

PAKISTAN

Country Report



PAKISTAN

The 26th Asia-Pacific International Seminar on Education for Individuals with Special Needs

“Collaboration based on partnership among related fields
(Education, Healthcare, Medical care, Welfare etc.) for
appropriate service provision to individuals”



Mubarik Ahmad

Director Planning & Finance

Directorate General of Special Education,
Ministry of Social Welfare and Special Education
Government of Pakistan

Introduction

The Islamic republic of Pakistan emerged on the map of the world as an independent sovereign state on 14th August 1947, as a result of the division of former British India. It is bounded by Iran in the west, Afghanistan in the north-west, India in the east and south east and Arabian Sea in the south. Pakistan covers 796,095 sq.km with a population of 160 million. It is divided into four provinces: Sindh, Punjab, North West Frontier Province and Balochistan.

The country has an agricultural economy with 75% of the population living in small towns and villages. Urdu is the national language and is used as a medium of understanding throughout the country but the official language of the country is English. The country comprises of a vast area that was the great center of ancient civilizations of the world. Ancient sites excavated in Taxila, Harappa, and Moenjodaro speak volumes for Pakistan rich cultural background dating back to 3,000 B.C. Northern part of the country had been home of the Ghandara civilization, whose remains are scattered all over the area.

Disability population analysis National

		MALE	FEMALE	TOTAL	%AGE
1.	TOTAL POPULATION (in million)	68.874	63.479	132.352	
2.	POPULATION OF PERSONS WITH DISABILITIES	1.919	1.374	3.293	2.49

(Census 1998)

Disabled Population

Disability	Male	Female	Total	%age
Visually Handicapped	146,029	119,369	265,398	8.06
Hearing Impaired	138,235	105,448	243,683	7.40
Physically Handicapped	382,262	243,523	625,785	19.00
Insane	119,645	91,209	210,854	6.40
Mentally Handicapped	134,887	115,297	250,184	7.60
Having more than one Disability	140,285	130,166	270,451	8.21
Others	857,362	569,438	1,426,800	43.33

Disability % age with respect to Age

Age / Years	0-4	5-15	15-29	30-59	60(+)
Visually Handicapped	10.93	19.86	18.76	24.67	25.79
Hearing Impaired	8.97	28.8	26.81	24.96	10.47
Physically Handicapped	5.09	16.33	17.85	26.57	34.26
Mentally Handicapped	9.92	23.2	28.75	28.73	9.38
Multiple disability	12.12	25.99	27.19	24.43	13.95
others	15.79	29.26	20.24	21.94	13.22

Like other countries of the world especially those of the ESCAP Region, Pakistan is actively engaged in the cause of empowerment of persons with disabilities. The constitution of the country guarantees adopting all possible measures for the welfare of the needy and deserving, including the disabled.

Although, in Pakistan, programs for welfare, education, training and rehabilitation of this segment of society, both at the public and private sector have been initiated since 1947, yet implementation of these programs received a momentum by celebrating the International Year of the Disabled Persons, 1981.

In order to organize and develop programs for persons with disabilities inline with the National and International commitments, Directorate General of Special Education was established in 1985 as a division in the Ministry of Health and Social Welfare, now a division of Ministry of Social Welfare & Special Education.

The Directorate General of Special Education was assigned the task of policy formation, planning and execution of special education projects. It was also responsible for coordination of Special Education and social activities at Federal, Provincial and NGOs level.

At the time of creation of Directorate General of Special Education, due to the severe shortage of trained experts in the field of special education, the standard and magnitude of the available services was not up to the desired level, so as an immediate step, Directorate General of Special Education took following immediate steps:

- i. Establishment of 46 models Special Education Centers at Divisional level.
- ii. Sent a contingent of teachers to the UK and USA to be trained as Master Trainers.
- iii. Established National Institute of Special Education (NISE) for in-service teachers, volunteers and parents.

- iv. Established Special Education Departments in three prominent Universities of the country that offered Master Degree as well as Ph.D level programs in the field of Special Needs Education
- v. Establishment of National Institute for Handicapped (NIH) for assessment and treatment of disabled.

Achievements of Pakistan towards “Collaboration based on partnership among related fields (Education, Healthcare, Medical care, Welfare etc.) for appropriate service provision to individuals”

National Policy for Persons with Disabilities

The policy was formulated after a lengthy consultative process involving the relevant Federal Government Ministries, such as Education, Health, Labor & Manpower, Housing & Works, Science & Technology and Planning & Development and their views incorporated in this document. This policy document incorporates a vision, its goal, a mission statement, the guiding principles, aims & objectives and strategies to achieve its objectively way of development and empowerment of persons with disabilities as they become contributing members of society.

