Department of Empowerment of Persons with Disabilities

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Special Education in Rural Pakistan: Early Evidence from the Ghorabari Model

A Case Study on Emerging Impact and Implementation Insights from Ghorabari

April 2026

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ABSTRACT

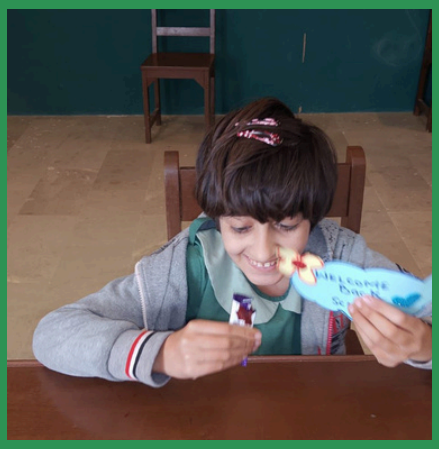
The **NOWPDP Ghorabari Special Education Centre** in rural Sindh, Pakistan enrolled **75 children** with disabilities — all previously out of school — into a structured learning environment supported by eight locally recruited teachers. Over *six months*, the cohort achieved a **71.8% Average Percentage Ratio (APR)** across individualized learning targets and stabilized **student attendance above 84%** while **teacher attendance** remained consistent **above 94%**. Drawing on teacher focus groups, key informant interviews, and routine program data, this study examines the operational and pedagogical mechanisms that produced those outcomes in a resource-constrained rural setting. Three interdependent systems drove the results: ***operational accessibility***, ***community-based teacher recruitment***, *and* ***integrated academic*** *and* ***rehabilitation services.*** Where these converged, functional learning became possible. The findings offer early evidence toward a replicable model for closing the disability education gap in marginalized districts.

Keywords: *Inclusive Education, Rural Pakistan, Disability Studies, Operational Logistics, Community-Based Teaching, IEP Integration, Sindh Education.*

INTRODUCTION

There is a child in Ghorabari — seven years old, with a hearing impairment, a family who loves her — who had never left her house for anything resembling school. The family had no particular hostility toward education. They had simply never been given a reason to believe it applied to her. The nearest government school had no ramp, no teacher trained in sign language, and no way to get her there. The cultural consensus in the village was settled and unspoken: children like her stayed home. So consequently she stayed home.

She was one of 75.



Ghorabari sits in the coastal belt of Thatta district, one of Sindh's most educationally underserved regions. For children with disabilities here, the barriers to schooling are physical, financial, and deeply social — operating simultaneously, reinforcing each other across years. Paved roads are scarce. Public transport is effectively nonexistent for anyone with a mobility aid. And running beneath the infrastructure gap is something harder to address: the entrenched belief that disability and learning occupy separate worlds (Kalani & Pe Symaco, 2025).

"We don't just teach—we helped make attendance possible" - Ghorabari Teacher

The national data confirms what Ghorabari makes visible at the ground level. Only **31% of persons with disabilities in Pakistan have ever attended school**, against a **disability parity index of 0.67** — meaning children with disabilities are **one-third less likely** to ever enter formal education (PIDE, 2025). Among girls with disabilities, **71.5% are out of school**, with a **parity index of 0.65** relative to non-disabled female peers, placing them at a compounded disadvantage relative to both disabled boys and non-disabled girls (PIDE, 2025). Fewer than one in five government schools nationally reports any provision for students with disabilities, and in rural flood-affected areas of Sindh, that figure drops further (ASER Pakistan, 2024). Pakistan declared a national Education Emergency in 2024 against a backdrop of **26 million out-of-school children** — and children with disabilities remain among the least counted within that number (UKFIET, 2025).

Into this landscape, the Ghorabari Special Education Centre arrived in **mid-2025** with eight teachers, a van, a fragmented academic and professional support mechanism, a therapy program, and a precise operational logic. The intervention moved beyond the simple provision of a classroom to the creation of a support ecosystem — combining transport, embedded therapy, foundational learning and community-led instruction. Over the **six months** that followed, those **75 children** — every one of them with **zero prior schooling** — achieved a **71.8% APR** in learning outcomes. Attendance climbed from **73% to a peak of 92%** before settling above **84%.** Teachers who began as generalists were acquiring sign language mid-semester in response to children who needed it. The Ghorabari Model represents a paradigm shift from passive access to active inclusion.

