

Course of the Defense: Sheikh Jamal Abdul Nasir

Presentation:

- The study was not designed to see if the inclusion was happening or not.
- It was designed to see how it was happening, and what can be learnt from these examples in terms of values and beliefs and practices.
- Therefore the criteria for sampling were a bit different and only those teachers who already had a reputation for inclusive practice were included in the study.
- Teachers were asked to reflect on their experiences to describe the valued constructs and practices that made their classrooms inclusive.
- The study was based on the assumption that teaching and learning do not occur in a vacuum and that education is value laden
- The views of those who have made inclusion happen in their classrooms are of significant value and may provide inspiration for those who have pedagogical knowledge but lack initiative.

Methodology:

Five one to one In-depth semi-structured interviews

- Interviews were conducted at work places of the participants
- A written consent, duly signed by the participants, to participate in the research process was obtained before conducting the interviews.
- Interview guide contained six main questions based on the literature study.
- Interviews duration approximately one hour, were electronically audio- recorded, transcribed verbatim
- Use of interpreter, Interpreter's version of answers were transcribed"

Examples of conclusions and topics of viva discussion

- a. In the group when they share their opinion and they talk together, progress might be faster and higher than when I simply take them separately and give the special learning material designed only for them" (Teacher 4).

Question about the transfer of knowledge to Pakistany context

- 1- Pakistani context is very different socially, culturally and economically from the Czech context
- 2- The education system in Pakistan is quite primitive with entirely different set of problems, so the results of this study may be not relevant there. A latest UN report shows that 50 million children, two third of which are girls, are out of schools that is third largest out of school population in the world

