An inclusive Schooling Model for the Prevention of Dropout in Primary Schools in Pakistan

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Abstract

The main objective of this study was to explore causes of dropout by children in primary schools and develop a model for prevention. In light of the literature four instruments were developed to survey causes of dropout from primary school teachers, children who dropped out, their parents and teachers. The respondents were of the opinion that the leading causes which forced a child to leave school were parental carelessness, poor parental economic condition, grade retention, student's out of school companionship, truancy, difficulty in learning, student's preference for child labor over studies, inability to continue learning, psychological problems, illiteracy of parents, and student's poor health. Based on these identified causes of dropout, a model for school improvement founded on an inclusive education philosophy was presented. The salient features of this model include social, professional and school transformations. A number of initiatives are discussed for enabling this. This model was validated by international and local experts.

Key Words: Inclusive schooling, causes of dropout, dropout prevention, school improvement program, model of inclusion.

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Introduction

Islamic Republic of Pakistan is located in South Asia neighboring India on its east, China on the far north east, Afghanistan and Iran on the west and the Arabian Sea on the south, covering an area of 796,095 km^2 (340,403 square miles) for a population of 163.76 million inhabitants with a 1.73% population growth rate (Ministry of Commerce, 2009; Ministry of Finance, 2009). The preschool and primary school age population is 27,552,000 (male = 14,163,000, female= 13,389,000). Pakistan stands at the 102nd position out of 130 countries for spending 2.3 percent of GDP on its education sector, at 185th out of 202 with 55% (male= 67%, female= 42%, rural=45% & urban= 72%) literacy rate and 169th out of 181 within compulsory primary education (UNESCO, 2005). The dropout rate at primary school level is 31.3%. The overall school attendance (age 10 years and above) is 57 percent (69 percent for male and 44 percent for female) (Ministry of Education, 2006). The entrance age for primary school is 5 years (UNICEF, 2008).

There are 158,378 primary schools with 17,043,460 students and 447,890 teachers in Pakistan. There are 37.8% schools without fences, 32.3% without drinking water, 56.4% without electricity, 40.5% without toilets and 6.8% without building (Ministry of Finance, 2008). There are 531 organizations to cater for the needs of persons with disabilities who comprise 2.54% of the total population. Out of these, 423 organizations (79.7%) are providing educational services to persons with disabilities while others are providing various other services such as guidance and counseling, vocational training, sports and recreation, assessment, rehabilitation, therapeutic, early identification/intervention, community services, medical treatment/alternative medicine, prevention, social uplift/empowerment, employment, outreach program, old age benefits and/or other services to persons with disabilities (Hameed, 2006).

With rapid technological innovations, the world is becoming a global village. There is a continuous increase in inter-community sharing of experiences in order to improve life for populations in the various territories uplifting members of their territory. Pakistan is an active member of the global community. Education for all children is a common objective for all nations of the world who have already agreed to act collaboratively (United Nations, 1948). The Constitution of the Islamic Republic of Pakistan 1973 asserts that all children have equal rights to freedom of expression, quality education and access to a safe and healthy environment.

Education is a basic right for all children. This right is protected by The Universal Declaration of Human Rights 1948 which states that,

> Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall farther the activities of the United Nations for the maintenance of peace (Article, 26).

The UN Convention on the Rights of Child (1989) guarantees the right of education for all children without any discrimination based on any ground. Later the international community launched its commitment with the title "Education for All" with the vision that education will be provided to "every citizen in every society" in 1990, at Jomtien, Thailand. The main objective of this commitment was to shift the benefits of education to each and every member of the society.

The Six EFA goals include provision of early childhood care and education, equity in quality services, access to free and compulsory education, fulfillment of learning needs for all learners, improvement in literacy rate, decrease in dropout rate, elimination of disparities, and improvement in retention rate and enhancing learning outcomes for all children irrespective of their belongingness especially for disadvantaged and vulnerable children. Due to poor progress in achieving EFA targets, this was again endorsed in Dakar, in April, 2000 and again in September, 2000 by including two EFA goals in the Millennium Development Goals (MDGs). The achievement of EFA goals was considered very important for the realization of the Millennium Development Goal of achieving the Universal Primary Education (UPE). To achieve these goals primary education was centrally placed. Achieving the UPE means not only getting children into school but to retain them until the completion of the primary school cycle and hopefully beyond. It will provide basis for future in terms of adult literacy and lifelong learning.

Communities around the globe are focused on the fact that the process of education and training of youth is a major gateway for progress, prosperity, economic wellbeing, social uplift, peace, harmony, respect for humanity, rule of law and self sufficiency in any country. More than 300 participants from different governments (92) and international organizations (25) from all over the world approved The Salamanca Statement and Framework for Action 1994 at the World Conference on Special Needs Education, by declaring that every child is has a set of unique characteristics and needs which have to be addressed by the authorities. Further it was proposed that all children "with special education needs must have access to regular

schools which should accommodate them with a child-centered pedagogy capable of meeting those needs". This statement also claims that the education system which addresses the children with diverse interests and challenges will be the appropriate one in the sense of efficiency and cost effectiveness. Inclusive education primarily originated from the field of special education and has passed through different phases such as mainstreaming and integration with the objective of exploring different means to accommodate children with special needs for their education.