This paper traces how that happened. The capability approach, developed by Amartya Sen and extended by Martha Nussbaum, holds that meaningful equality is measured by whether individuals can actually convert available resources into real opportunities to participate — and that disability is the deprivation of practical opportunity shaped by the interaction between impairment and environment (Sen, 1999; Nussbaum, 2011; Mitra, 2006). Ghorabari intervened at the level of those environmental conditions. The argument that emerges from six months of data is this: ***inclusion is an operational achievement before it is an academic one. Get the conditions right, and the learning follows.***

THE GHORABARI SNAPSHOT

75
students – all previously out of school

33%
female students

90%
female teaching staff

8
locally recruited teachers

Distribution of Learning and Developmental Needs

- **29% Hearing Impairments**
  Challenges with hearing abilities
- **31% Physical Impairments**
  Difficulties with physical movement or coordination
- **15% Visual Impairments**
  Issues with sight or vision
- **25% Other Learning/Developmental Needs**
  Diverse range of other challenges

Made with Napk

Operational Highlights

- **Teacher attendance** maintained at **>95%**
- **Student attendance** improved from **~73–74%** to **90%+**, stabilizing above **84%**
- **Active teacher coordination** with drivers to ensure **pick-up reliability**
- **Continuous capacity building** and **cross-site knowledge exchange**

Learning Outcomes (6 months):

- **Overall APR: 71.8%**
- **Subject APR range: 70.3% – 78.3%**

NOWPDP TALEEM CONTEXT

Aligned with the organization's strategic vision and informed by implementation experience at the Sujawal Special Education Centre for **over five years**, rural interventions prioritize the establishment of dedicated special education services in contexts where such provision is largely absent. This entry point is supported by parallel efforts in community sensitization and teacher capacity development. Within these settings, **the initial operational imperative is clear: to identify, enroll, and meaningfully integrate children with disabilities into the formal education system.** The operational architecture is meticulous — attendance monitored daily, transport coordinated with precision, parents receiving systematic updates, and monthly reviews calibrating instruction. This integration of pedagogy, therapy, and logistics forms a support ecosystem where learning gains are reinforced rather than left to chance.

"Most children had never been inside a classroom before; even sitting for a few minutes felt unfamiliar to them."

– Ghorabari Special Educator

METHODOLOGY

Study Design

This case study adopts a **mixed qualitative–quantitative design** to examine early implementation outcomes of the Ghorabari Special Education Centre over a six-month period. The objective is to understand both measurable learning trends and the operational mechanisms that shape service delivery in a rural, resource-constrained setting.

The study is structured as **a single-site embedded case study**, focusing on Ghorabari as a representative model of centre-based special education provision in rural Sindh. The analysis integrates routine program data with stakeholder perspectives to build a multi-layered understanding of implementation processes and early outcomes.

Data Sources

Characteristic	Type	Focus	Analysis	Significance
Program Administrative and Learning Data	Routine monitoring data	Student attendance, enrollment, academic scores, learning outcomes (APR)	APR calculation	Indicates student progress
Key Informant Interviews	Semi-structured interviews	Program design, operational constraints, coordination, decision-making	Thematic analysis	Provides program rationale
Teacher Focus Groups and Testimonials	Structured focus group and testimonials	Classroom experiences, student behavior, attendance, therapy, professional development	Thematic analysis	Represents richest qualitative source

Student and teacher attendance across months was analyzed as part of the data sources.

Quantitative data was analyzed using descriptive statistics, focusing on attendance trends over time, subject-wise APR performance, and cross-month stabilization patterns.

Qualitative data was analyzed thematically across five domains: attendance stabilization mechanisms, instructional continuity and IEP implementation, teacher-led operational problem-solving, behavioural and developmental change in students, and the role of community embeddedness in trust-building. Findings from both data streams were triangulated to ensure consistency between reported outcomes and observed implementation processes.

Limitations

This analysis reflects an early implementation window of six months, capturing short-term learning and adaptation patterns rather than long-term educational trajectories. The study is also limited to a single centre, which may constrain generalisability across different rural contexts without further comparative analysis.

“At first, parents didn’t believe their children could learn. When they saw their child writing their own name, the trust in us became unshakable.” - Ghorabari Teacher

CONTEXTUALIZING EXCLUSION IN RURAL PAKISTAN

The 75 students who enrolled at Ghorabari represent a diverse spectrum of disability — **hearing impairments, physical disabilities, visual impairments, complex developmental and intellectual delays** — and a single shared starting point. Every one of them had zero experience of formal schooling. They lacked what teachers came to call learner readiness: the basic capacity to sit at a desk, follow a schedule, or interact with peers in a structured setting. This was the predictable result of having spent their entire lives outside any structured environment.

