NIC COMPOSITION

- 4 school leaders and 4 vice-principals (3 women in total)
- All participants work in UNHCR-funded and IDEA-managed Refugee Village schools in Peshawar, Pakistan.

Years of teaching experience

15+ years
3 SLs

4-5 years
5 SLs
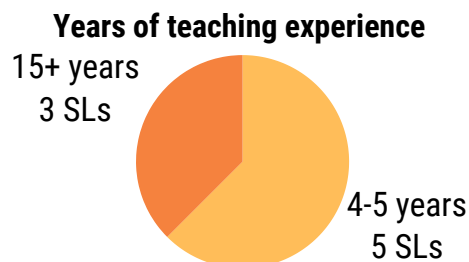
THE PROBLEM - INCLUSION ISSUES

In this NIC, the participants agreed that **inclusion issues** faced in their Refugee Village schools include:

- Medium of instruction issues
- Absenteeism among students due to child labour and caretaking
- Girls dropping out of school due to early child marriages
- Access to Government schools after grade 5 is limited, especially for girls
- Lack of value in education because students know they cannot get professional jobs in Pakistan
- Distracted from studying due to problems faced by refugee documentation issues.

NIC 1 GENDER CHALLENGES

- Males dominated the in-person NIC discussions.
- Mixed gender seating at the first meeting presented a challenge.
- Female participants were reticent to contribute in the in-person meetings and whole group discussion threads online. They relied more than males on the female facilitator.
- A WhatsApp group was made for the whole NIC with gender-specific subgroups. All discussions remained in the mixed gender group; there was no reported activity in the gender subgroups.
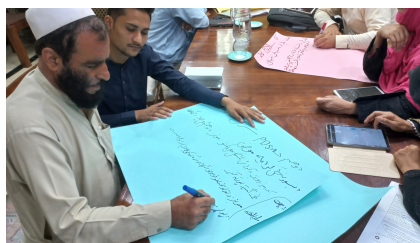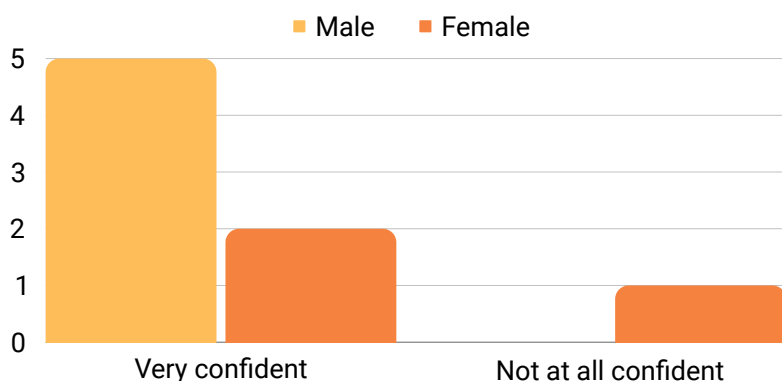
DIGITAL LITERACY

- Initially, NIC members faced challenges accessing the online course.
- Technical issues often required facilitator support to resolve.

OPEN COURSE AND NIC PARTICIPATION

- NIC 1 members took the assignments seriously, shared their work, and had a very high assignment completion rate
- 4 in-person meetings; based on the topics and assignments within the online course
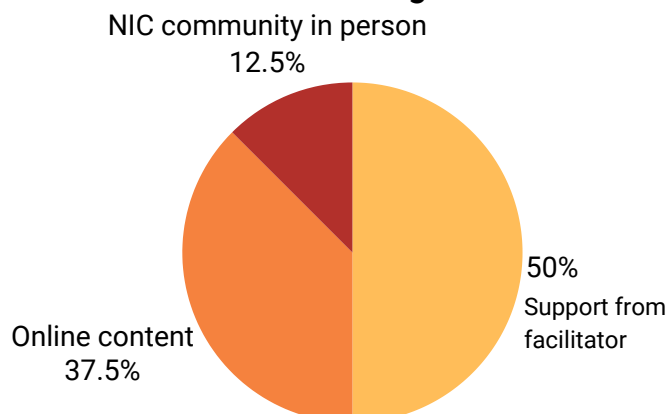

FACILITATORS

- 1 **Female,** Afghan, recent university graduate
  - Supported female NIC members with technology, course concepts, and during in-person meetings
- 1 **Male**, Pakistani, lecturer at University of Peshawar
  - Managed in-person meetings

Both moderated the course and WhatsApp discussions, facilitated in-person meetings, and conducted participant observations.

Reported digital literacy confidence after the course

■ Male ■ Female

Most valued elements of inclusive education training model

NIC community in person
12.5%

50%
Support from facilitator

Online content
37.5%

Canadian Women *for* **Women in Afghanistan**

NIC Participation (NIC 1)

Legend:
- Strongly Agree
- Somewhat Agree · Unsure
- Somewhat Disagree
- Strongly Disagree

The NIC helped me to develop professional relationships with other school leaders.

NIC facilitator helped to make everyone feel included in the NIC.

