significant enrollment disparity (78% boys and 57% girls)
- 37% of third graders and 50% of fifth graders unable to read a full sentence
- 99% schools inaccessible
- GRACE Association’s presence
Thank You!