Ghorabari's barriers are more representative than they are anomalous. The socioeconomic profile, the infrastructure gaps, and the cultural attitudes toward disability documented here are consistent with patterns across rural Sindh and comparable districts in Pakistan's most marginalized provinces. Nationally, exclusion operates at scale: ***only 31% of persons with disabilities have ever attended school*** (PIDE, 2025), and at the primary level, children with disabilities are more than twice as likely to be out of school as peers without disabilities. **Approximately 33% of the Ghorabari cohort are girls** — a significant figure in a region where girls with disabilities face what researchers describe as a double burden of exclusion, navigating gender and disability as compounding barriers simultaneously (UNICEF, 2021).

Infrastructure reinforces these numbers. The absence of ramps, accessible sanitation, and adapted learning materials renders most rural schools effectively unusable for children with disabilities (ASER Pakistan, 2024). Simultaneously, ***fewer than one in five government schools reports any provision for students with disabilities***, and the scarcity of trained special educators means the system has limited capacity to respond even where physical access nominally exists. ***Only 4% of children with special needs have access to dedicated education services in Pakistan*** (Masood, as cited in Express Tribune, 2013), a figure consistent with more recent structural assessments indicating that at least 50% of schools lack the facilities or trained staff to accommodate students with disabilities (ASER Pakistan, 2024).

"Parents were unsure at first; many did not believe their children could learn in a school setting."

This skepticism was not irrational. It was the accumulated weight of years without counter-evidence — of a system that had, in practice, confirmed its own low expectations. **Understanding this baseline is the precondition for reading everything that follows.**

THE ARCHITECTURE OF INCLUSION: HOW THE MODEL WORKS

The Ghorabari model is built on a straightforward premise: **a child cannot learn in a classroom they cannot reach, cannot stay in, and do not trust.** The Ghorabari intervention is built on the philosophy that a classroom cannot function in a vacuum — it requires an infrastructure of support that begins at the child's front door. Before any pedagogy could take hold, the conditions that make showing up possible had to be constructed — physically, logistically, and relationally. This section traces how that construction happened across four interdependent dimensions: **attendance, community-based teachers, transportation, and academic support.**

1.THE INFRASTRUCTURE OF ACCESSIBILITY

The school environment at Ghorabari has been shaped to support both accessibility and emotional security, particularly for students encountering formal education for the first time. While large-scale infrastructure remains modest, classrooms are arranged to reduce barriers through flexible seating, clear spatial organization, and the use of tactile and visual learning materials suited to different disability needs. Visual cues, student work displays, and activity-based learning corners contribute to a sense of familiarity, helping students orient themselves within the space.

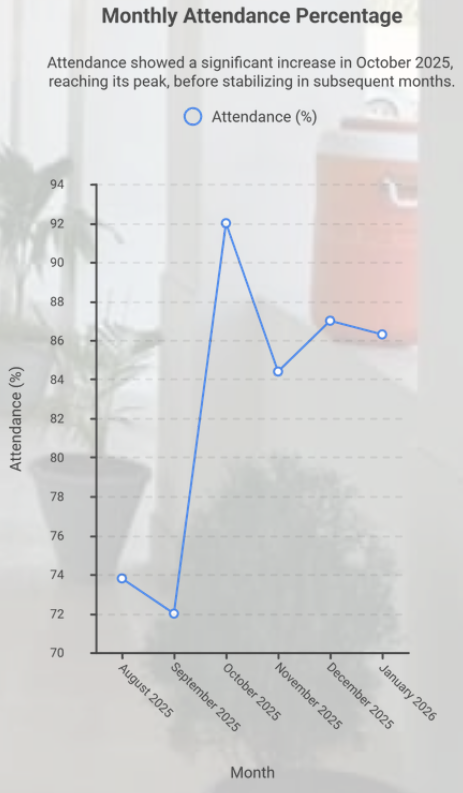
Safeguarding is embedded within daily operations through continuous supervision, predictable instructional routines, and active caregiver communication. Community-based teachers strengthen this environment by enabling early identification of household-level concerns and facilitating responsive support. These elements together create a setting where students are supported in remaining engaged and secure — accessible, trusted education as a daily operational reality rather than a policy aspiration (UNESCO, 2020).