With the passage of time it was found that these initiatives were not the true solution for establishing organizational change in the ordinary education system for accommodation of all children with difficult circumstances. It was felt that the school should be able to address the diversity of students. Their diverse needs should be used as lever for selecting best teaching and learning process. So the framework of ordinary school was expanded to deliver its services for all of the children residing in its vicinity. In these circumstances The Salamanca Framework for Action (1994) also invited states and countries to adopt the challenges and frame work for action to Education for All with clear commitment to inclusive education by fabricating inclusive schooling as;

> The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school (UNESCO, 1994, pp. 11-12).

An inclusive school provides ample opportunities to students with different needs and abilities to work and live together in the same environment. "The fundamental principle of Inclusive Education is that all children should have the opportunity to learn together" (Peters, 2003). It aims at educational as well as societal roles. It has a collaborative nature because general education teacher and special education teacher with other professionals work together for a common goal. It also welcomes the community and parents to participate in the delivery of educational services to the young generation. The teaching and learning process also becomes a collaborative activity where different professionals are engaged. An inclusive setting arouses a sense of collaboration instead of competition.

A reasonable body of research reveals that the student with special needs and without special needs benefit from inclusive system accordingly (Brinker & Thorpe, 1984; Tichenor & Piechuro-Couture, 1998; Salden, 2001). It first as a mechanism of teaching children with disabilities in general educational settings but now the international community views it in a broader context than this conventional approach (UNESCO, 2001). The international community has now arrived at the point where inclusive school is seen as not only for persons with disabilities but rather for all. The Salamanca Statement and Framework for Action states that,

> Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic population, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (para 3). Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system (Article 2, UNESCO, 1994b).

The scope of inclusive schooling is now extended to all the children who so ever they are. They may be the children with disabilities, learning difficulties, orphans, refugees, nomads, domestic workers, belonging to poor families, ethnic, religious or language minorities, war affected, migrants, labourers, street children or suffering from HIV. This approach is now seen in the whole school improvement context. It is believed that "education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners" (UNESCO, 2000). Advanced and economically poor countries have different priorities of quality and quantity in education of their masses. This population has different volumes in advance and developing countries. Ultimately the nature and scope of their educational institutions have different modes. Now inclusive education is considered as an agent for change from exclusionary practices to inclusionary practices for developing a harmonious inclusive society. It is against all sorts of exclusion in the society (Ainscow, 2005).

Poor quality primary education and the low retention rate of students at primary school remained a serious concern and barrier in the realization of EFA goals and ultimately for Universal Primary Education. Today's disparities in education at primary school level are the threats for discrimination and inequality of wealth distribution and other human growth facets. Dropouts are not only lagging behind in

social aspects but are also threat for the economic, social, cultural and political imbalances in the society. Dropouts and graduates stand at different positions in wages and social status (Heckman, 2008).

Gender disparity is also of concern in the accomplishment of EFA and UPE goals. The situation has changed, now girls are performing at equivalent basis or better than boys (Ma, 2007, 2008). Girls belonging to poor families from rural areas of Pakistan are usually deprived off quality educational services. Their number in school is only one fourth of their male counterparts belonging to same families. But those who live in urban areas or high income families are at par in number, performance and completion to their male peers (Lloyd, Mete & Grant, 2007). Millions of the school age children are out of school and millions are leaving school devoid of completing primary cycle of education without seeking life skills which are needed in the future life. Pakistan has secured the millennium development goal "Ensure that, by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" of achieving universal primary education only up to 60 % (World Bank, 2009).

To translate the dream of EFA into reality inclusive education was considered as an effective means. International organizations under the umbrella of United Nations Organization stepped forward for ensuring education for all. With developments in the education systems, new initiatives were being undertaken. In the later years of 20th century the focus of the international community changed from quantity to quality of services and products. Inclusive education was acknowledged as a unique stratagem for gaining EFA goals by providing free and easy access to all boys and girls in primary education (Peters, 2003).

It is an emerging trend in international research because this is proving to be most effective way of teaching and training to students belonging to diverse cultures, family circumstances, interests, potentials, abilities and disabilities (Ainscow, 1991; Boscardin & Jacobson, 1997; Cheng, 2000; Robertson, 1999; Slee, 1996). It is not a product itself but a process for producing a democratic value laden society with equity and mutual respect (Booth & Ainscow, 2002; Jacobson, 2000; Marshall, Ralph & Palmer, 2002; Robertson, 1999; Winzer, Atieri & Larson, 2000). Its success depends upon the level of priority and political will of the stakeholders (UNESCO, 1999). Social inclusion leads towards improvements in attendance and reduction of exclusionary practices from the school. Its main focus remains on the students at risk of marginalization or underachievers' groups. Those groups are carefully monitored and provided services and interventions accordingly. As a result the rate of dropout decreases (Ainscow, 2000).

Inclusive policies, practices and culture are the foundations of a sound inclusive education system (Booth & Ainscow, 2002). Cultures are the source of manifestations of practices. People think and act in their prevailing cultures. Actions and reactions are interpreted in accordance with them (Angelides & Ainscow, 2000; Schein, 1985). For its effectiveness governments, educational authorities and the school personnel have to adapt the situation of school culture which should be healthy and protective for the learners (Rustemier, 2004). The holistic development of learner is carried out under this philosophy. The most effective schools are often inclusive in nature and conduct (Fullan, 1991). This inclusiveness deals with a broad spectrum of learners needs through formal and non formal approaches to education. The diversity becomes comfortable for the teacher and the learners. Learner related diversities are acknowledged and managed for effective learning (UNESCO, 1999, 2003). In broader context it is assumed as an approach which supports and celebrates diversity among all types of learners (UNESCO, 2001). It eliminates social exclusion produced due to attitudes or other belongings to different shades of society (Vitello & Mithaug, 1998).