The NIC was an effective forum for me to participate in discussion with other school leaders.

I found it difficult to contribute to the NIC discussions.

There were productive and inclusive dialogues among the NIC participants.

There was a collaborative and cooperative environment for all the participants

Overall, I found it helpful to participate in the NIC.

(x-axis: 0 2 4 6 8)
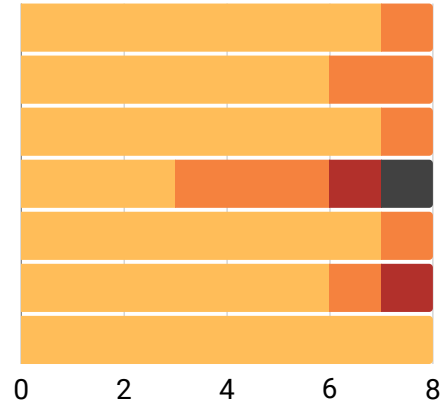
> It is useful for us to sit together with men and talk, do group work and do practical work.
>
> *SL16 Female School Leader, post program interview*

> NIC meetings were useful. We were discussing on a certain topic and also doing some group works, Now we use the same method in our school.
>
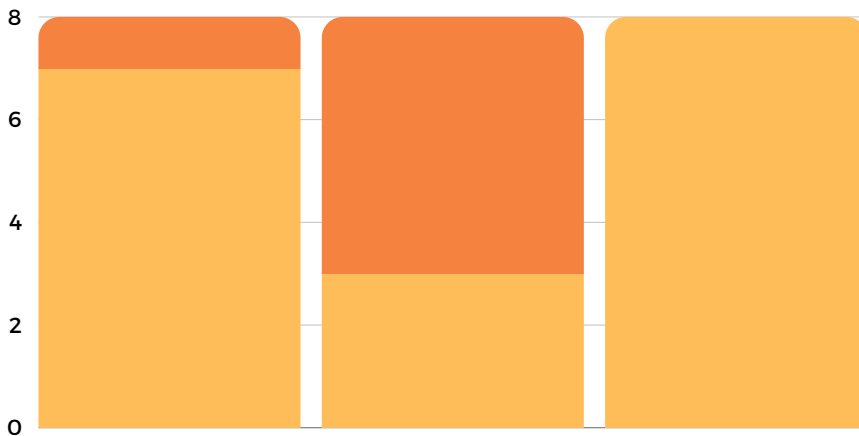> *SL05 Male School Leader, post- program interview*

> "We use the PDSA cycle to solve our problems such as students' abseentism or late arrival."
>
> *SL2 male; post program interview*

IMPACT: CHANGE IN PRACTICE

Legend:
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

(y-axis: 0, 2, 4, 6, 8)

The Inclusion Audit tool (Section 2, Activity 2.3) helped me identify inclusion issues at my school.

The problem tree analysis (Section 4, Activity 4.3) (helped me to identify the causes of one inclusion issue at my school.

I found the PDSA cycle useful to help me design a solution to the inclusion issue.

> Girls and their families had concerns with the school toilets that were close to the school watchman's room. I addressed it by building toilets close to the classrooms.
>
> *SL16, female, post-program interview*

> We have started a new process in our school to help weak students. We dedicate 15 – 20 minutes extra time for weak and disabled children to help them with their lessons."
>
> *SL03, male, mid-program survey*

> "We enrolled a child with a disability and adjusted the classroom so he could sit in his wheelchair."
>
> *SL06, male, post-program interview*

NIC 1 PARTICIPANTS IDENTIFIED INCLUSION ISSUES FOR THE FIRST TIME

"Before this training I didn't have an understanding of what inclusion meant. We didn't have enough experience of how to help our students to learn, especially our disabled students. I learned these through this course."

SL02, male school leader, post-program interview

"The best thing I understood in this course was that every person has the right to education, regardless of language, religion, race, or any minority and the school gate should be open to all."

SL16, female school leader, post-program interview

"Before this training, we didn't welcome students with disabilities – we didn't like them so much because we were concerned that they would make it difficult for us. After taking this course, we are ready for students with disabilities and all kinds of students and everyone is welcome to our school."

SL 03, male school leader, mid-program interview data

"I didn't know before about inclusive education and wouldn't take it seriously that everyone has equal rights to education. Now I know what inclusive education is. It is a shared responsibility and we all should work together to make education possible for everyone regardless of their religion and economic status."

SL 18 female school leader, post-program interview

IMPLEMENTATION LESSONS LEARNED

- Tablets were provided but the course and communication tools used are mobile-enabled, therefore NIC members could use their own devices Set group norms regarding discussions and encoursage self-awareness regarding the group dynamic and equal participation
- Facilitators should represent the educator learner context (e.g., in this case, be Afghan refugees)

- Facilitators need support or training to effectively facilitate a group discussion (e.g., turn discord into a teachable moment, validate emotions while maintaining their neutrality)
- Facilitators did not need to be teacher educators or inclusion specialists.
- NIC composition matters. Diversity and gender-balance is important.