Resource provisions — **free meals, uniforms, transport, and learning materials** — addressed the economic dimension of accessibility directly. For families at the margins of subsistence, these provisions removed the friction between willingness and ability to participate, making enrollment a viable choice rather than a theoretical one.

2.ATTENDANCE: ACCESSIBLE, TRUSTED EDUCATION

Early Classroom Reality: The Transition Phase

The transition from a life of isolation to a life of structured learning is a profound and often disorienting experience for a child with a disability. The first weeks inside the classroom were defined by what teachers called adjustment chaos — a necessary phase of acclimatization. Attendance sat at 73–74%, and even the children present were frequently absent in any meaningful sense — physically in the room, psychologically somewhere else entirely.



"The beginning was very difficult; we almost gave up, but now we see it as an honor to be able to serve these children."
— Ghorabari Teacher

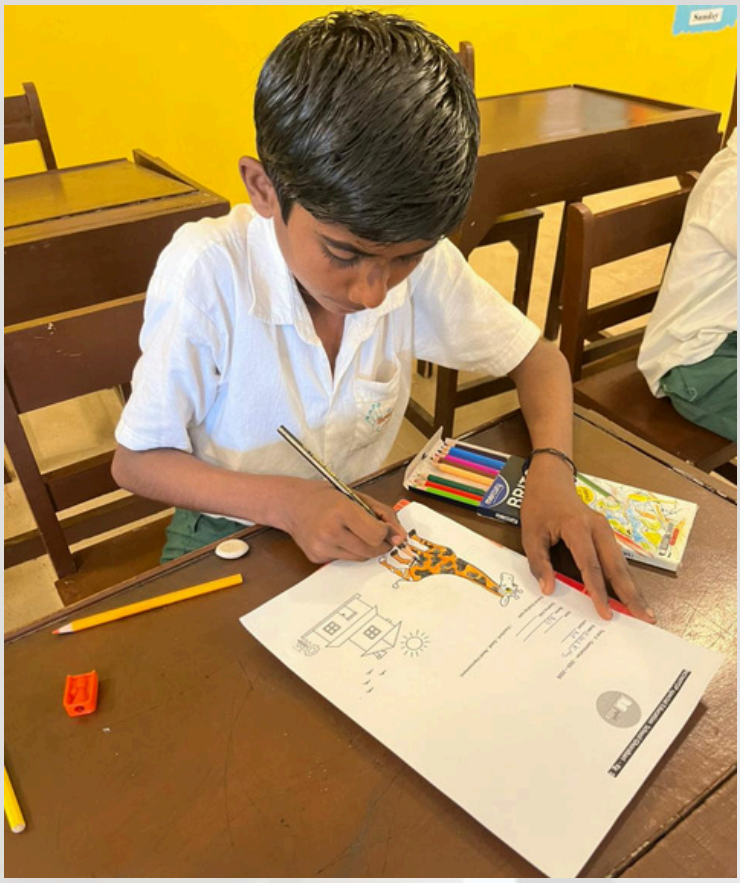
Behavioral and Emotional Barriers

Initially, the classrooms were filled with refusal behaviors. Children who had never been separated from their primary caregivers experienced extreme anxiety. Crying, hiding under desks, or refusing to enter the school building were daily occurrences. Teachers had to prioritize emotional regulation over academic instruction, using soft entry techniques — structured and repetitive routine, play-based bonding and sensory soothing — to build a sense of safety.

The Shift Toward Routine

As the weeks progressed, the power of routine took hold. For children with developmental disabilities and neurodivergent learners, predictability functions as a psychological anchor (UNESCO, 2020). Structured visual schedules — accessible across literacy levels and disability types — helped students orient themselves in time and space. Over time, the fear of the classroom was replaced by anticipation of the routine. "At the start, students were hesitant even to sit in class, but as the space became familiar, they began to feel comfortable and take part in activities." The evidence of that shift appeared in small, specific details. "At first, hygiene was a challenge; now they go and wash their hands on their own before meals, and they enjoy the routine." Ownership of the routine preceded ownership of the learning.

"Now the children remind us what comes next; they look forward to every activity."



Participation and Attendance: Navigating Logistics

In the Ghorabari model, attendance is not viewed as a parent's responsibility alone — it is viewed as an operational metric of the school's success.

Attendance Stabilization Patterns

Attendance tells the story of the model finding its equilibrium. Month one sat at 73–74% — families testing reliability, children adjusting, logistics still being calibrated. By month three, as trust accumulated and the transport system stabilized, attendance peaked at 92%. Month six settled above 84%, a moderation that reflects seasonal agricultural cycles and health-related absences common in rural settings.