During the last decade many countries have made a remarkable move towards inclusive education by modifying their educational practices and policies (Mittler, 2000). Through this inclusive paradigm of teaching training, quantity is ensured along with high quality because the output refers to the formation of a society which contributes the healthy and progressive individuals in society. The merits of inclusive schooling are seen in terms of high achievement scores, improved attendances and reduced rate of grade repetition (Dyson & Forlin, 1999; Slavin, 1997).

Inclusive educational settings value all individuals equally. Schools are restructured in such a way that all types of exclusion of students from the regular system are abolished and participatory sense is developed in the educational organizations. Rights of students and teachers are observed at large. Learning opportunities are open for all. Inclusion in school leads towards inclusion in society where the rights of all the society members are observed (Booth & Ainscow, 2000). They are provided easy and equal success to same system of education.

All types of exclusion whether based on ethnicity, language, colour, disability or parental attributes are eliminated. This approach is right based which guarantees the rights of all individuals or members of the society because all have to live and perform their roles in the same society. The inclusive paradigm was struggling for provision of all children at all times and for all things with equity and equality. Slowly but steadily inclusive education found its roots for combating the needs and challenges for persons with and without disabilities. Today the inclusive school is considered to be a service providing organization which is open for all and welcoming to every individual in the society.

The primary school system in Pakistan needs redesigning in the light of challenges faced by it. These are high dropout rate, out of school children and low literacy rates. This low retention rate is the main hindrance for the progress towards Education for All. Although Nursery (Katchi) class was recommended in the National Education Policy 1998-2010, due to financial constraints it is not yet been started formally. It is an established fact that early age school experience provided by the parents and teachers give a good start to a child for onward learning and training. It creates a sense of love for knowledge and learning. This age period is very important in the context of development of motor skills and conceptual nourishment. Language acquisition and other problem solving skills, social upbringing also rooted to this age period. This early education experience also makes the dropout expectancy very low (Irwin, Siddiqui & Hertzman, 2007; UNESCO, 1998; Xiaoming & Melissa, 2004).

Inclusive education has developed a long history of innovations in the field of education and endorsed whole school improvement for accommodating all students (Skrtic, 1991). Inclusion invites and accepts all individuals by valuing and treating them with care and respect. It is an ongoing endless process which continues for the wellbeing of all the people (Ballard, 1995). The special features of inclusive school such as: "collaborative teamwork, a shared framework, family involvement, general educator ownership, clear role relationships among professionals, effective use of support staff, meaningful individual educational plans and procedures for evaluating effectiveness" were identified by Giangreco (1997). According to this philosophy all schools have to carry on this journey what so ever their present status is (Sebba & Ainscow 1996). This approach focuses on whole school improvement through collaboration of students, teachers, administrators, parents and the community at large. This can be done by addressing the school culture, school policies and practices (Booth & Ainscow, 2002). There is no question that an inclusive education system can be successful. A wide range of researches support this fact, when it is planned and implemented appropriately it gives results very effectively. It focuses on equal and similar opportunities for all types of learners (Power-de Fur & Orelove, 1997). In order to establish an inclusive school, a discussion must be initiated from the perspective of whole school restructuring. Different experts provide different models for making a school inclusive; therefore a model in the context of Pakistani schools was developed to eradicate the dropout from primary schools.

Statement of the Problem

In spite of all the efforts made to decrease the dropout rate and increase the retention of students till the completion of primary education, students are leaving

primary schools before completion at a constant rate. Different programs were launched time and again to improve this situation but in vain. Primary school is not welcoming for diverse student population. Low retention and high dropout rates at the primary school are the primary focus of this study. Keeping in view the causes of drop out, a Pakistan- specific model for prevention of drop out is presented.

Objectives of the Study

The objectives of the study were to:

- identify factors of primary school dropout in Pakistan through documenting the opinions of students who have dropped out.
- document the accounts of parents on decision of withdrawal of their children from primary school before completion.
- collect the opinions of primary school teachers who experienced the dropout phenomenon.
- develop a Pakistan- specific model for prevention of dropout at primary schools.

Research Questions

The study answered the following questions:

- What are the factors that influence dropout, according to the opinion of dropouts?
- What are the factors that forced parents to withdraw their children from school?
- What do primary school teachers perceive as the factors that lead students to dropout?
- How can dropout rate at the primary level can be decreased through inclusive schooling approach in Pakistan?

Methodology

Following methodology was carried out to answer the questions of study.

Instruments of the Study

In the light of related literature review about the causes of school dropouts, the following instruments were developed by the researcher.

- Likert type questionnaire for primary school teachers (Large sample)
- Interview schedule for dropout students
- Interview schedule for parents of dropout students
- Interview schedule for teachers of dropout students (Small sample)

Before field administration of the instruments, they were pilot tested and improved. Likert type questionnaire was administered among primary school male and female teachers of eight districts of Punjab. All dropouts students, their parents and teachers were interviewed from one district of Punjab province.

Sample of the Study

Population of this study comprised of primary school teachers, primary school dropouts, their parents and teachers from government schools in Punjab Province. For this study, a total of 781 male and female teachers (Large sample) from eight districts of Punjab were randomly selected. It also included 104 case studies of primary school dropouts, their parents and teachers (Small sample). Multistage sampling was used for the selection of the sample (Figure 1). At the first stage eight districts were selected through simple random sampling out of 35 districts. At the second stage one Tehsil (an administrative unit of District government) was selected from each selected District and one Markaz (an administrative unit in elementary education) was selected from each selected Tehsil through simple random sampling. At the third stage from each Markaz, three 'centers' for males and three for females were also selected randomly. Each 'Center' was considered as a cluster. All the teachers working in the selected center were surveyed.