The overall vision of the National Policy for Persons with Disabilities is to provide by 2025 an environment that would allow full realization of potential of persons with disabilities through their inclusive mainstreaming and providing them full support of the Government, private sector and civil society.

AREAS OF FOCUS AND SPECIAL ATTENTION

A) i- Prevention

The prevention of disabilities, to a large extent is the domain of the medical profession, family counselors, and social workers and has its basis in the research and training within those disciplines. However, educational services have a role to play through the provision of courses of study in school and college for students in the area of health, education and child development. National Plan of Action for the National Policy for Persons with Disabilities has defined the role of each department education as well as health to work for prevention of diseases that lead to disabilities. It is matter of great satisfaction that polio and smallpox have been eradicated from the country. Genetic counseling has also brought positive change in the incidence of inherited disabilities.

ii- Detection

A reliable and accessible diagnosis system at gross root level is a pre-requisite for the development of preventive and intervention strategies. Pakistan lacks this system, however, National Plan of Action has defined specific target for the Health Authorities for the establishment of effective and reliable early diagnostic and intervention system.

B) Education

Pakistan has made significant progress in all relevant areas since the establishment of Directorate General of Special Education. The provincial governments and NGOs joined the movement and initiated special projects. Special attention is being given to promote the goals of an inclusive, barrier free and right based society for persons with disabilities. Model projects in selected areas in normal schools have been initiated with the assistance of Sight Saver International, Braello Norway and World Bank. Additional programs for inclusive schooling for children with special needs have been started in the capital of the country and in some other areas. It is encouraging that education authorities have now been sensitized and are agree to adopt the inclusive mainstreaming. National Institute of Special Education has prepared a standardized curriculum for children with special needs up to Matric level. Development of curriculum up to Higher Secondary level is in progress.

C) Vocational Training for Rehabilitation

Federal Government has established vocational training institutes at Provincial and District Headquarters for rehabilitation of persons with disabilities through vocational training and employment. Provincial Governments, NGOs and Chamber of Commerce & Industries are also taking part in the vocational training and employment of the disabled to enable them to become active and participating members of the society. To further vocational rehabilitation following measures are being taken:

- i) Establishment of Integrated Workshops.
- ii) Establishment of vocational training centers at District level. Utilization of Vocational Training Programs administered by the Provincial and District Government and private agencies.
- iii) Linkage with relevant Government and non-government institutions for the utilization of their facilities by the persons with disabilities.
- iv) Existing over 100 training Institutions established under vocational training system will be utilized by keeping a provision of 5% seats for persons with disabilities in each training centre.

Vocational Rehabilitation

Although various training center for disabled adults are functioning in the country, however, their number and scope is much less then requirement. National Plan of Action has identified 23 actions to be taken by July 2007 and onward for vocational rehabilitation of Persons with Disabilities. Community based rehabilitation programs at Federal level is administered in the three districts of the country whereby volunteers from the community are mobilized to train the disabled adults to start their own job with the assistance and cooperation of local community.

Employment

Pakistan joined the select group of countries, which has not only ratified ILO convention 159 but

have also taken active legal steps to introduce legislation, which lays down quota for the employment of Persons with Disabilities. Disabled Persons, Employment & Rehabilitation Ordinance 1981, reserved 1% quota for persons with disabilities. This ordinance has been amended to increase the quota from 1% to 2%. It will be ensured that the National Policy and all its future modifications adhere to the principles laid down in the relevant articles of the convention 159, which deals with the vocational rehabilitation of persons with disabilities.

Self-Employment

National Plan of Action has suggested that all micro credit institutions and banks should develop and promote micro credit product with simplified procedure for persons with disabilities. National Council for Rehabilitation of Disabled Persons and its provincial counterpart i.e. PCRDP will coordinate with Small & Medium Enterprise Development Authority (SMEDA), First Women Bank Limited (FWBL), Khushali Bank and First Micro Credit Bank to facilitate the Persons with Disabilities in entering into self employment.