The Critical Role of Teacher Consistency

The more significant figure is teacher attendance: above 95% consistently across the entire period. In a global context where rural teacher absenteeism often exceeds 20%, Ghorabari's teachers demonstrated an unusual level of commitment. The organisation went the extra mile to provide transport to teachers even those who come from a distance of 30 to 40 km. This financial cost resulted in a meaningful outcome in the class. This consistency is the anchor of the model. For a child who struggles with change, seeing the same face every morning is the primary reason they continue to attend.

"We didn't hire based on qualifications alone; we prioritized empathy, humanity, and the willingness to contribute to change."
— Senior Manager, Taleem

3. COMMUNITY-BASED TEACHERS: CULTURALLY RELEVANT SUPPORT

The eight teachers who staffed Ghorabari arrived with limited formal training in special education. They were local women, most from the villages their students came from, known to the families they would serve. That familiarity proved to be a form of currency that no credential could replicate. Mothers who would not have trusted an institution staffed by outsiders were willing to try when the teacher was someone recognizable from the market. Fathers skeptical of the whole arrangement softened when a teacher called personally to follow up on an absence — as a neighbor, not as an official.

This is what culturally relevant support looks like in practice. Community embeddedness reduced the institutional distance between families and the school, enabling engagement in a context where disability is frequently understood through stigma and low expectation (UNICEF Pakistan, 2025). The approximately 90% female composition of the workforce carried particular weight for female enrollment. In a region where girls with disabilities face compounded exclusion, female teachers created a layer of cultural legitimacy and safety that directly shaped participation. Comparative patterns from a longer-running rural special education center in Sujawal suggest this is not incidental — teacher gender representation has consistently influenced access dynamics for girls in these settings (UNICEF, 2021; ASER Pakistan, 2024).

From Generalists to Specialists

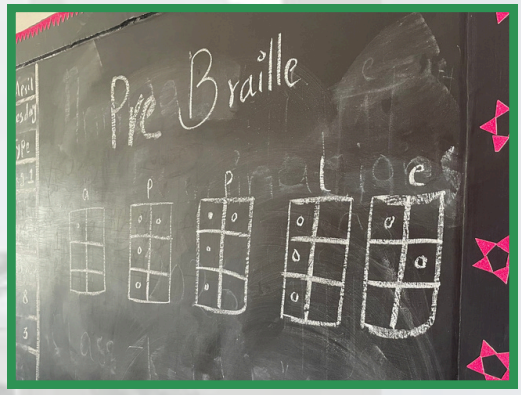
Professionally, the teachers evolved in real time. Sign language was not in their initial training.

"We had to learn from scratch; many of us used YouTube and whatever resources we could find to teach ourselves."

Pre-Braille instruction followed the same path — acquired through practice, driven by immediate classroom demand.

"I used to think I could teach any child; the first day with children with disabilities completely shifted that for me."

Through mentorship from senior leads at NOWPDP's urban centers, teachers acquired specialized skills in real time — learning how to break down complex tasks into micro-steps, a pedagogical necessity for children with intellectual disabilities. This model of situated learning, where competency is built in response to the child in front of you, reflects well-documented patterns of teacher development in low-resource special education contexts (Florian & Black-Hawkins, 2011).



The Emotional Labor of Inclusion

Their role extended well beyond instruction. Teachers became counselors for overwhelmed parents, advocates for children in the local community, and active participants in the logistics of getting students to school each morning. This ownership of the child's entire life-cycle is what differentiates the Ghorabari teacher from a standard government instructor.

"We don't just teach — we helped make attendance possible. At first, parents didn't believe their children could learn. When they saw their child writing their own name, the trust in us became unshakable."

Community trust, it turns out, is built child by child, name by name, small visible proof by small visible proof. Though some resistance remained:

"Some parents are still desensitized; changing that mindset is ongoing work."

4.TRANSPORTATION: OPERATIONAL ACCESSIBILITY IN PRACTICE

Transport is the most common point of failure in rural education. Roads are poor. Distances are long. Children with mobility aids cannot walk. A single missed pickup, for a family already weighing whether this endeavor is worth the disruption, can be sufficient reason to stop.