Table 1: Distribution of Subjects

District	Tehsil	Total no. of teachers in Tehsil	No. of Selected Teachers			% of Population
			Male	Female	Total	
Chakwal	Chakwal	1299	35	43	78	6.0
Sheikhupura	Sheikhupura	1436	54	39	93	6.5
Hafizabad	Pindi Bhatian	644	43	52	95	14.8
Multan	Mumtz Abad	1354	41	60	101	7.5
Gujrat	Kharian	1305	67	51	118	9.1
Bahawalpur	Bahawalpur	1245	47	38	85	6.9
Sargodha	Silanwali	438	52	67	119	27.2
Okara	Renala Khurd	2027	40	52	92	4.6
	Total	9748	379	402	781	8.2

Population

Stage I
Districts & Tehsils

Stage II
Primary School
Teachers
(Large sample

Stage III
Dropouts, Parents
& Teachers

Punjab
(35 Districts)

Okara
Renala Khurd
Male = 40
Female = 52

Hafizabad
Pindi Bhattian
Male = 43
Female = 52

Sheikhupura
Sheikhupura
Male = 54
Female = 39

Gujrat
Kharian
Male = 67
Female = 51

Bahawalpur
Bahawalpur City
Male = 47
Female = 38

Sargodha
Silanwali
Male = 52
Female = 67

Chakwal
Chakwal
Male = 35
Female = 43

Multan
Mumtaz Abad
Male = 41
Female = 60

Gujrat

Jalalpur Jattan
(N = 8)

Karyanwala
(N = 8)

Sri Alamgir
(N = 8)

Kunjah
(N = 8)

Kakrali
(N = 8)

Dinga
(N = 8)

Daulat Nagar
(N = 8)

Tanda
(N = 8)

Kharian
(N = 8)

Lala Musa
(N = 8)

Nananwali
(N = 8)

Gujrat Gharbi
(N = 8)

Gujrat Sharqi
(N = 8)

Total no. of Respondents (Large sample) 781 (Primary School Teachers)
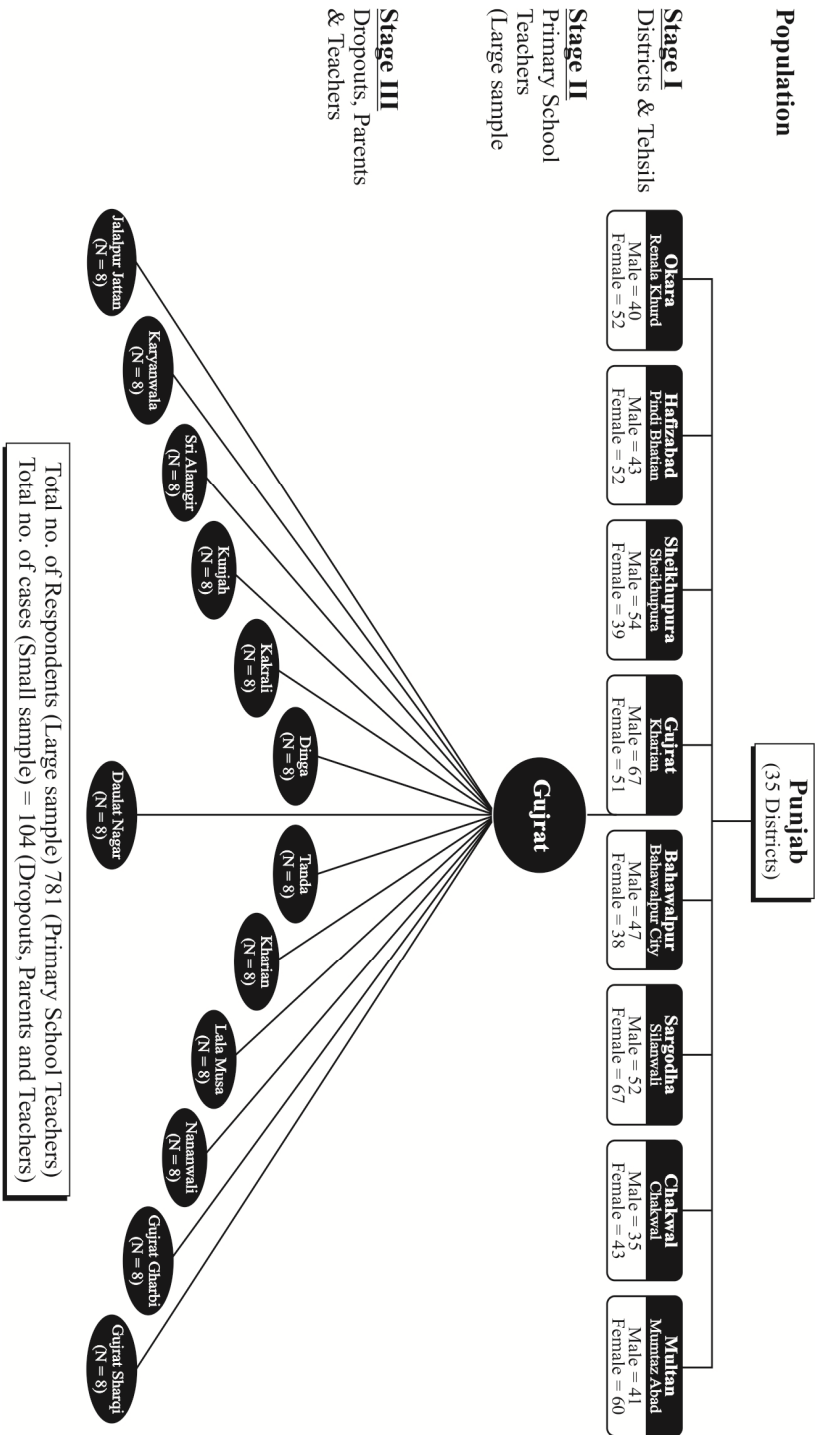Total no. of cases (Small sample) = 104 (Dropouts, Parents and Teachers)

Figure I Graphical Presentation of Sample Selection

Table 1 shows a distribution of sample comprising eight tehsils randomly selected from eight districts. The eight districts were also randomly selected from 35 districts of Punjab Province. The sample size (781teachers) is 8.2% of the total population and is sufficient enough to make generalizations (Gay, 1996). Limited time and financial resources did not permit to enlarge the sample size.

For the selection of 104 dropouts, their parents and teachers each, one dropout was identified, who helped researcher to identify other dropouts in the area to reach the sample. Access to parents and teachers was also made possible with the help of already identified dropouts. All the dropout students, their parents and teachers were selected from one district Gujrat.

This study was delimited, due to time constraints and limited financial resources to a single province Punjab. It only focused on boy dropouts from primary schools. It did not examine girl dropouts at primary school level. The study was further delimited to the randomly selected eight districts of Punjab Province of Pakistan.

Analysis of Data

Data were analyzed by using Descriptive and Inferential statistics. Perceptions of male and female teachers about factors influencing dropout of a student from school were compared by using t-test. For data analysis Statistical Package for Social Sciences (SPSS) was used. Cross Tabulation, t-test, ANOVA and Green's Successive Categories Scaling Method were used. Findings, conclusions and recommendations were made on the basis of results of data analysis (Farooq, 2012).

Development of an Inclusive Schooling Model

The output of this study provided a framework and was integrated into a proposal for an inclusive schooling model for prevention of dropout at the primary school level in Pakistan.

According to the study, which was being conducted as pre-requisite for development of this "Inclusive Schooling Model as a tool for Prevention of Dropout", different characteristics of dropout were categorized into four groups such as; Community Factors, Family Factors, School Factors and Individual Related Factors. These factors forced the students to leave school before completion of primary education and further contribute to low enrollment and low completion rates in Pakistan. A student's decision to drop out from school is the result of cumulative

effect of different causes. Dropouts reported that they left school due to difficulty in learning (12.5%), lack of interest in studies (11.62%), lack of interest in school (10.56%), corporal punishment (10.56%), class repetition (9.61%) and harsh attitude of teachers (7.7%).

According to parents their child left school due to lack of interest in studies (14.46%), unfriendly school (11.56%), difficulty in learning (9.62%), class repetition (7.69%), harsh attitude of the teachers (7.69%), financial burden (6.75%), corporal punishment (6.75%) and friendship with out of school children (5.67%).

The most important school and family based causes of dropout in order of preferences with high rank scale values as reported by the primary school teachers are class repetition, friendship with out of school children, difficulty in learning, family crises and child labor. The other teachers reported student's psychological problems and physical characteristics, lack of facilities, poor relationship with teachers, lack of interest in school and large class size as causes of dropout of primary school students (Farooq, 2011).

Figure 2 shows that according to the primary school teachers, the majority of students leave school from class Nursery, I and V. However, female teachers believe that students frequently drop out from Nursery and Class I.
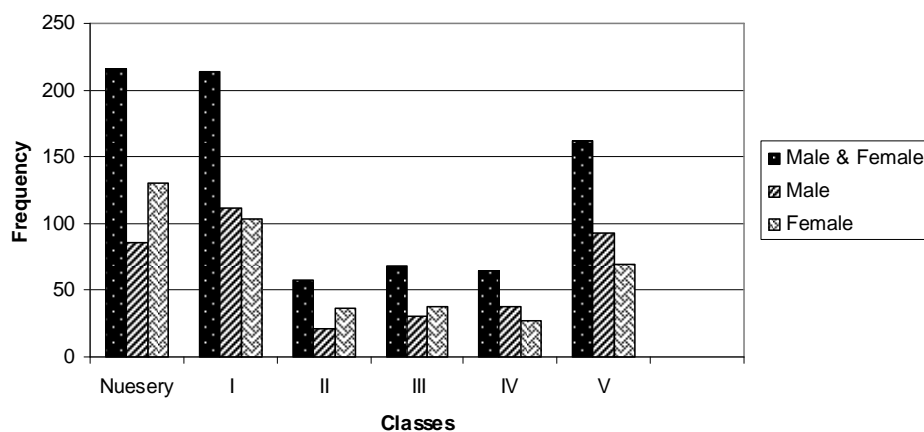