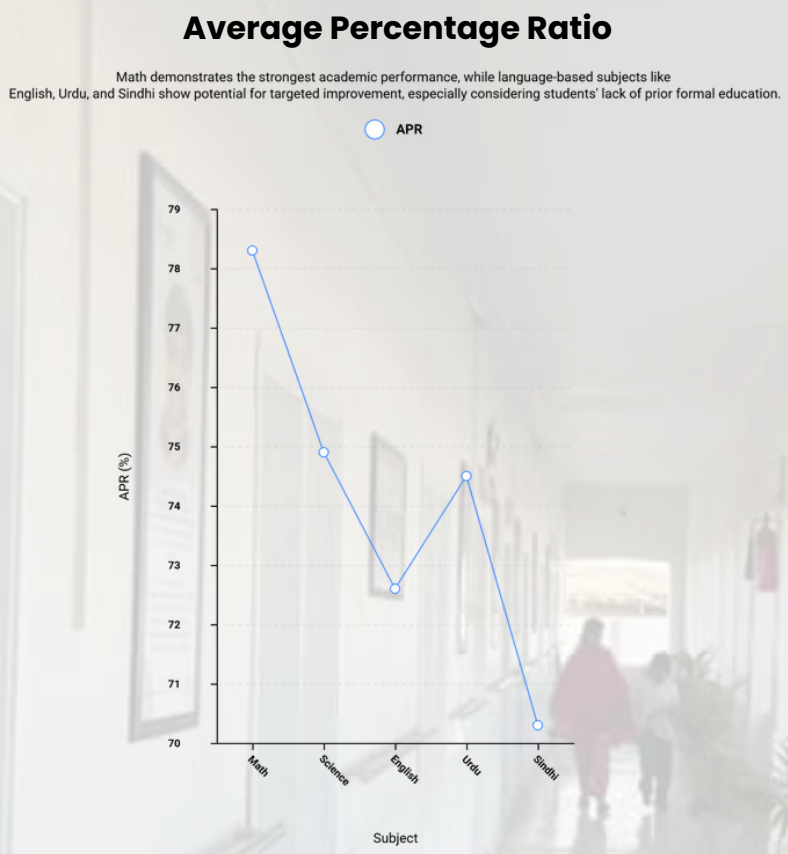
The Ghorabari model treated transport as a core educational input, creating a safe corridor for the child between home and school. Teachers were integrated directly into the mobility system — maintaining daily contact with drivers and caregivers, initiating immediate follow-up when a child missed the van, troubleshooting failures before they became patterns. **The school reached toward the child rather than waiting for the child to arrive**. This created a closed-loop accountability structure in which teachers, drivers, and families were all active participants in the daily logistics of getting children to school.

In rural disability contexts, mobility constraints rank among the most significant predictors of exclusion and dropout (ASER Pakistan, 2019; UNICEF Pakistan, 2025). When the transport system stabilized in the third month and families began to trust its reliability, attendance surged to 92%. The spike was the sound of parents deciding the van would come.

"Students don't want to miss school anymore," one teacher observed — a sentence that represents a complete reversal of the conditions that defined the first month.

LEARNING OUTCOMES: FUNCTIONAL LEARNING

"We don't follow one method for all; each child learns differently, so we adjust how we teach every day." — Ghorabari Teacher



The academic results of the Ghorabari cohort must be read against their starting point: **absolute zero.** Every student enrolled with no prior schooling. The cohort's Average Percentage Ratio reached **71.8%** within six months across individualized learning targets — **mathematics at 78.3%** APR, **language** and **communication at 70.3%** APR. The APR measures the proportion of students meeting their individually specified learning goals in a given period. At **71.8% overall,** the cohort demonstrated meaningful foundational progress across a heterogeneous group of learners with widely varying starting points and disability profiles.

Measurable Progress: The 71.8% APR

Mathematics performed strongest. Tactile learning tools — **abacuses, counting blocks, bead-based exercises** — provided accessible entry points particularly for students with hearing and speech impairments. Language and communication moved more slowly but produced the most consequential individual outcomes: children moving from non-verbal frustration to functional communication, from isolation inside their own cognition to the ability to make themselves understood.

"They keep asking when they'll start writing; even while learning tactile and pre-Braille skills, they're already excited for what's next."

"The appetite for learning, once ignited, moved faster than the curriculum."
– Senior Manager, Taleem

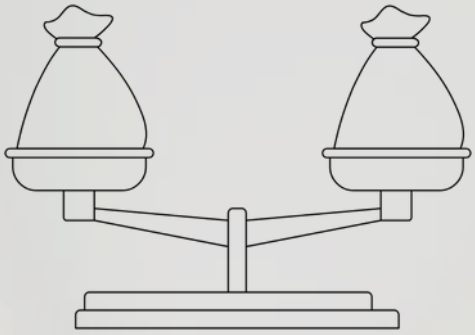
Academic outcomes for students with disabilities vary by subject domain.