Figure 2 Class-wise distribution of dropouts

Table 2: Missing Facilities in Schools

What facilities are lacking in your school?	Frequency	
	Missing	Available
Swings	704 (90.1%)	77 (9.9%)
Educational toys	691 (88.5%)	90 (11.5%)
After school assistance in teaching	628 (80.4%)	153 (19.6%)
Financial assistance	596 (76.3%)	185 (23.7%)
Sports equipment	575 (73.6%)	206 (26.4%)
Educational scholarships	255 (71.1%)	226 (28.9%)
Lawns	503 (64.4%)	278 (35.6%)
Teaching aids	499 (63.9%)	282 (36.1%)
Play ground	372 (47.6%)	409 (52.4%)
Suitable furniture for students	280 (35.9%)	510 (64.1%)
Furniture for teachers	215 (27.5%)	566 (72.5%)
Toilets	197 (25.2%)	584 (74.8%)
Fans	191 (24.5%)	590 (75.5%)
Drinking water	168 (21.5%)	613 (78.5%)
Electricity	153 (19.6%)	628 (80.4%)
Shady trees	140 (17.9%)	641 (82.1%)
Boundary Wall/Fences	134 (17.2%	647 82.8%
Writing boards	98 (12.5%)	683 (87.5%)
Building	63 (8.1%)	718 (91.9%)
Free books	39 (5%)	742 (95%)

Table 2 shows that the facilities like swings, educational toys, after school assistance in teaching, financial assistance, play material, educational scholarships, lawns and teaching aids were missing in most of the schools. Other facilities like free books, building, black boards, boundary wall, shady trees and electricity were available in schools of the respondents. It leads to the fact that facilities which attract students immediately towards school were almost missing as reported by the teachers.

At present our primary schools lack the relevance and flexibility required to retain all students until the completion of primary education cycle. This model suggests areas for the transformation of existing rigid, closed, restricted, unhealthy and isolated school into a healthy and child friendly school. The new inclusive school will attract the child through its welcoming and accessible nature. Community will own this school and equip it according to the needs and demands of their children and educators.

All the above discussed causes can be eradicated only through school improvement. This holistic improvement is only possible if the school is transformed

from the currently existing state to an inclusive one. The solution of these problems lies in inclusive schooling which is cost effective and easy to handle for parents and teachers (Hameed, 2005). When we address all the causes of dropout then school will be improved and such a school may become an inclusive school. Inclusive schooling seems to be one of the workable solutions in Pakistani scenario to combat the problem of high dropout.

Inclusive schooling can involve all the stakeholders for effective education of all. It gives a sense of school ownership to community. The community practically becomes the part of education system and the school improvement is started at their level. School becomes a hub of activity and source of joy for students. Pakistan is suffering from different segregated school practices which have not produced the desired results. Now the time has come to take the initiative to solve the problems by proper implementation of an inclusive schooling philosophy in our education system. Inclusive education addresses both the issues of quantity and quality in education. Education for All and inclusive education are necessary partners. Education for All is not possible without Inclusive education and Inclusive education is not possible without Education for all (Hegarty, 2003).

In the light of reasons of dropout identified through this study, an inclusive schooling model is being proposed which can help Pakistani stakeholders to eradicate the causes of dropout before completion of primary education (Figure 3). Children who stay in primary school may become potential learners for high school education and perform better socially, morally, economically and politically in society. This model was based on The UN Declaration of Human Rights (1948), The UN Convention on the Rights of Child (1989), The World Declaration on Education for All (1990), The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), The Salamanca Statement of the World Conference on Special Needs Education in Salamanca (1994), The UN Convention on the Rights of Persons with Disabilities (2007) and The constitution of the Islamic Republic of Pakistan (1973). This model primarily focuses on three types of transformations for the improvement of existing schools. The proposed Inclusive Schooling Model for Prevention of Dropout is presented here:
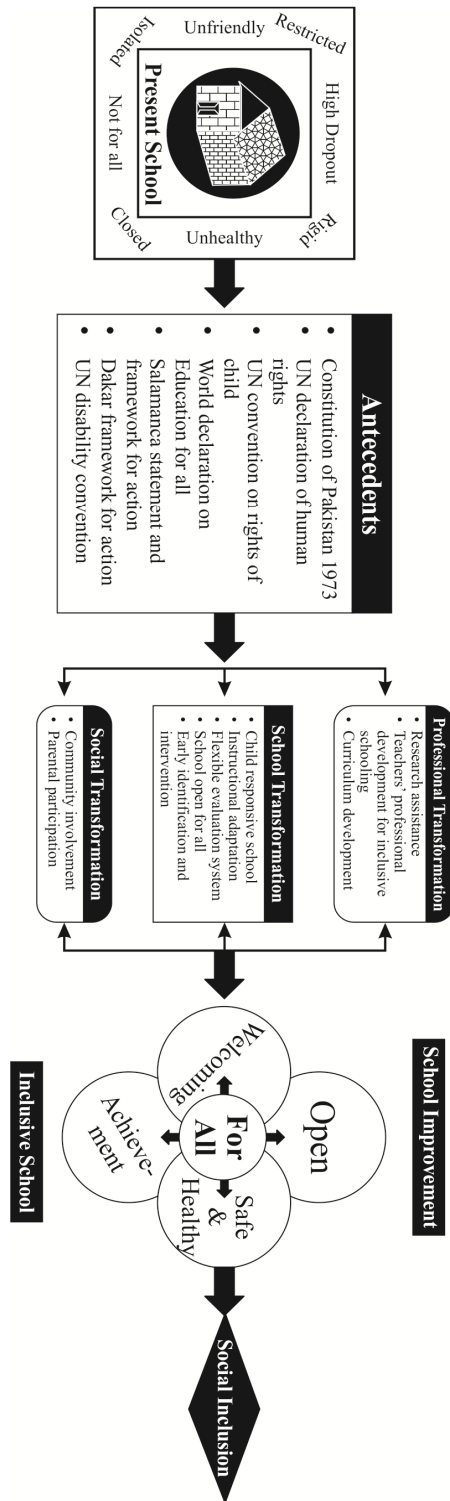
Figure3 Inclusive Schooling Model

a. Social Transformation

Existing primary schools should pass through the following processes.

Community Involvement

The school cannot exist in isolation. Members of society establish school and develop policies for the proper upbringing and preservation of their younger generation in terms of their traditions, values, and culture in order to make them useful citizens(Sanders, 2003) . Successful schools are those which cater for the needs and priorities of that society as well as the individual who comprise that society. Inclusive schooling invites society to be the active part and have patronage of school for the education of their younger generation.

Generally in Pakistan, community is not actively involved in school. Inclusive schooling involves the community in school by bestowing a sense of ownership. When the local community feels the ownership of school then it will provide the basic necessities and requirements at their own level. A lot of problems will be resolved with the community participation. It is community which will help in ensuring that there is no child left out of school. This community-school linkage will result in a safe and healthy provision of education facility to all learners. Community will help the teachers in making school attractive and supporting for students (Adelman & Taylor, 2007). Community involvement will be in accordance with the Inclusive Education Policy. It also contributes to the policy development by mentioning the needs and opportunities available for learners in that community (Michael, Dittus, & Epstein, 2007). Experts can get a lot as input from the community for onward developments in the field of curriculum development and other strategic educational matters. Presently existing structures of school councils should be made more functional and participatory. Head teachers and the teachers of a local school can play very important role in having good relations and contacts with the prominent persons like Imam masjid, lamberdar, counselor, social workers, community leaders or leaders of the minorities according to the local social system. To generate the awareness about community participation in the education system, Ministry of Information and Broadcasting, Ministry of Local Government and Rural Development and Ministry of Population Welfare can be asked to launch programs for propagation of the importance and nature of community involvement in the education system.

Parental Participation

Parental involvement in the educational process of their kids will be given a high priority because parents are the first care givers to their kids. They can better help schools in the proper upbringing of the child (Rutherford, Anderson & Billing, 1995). In formal education, a child stays in school for only 5-6 hours and spends 18-19 hours at home with parents. This provides an opportunity for parents to come close to the teacher and help in training of their child (Epstein, Becker, & Hollifield, 1983). Parent teacher linkage will be fashioned for proper education of children. Collaboration and cooperation is necessary for the success of inclusive education. It will serve as a lever for creation of awareness about value and significance of education for their child (Comer, & Haynes, 1991). When parents will be active and vigilant then the probability of dropout will be minimized. Parents are the main stakeholders who can help their child to stay at school till the completion of primary school. Head teachers and other teachers should be sensitized by the authorities for this purpose by providing training to them. They should know what sort of help they can have from the parents for the education of their child.

b. Professional Transformation

This transformation can be made on the following aspects.

Research Assistance for Quality Initiatives

Research is the soul of any change. It helps for deeper understanding and solution of problems. University Institutes of Education and Research and Departments of Special Education can be involved in this exercise. There should be an ongoing research process. This research will be on diverse aspects of the educational problems of primary school system. All the stakeholders should be contacted and the severity of the problem should be assessed and proper measures be suggested. Research and development should also be initiated to provide the materials and methods for effective teaching learning process. For prevention of dropout a team of experts should be engaged exclusively for providing their inputs for identifying and solving the problem of low retention and high dropout rate. This research training should be institutionalized at school level and the teachers should be involved in this activity so that they may solve their problems at local levels. School should be a center for teaching and research activities. Teacher educators should focus on this aspect of improvement for pre-service and in-service training programs.

Teachers' Professional Development for Inclusive Schooling

Teachers enjoy the pivotal role in the education system. No education system can survive and serve better without quality teachers. This model also demands active and efficient teachers. Both the modes of teachers' training pre-service and in-service need revision in the context of inclusive child friendly paradigm. Teachers should be well trained and equipped with the latest teaching techniques (Naraian, & Oyler, 2013). Teacher training institutes should redesign their curricula to train the prospective teachers for inclusive experience. Although there is a tradition of in-service training what is needed is to make it effective and purposeful (Ainscow, 2002). Teachers' paradigm shift from traditional exclusionary system to inclusive education system is highly needed (Robinson & Carrington, 2002). Teachers need to be willing to control the dropout rate and retain students at school till their graduation of primary school.

Most students leave school due to teachers' hostile attitude, difficulties in learning and lack of interest in studies and school. These causes can be resolved by active and trained motivated teachers. Committed and willing teachers should be appointed and their needs should be fulfilled so that they can work with full devotion (Brooks, Abbott, & Huddleston, 2012). Some teachers are not full time teachers. In the morning they are teachers and in afternoon they work for something else other than this profession to support their family. In such cases they lose their interest in their school jobs. They find no time to plan lessons and activities accordingly. Some teachers behave like bosses, who cannot properly interact with their students so their teaching cannot be effective and worthwhile. All such issues should be addressed to gain the full attention of a teacher for his students. Governments should pay special attention to the issues of teachers and their training. Teachers can make school a place easy and enjoyable for all students with and without disabilities. Teacher training Institutes, Colleges of Education and the Departments of Staff Development should play their role and readdress the issues in the context of Inclusive Schooling for prevention of dropout.