Mathematics benefits from more structured, procedural instruction

Mathematics benefiting from more structured, procedural instruction.

Comparable progress in mathematics and reading

Students with learning disabilities can make comparable progress in mathematics and reading.



Reading instruction and engagement differ

Reading instruction and engagement differ.

Language-intensive subjects present additional challenges

Language-intensive subjects present additional challenges for many learners with disabilities, where vocabulary, comprehension, and expressive skills exert greater influence on outcomes.

Functional Independence

Beyond the APR, teachers documented functional independence gains that appear in no assessment rubric: children who could not previously hold a pencil learning to write their names; students demonstrating personal hygiene and self-care routines with consistency. These gains in independence reduce the long-term care burden on rural families, fundamentally changing how a child with a disability is perceived within their household — and over time, within their community.

Activity-Based Lesson Plans

Instruction at Ghorabari is organized around the understanding that engagement precedes retention. Lesson plans are built around concrete, hands-on activities rather than abstract instruction — counting with physical objects before writing numerals, sorting and categorizing before reading categories, movement-based exercises before seated tasks. This activity-based approach reflects evidence that adaptive scaffolding improves engagement and foundational skill acquisition among learners with developmental delays, particularly in low-resource settings where passive instruction produces minimal learning gain (UNICEF, 2021).

Teachers incorporate project-based approaches and digital tools where available to sustain engagement and strengthen foundational concepts. The lesson planning framework responds to varied learning needs within the same classroom, with strategies calibrated to different disability profiles rather than applied uniformly. Monthly instructional reviews calibrate delivery, ensuring that lesson content evolves in response to demonstrated student progress rather than a fixed syllabus timeline.

IEPs: Integrated Academic Planning

In many special education settings, Individualized Education Plans are administrative records — filed at the start of the year, consulted rarely. At Ghorabari, the IEP is integrated in the daily lesson plan. Teachers work with ten students and see ten distinct learning trajectories. A child whose IEP prioritizes fine motor development does mathematics with counting beads. A child with a hearing impairment engages with language through structured sign. A child working toward functional independence — holding a pencil, following a two-step instruction — does so within the same classroom hour that classmates spend on foundational numeracy (Tomlinson, 2014; Florian & Black-Hawkins, 2011).

This approach ensures that curriculum delivery remains responsive to functional capacity rather than age-grade expectations. It also means that teacher attendance is structurally significant: IEP implementation requires continuity. A gap in teacher presence is a gap in the individualized plan — particularly consequential for children whose learning depends on the accumulation of small, sequential steps rather than periodic instruction (World Bank, 2018).

Therapy: Integrated Academic and Rehabilitation Services

Speech and occupational therapy at Ghorabari are embedded within the classroom day rather than delivered as separate clinical services. Therapists work alongside teachers during instruction, providing real-time adaptations — specialized seating, visual communication aids, task-level scaffolding — that make academic content physically and cognitively accessible to students with motor or speech impairments.

This co-teaching model positions therapy as a direct enabler of learning rather than a parallel clinical track. Therapists address functional participation — reducing barriers to engagement — while special educators retain responsibility for pedagogical delivery. The distinction matters: therapy directed at the classroom rather than the clinic ensures that developmental support and academic instruction reinforce each other continuously rather than operating in separate silos (WHO & World Bank, 2011; UNESCO, 2020).

In rural contexts where external rehabilitation referral pathways are largely absent, this integration is especially significant. It ensures that children who would otherwise receive no therapeutic support access it as a seamless part of their school day — making the Ghorabari classroom simultaneously an educational and a rehabilitative environment.

"For learners with diverse needs, the IEP functions as a living guide within instruction, shaping daily classroom decisions rather than existing as an administrative requirement."

DISCUSSION

When a child with a disability in rural Pakistan is out of school, the explanation is rarely a single cause. It is a convergence — of distance, of transport failure, of caregiver skepticism, of a classroom that was never designed to hold them, of a teacher who was never trained to see them. The Venn diagram that emerges from Ghorabari's six months of data shows three overlapping systems: operational accessibility, community-based teacher recruitment, and integrated academic and rehabilitation services. Where all three converge, accessible, trusted education becomes possible. Where any one is absent, the others strain to compensate.