Curriculum Development for Inclusive Classrooms

Inclusive schooling also requires revision of existing curriculum. It should be made suitable, acceptable and understandable for all children with diverse potentials and problems. Curriculum should be in accordance with the local needs and environment. It should be based on child centered approach. The curriculum should have the capability to involve all learners during class hours (Udvari-Solner, & Thousand, 1996). All students are with different sets of characteristics, for their

training curriculum should be flexible and equipped with instructional adaptation (Neary, 1992). Experts of this field can play their role for development of child oriented curriculum and instructional design system to accommodate all types of learners. Objectives and intended learning out comes should be realistically redesigned. The curriculum Wing of Ministry of Education should fill this need. Specific content and activities should be provided with the sense of accommodation of all types of students in the classroom. Teachers should be provided the training of such curriculum designed for inclusive school. They should be equipped with such approaches and activities to involve all type of students.

c. School Transformation

Existing primary school can be transformed in the following way.

Child Responsive Schools

School environment has an impact on for students' learning and training. It also has positive effect on their personalities and conduct. Formal education system's progress and prosperity depends upon the school environment. It also contributes a lot for the prevention of dropout and retention of students at school. School environment will be healthy, protective, free from psychological and physical abuses. All students will enjoy the sense of independence and dignity at school. School will be in such a way that students feel it as a place of learning as well as leisure and comfort (Agbenyega, & Klibthong, 2013). It will be the replacement of home.

A learner friendly environment accelerates student's learning and socialization. They learn how to live and how to deal will other fellow beings and the teachers and members of the society. School will be accessible for all students. In this study, primary school teachers, dropouts, their parents and teachers reported that lack of interest in school, lack of facilities, truancy, difficulties in learning, corporal punishment and heavy work load are the causes faced by dropouts. With the help of governments, community and parents all basic amenities like drinking water, shelter, furniture, electricity, toilets, drainage system, cleanliness, arrangements for play and sports, co-curricular activities and teaching materials should be provided. Students drop out of school when it becomes hard and boring for them.

The teaching and learning process should be healthy and interesting so that students can get benefit from the instruction and make their lives interesting and successful (Bazron, Osher, & Fleischman, 2005). School's physical infrastructure also plays a crucial role in student's development. Organization in different

components of school brings discipline in lives of the learners. The physical interventions will also be made in accordance with the local needs and challenges. Teachers and community leaders can motivate the local masses for such improvements in the school.

Instructional Adaptation

Diversity is the beauty of inclusive schooling. It is not only celebrated but also utilized for effective learning. All the learners have diverse needs and exhibit different learning styles. Teachers will be trained for the purpose of instructional adaptation to meet the individual needs of the child (L. S. Fuchs, D. Fuchs, & Bishop, 1992). All students should be treated at individual basis. Instructional adaptation is a mechanism to address students' difficulties which results in their retention at school till the completion of school education. It is the teacher who has to decide which type of adaptation is needed and how it can be made. For this purpose teachers should also be provided the instructional materials. Educational authorities and the community involvement should ensure the provision of such material needed by the teacher. Each school should establish a resource center for the teaching materials for future use. Teachers can get help from parents in arranging and preparing materials for their teaching. This can be done by mobilizing the parent teacher associations.

Flexible Evaluation System

An inclusive school believes in flexible evaluation system. The currently prevailing evaluation system should be redesigned. This model believes in teachers as well as students evaluation on different parameters than the existing system. Its aim is not to fail persons but is to assess for further improvement. For monitoring of schools, this model endorses a paradigm shift from traditional to quality monitoring. The purpose should not be inspection and failure of the personnel but the improvement of the system. The administrators should be so smart to help the school personnel in proper working and functioning. Targets for schools should be fixed locally and help be provided from authorities and community to succeed in achieving those targets. The Examination system should be redesigned through minimizing the probability of failure by shifting the paradigm to a flexible one having cooperative nature rather than the competitive system, where one is winner and all others are looser (Pacharn, Bay & Felton, 2012). The fear of failure should be eliminated so that the student learns for the purpose of application of knowledge in their practical life rather than to fulfill the needs and requirements of an examination. There should be supportive evaluation system.

School Open for All

The intake or input of the primary school will be all children irrespective of the presence of diversity. There should be compulsory school attendance for all children in the local school (UNESCO, 1994a). It should accommodate children who are disabled and gifted, street and working children, children from remote or nomadic population, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. Schools should have s child seeking behavior. The entry test system and selection of the best should be eliminated. Education should be considered as a right for all children. State and community is to help in providing the opportunity to get this right. School should nourish kids by providing them life skills and enabling them to stay at school.

All barriers and obstacles should be removed to achieve the goal of universal primary education. National and societal values should be inculcated to students for successful and purposeful living. These early years are of great importance because the language acquisition, motor skills, psycho-social development, confidence and willingness for further formal education starts here. In the light of Inclusive Education Policy teachers would have to facilitate the young learners for their holistic development. Inclusive schooling ensures all these things to go the maximum potential of EFA and ultimately the dropout will be eliminated.

Early Identification and Intervention for Children with Special Needs

All school going age children should be in school. They should pass through the comprehensive examination for proper identification. On the bases of results of this identification process intervention services should be provided to the concerned students (Derrington, Shapiro & Smith, 1999). After this such students should be placed in the same class with other fellows. This early intervention will guarantee their stay at school till completion of their education. There should be collaboration among the school authorities and the medical professionals. Teachers should be provided special training for the referral services.

A critical review of the observations made by the five national and five international experts indicated that the model is acceptable to the majority of experts. They have endorsed this paradigm shift for addressing this alarming situation of dropout in Pakistan. All of them found this model valid and feasible in Pakistani context. They strongly believed that the model is in accordance with the global moves for child rights and education for all. They also believed that the plan was beneficial not only for the students at risk but for the overall improvement of school and it might be an effective tool for prevention of dropout from primary school as well as for instituting social inclusion in the society.

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