The capability approach offers a precise frame for what Ghorabari accomplished. Sen and Nussbaum argue that real equality is measured by whether people can convert available resources into functioning participation — and that deprivation is shaped by the interaction between individual characteristics and the environments those individuals inhabit (Sen, 1999; Nussbaum, 2011; Terzi, 2014; De Beco, 2018). A school that exists but cannot be reached, a teacher present but untrained, a curriculum that makes no accommodation for how a particular child learns — these are environmental conditions that produce exclusion as reliably as no school at all (Mitra, 2006; Trani et al., 2018). Ghorabari addressed those conditions directly. Transport made arrival possible. Teacher presence made trust possible. Routine made safety possible. Integrated instruction made learning possible. Each element was necessary. The outcomes emerged from their interaction.

The transition **from 73% attendance to 92%** is evidence of something specific: families changing their minds. A calculation was revised — about whether the van would come, about whether the teacher could be trusted, about whether their child was worth the disruption of the morning routine. That revision did not happen because of a curriculum. It happened because the operational conditions that make participation viable were, one by one, put in place. Remarkably, within six months Ghorabari reached performance levels comparable to a special education center that had been operational for five years in a comparable rural setting — evidence that the speed of progress is determined less by time than by the precision of the system around it.

IMPLEMENTATION STRENGTHS & RECOMMENDATIONS

Several features of the Ghorabari model are worth naming explicitly as transferable strengths — elements that drove outcomes and that program designers, policymakers, and practitioners working on disability inclusion in rural contexts would need to preserve in any replication effort.

Community-rooted staffing produced a level of family trust that outside teachers could not have generated quickly. The social proximity between teachers and households shortened the distance between skepticism and participation in ways that formal institutional outreach rarely achieves. In rural contexts where trust is the primary barrier to participation, local embeddedness is the more urgent qualification than formal credentials. Train for disability-specific competency in situ; hire for community proximity first.

Teacher-led transport coordination transformed a common point of failure into a managed educational input. By embedding mobility within instructional responsibility rather than leaving it as a logistical afterthought, the model created accountability structures that kept attendance consistently high. Mobility infrastructure is not supplementary to inclusion — it is its precondition. Program budgets and operational plans should reflect this from the outset.

IEP integration into daily planning ensured that differentiated instruction was the norm rather than the exception. Every child's specific learning trajectory shaped every lesson — a standard of individualization that is rare in any setting, and particularly significant in one where students began with zero prior schooling. Administrative IEPs that live in filing cabinets produce nothing; the difference between that and 71.8% APR is operational, not theoretical.

Embedded therapy removed the fragmentation that typically exists between rehabilitation and education services. Children received developmental support as a seamless part of their school day — addressed in real time rather than through a separate clinical appointment that many rural families would never be able to access. Co-teaching models that position therapists as active participants in instructional delivery should be the standard, not the exception.

Continuous capacity building ensured that teachers grew alongside their students. The model did not assume expertise at the outset; it built it, responsively, in response to the children in the room. Finally, programs studying their own outcomes are subject to reporting bias — independent evaluation at 12 and 24 months, alongside internally collected data, would significantly strengthen the evidentiary base for claims about sustainability and long-term learning trajectories.

Limitations and Sustainability Considerations

To maintain academic integrity, this case study must acknowledge the challenges that remain. The model is management-heavy, requiring constant oversight of drivers, therapists, and teachers — scaling to 100 centers would require a middle-management layer that currently does not exist in rural Pakistan. The current teacher-to-student ratio of approximately 1:9 is effective but expensive; finding ways to maintain outcomes with slightly larger ratios or government subsidies is the critical next hurdle. And six months is enough to show a trend, but not a destiny — continued tracking is needed to ensure that these children do not plateau as the curriculum becomes more abstract in higher grades.

CONCLUSION

Six months after a child who had never held a pencil walked into a classroom for the first time, she was writing her name.

That outcome was produced by a van that showed up reliably, a teacher who called when she missed it, a room arranged to make sense to her, a daily schedule she had memorized, and a learning plan built around what she specifically needed. It was produced by a system that took her actual circumstances seriously and organized itself around them. The Ghorabari model proves that the primary barrier to education for a child with a disability is not their impairment, but the absence of a synchronized system around them.
The argument Ghorabari makes — through six months of attendance logs and APR scores and teacher testimonials — is that inclusion requires this level of operational seriousness. The child was always capable. The question was always whether the conditions around them would be.

"What changed was not only the children's ability to learn, but the community's belief that they were worth teaching."