Accessible Barrier-Free Environment for Persons with Disabilities

In order to ensure safe and easy access of persons with disabilities in public places, buildings, code of practice for the design of new public buildings and for the adaptation of existing premises has been prepared and is ready for its approval from the competent forum for its implementation. Some of the major cities like Islamabad and Lahore have been declared Disabled Friendly Cities and actions for accessible and barrier-free environment are in progress. On 8th October, 2005 a large area of Northern part of the country and Azad Jammu & Kashmir was badly affected and many cities, towns and villages in the hilly areas were destroyed. The authorities responsible for reconstruction of these cities have been sensitized to include the component of accessible environment for disabled in all the public and private buildings during reconstruction process.

National Plan of Action

Major thrust areas of National Plan of Action 2006 includes early intervention assessment and medical treatment, education and training, vocational training, employment and rehabilitation, research and development, advocacy and mass awareness, sports and recreation, barrier-free buildings, parks and public places, strengthen of institutional mechanism and adequate funding. The areas of action of National Plan of Action are as under:

S/n	Action	Responsibility	Time Frame
1	Determining the extent of Disabilities and distribution of causes	M/O SW&SE and MOH with WHO technical support	July 2006 to December 2006
2	Improving prevention of injuries deficiencies, diseases and other factors known to cause disabilities	MOH/ DGSE/ Provincial Health Departments	July 2006 to onwards
3	Mobilizing early detection and intervention	MOH and Provincial Health Departments	July 2006 to onwards
4	Escalating the medical rehabilitation services	RMD, Mayo Hospital Lahore /AFIRM/ NIH/ DGSE	July 2006 onwards
5	Strengthening of special education for children with severe and moderately severe disabilities	DGSE, MOH and NIH	December, 2006
6	Promoting inclusive education for children with moderate and mild disabilities	MOH and DGSE/ M/o of SE & SE	July 2007 onwards
7	Women with disabilities	M/o SW & SE, MOWD, NGOs, SHOs and Human Rights Agencies	July 2007 onward
8	Access to information & communication including assistive technology	M/o SW & SE, MOIT and private companies	July 2007 onwards
9	Expanding & reinforcing vocational training, employment (including self employment) and Economic Rehabilitation	M/o SW & SE and MOL and MP	July 2007 onwards
10	Poverty alleviation through capacity-buildings, social security and sustainable livelihood programs	M/o SW & SE, Federal line Ministries and Prov. & District Govt.	July 2007 onwards
11	Legislative support for persons with disabilities	M/o SW & SE and MOL and MP	December 2006
12	Creating barrier-free physical environment	M/o SW & SE, MOH & Ws, PEC and NGOs	July 2007 onwards
13	Raising public acceptance & improving social environment and integration	M/o SW & SE, NCSW, Provincial SW Deptts, and NGOs	January 2007 onwards
14	Sports for person with disabilities	DGSE/ M/o YS & C	December 2006 onwards
15	Boosting capacity for production and supply of assistive aids including prosthetics, orthotics, and other supporting items & facilitation in duty free imports	NCRDP/ PCRDPs	January 2007 onwards

16	Increasing support to the NGOs for service delivery in rural areas	NTD through private sector	July to December 2006
17	Linkages at Federal, Provincial and District level	M/o SW & SE, Federal line Ministries and Provincial & Distt. Govt.	January 2007 to June 2007

Achievements

- Formulation of National Policy for Persons with Disabilities.
- National Plan of Action has been approved and is being circulated for its implementation.
- Proposed amendment in the “Disabled Persons (employment and rehabilitation) ordinance, 1981 to ensure its effective implementation.
- Awareness campaign through print/ electronic media.
- Establishment of a park for the disabled at F-9 Park, Islamabad.
- Establishment of hostel facility for children with disabilities at NSEC (HIC), Islamabad and SEC (PHC), Faisalabad
- Resource centre for low vision/ visually impaired students at National Library & Resource Center, Islamabad.
- Disabled persons have been declared eligible to appear in competitive examinations held by Federal Public Service Commission.
- Modified syllabus for hearing impaired children for Matriculation examination at federal level finalized.

Other achievements during the year 2005-2006

- Arrangement of five day International workshop on capacity building of self-help organizations of disabled in collaboration with APCD
- One-day seminar on accessible environment towards a barrier-free society for all, in the post earthquake areas in Pakistan with the cooperation of JICA and APCD
- Training workshops of teachers of normal schools for inclusive education at Islamabad, Lahore, Peshawar, Karachi, Quetta, Muzaffarabad & Gilgit.
- Three days workshop on inclusive education at Islamabad in collaboration with Sight Savers UK

PHILIPPINES

EDUCATIONAL ADMINISTRATION FOR CHILDREN WITH SPECIAL NEEDS (The Cupertino Center Experience)

I. INTRODUCTION

This is a case study of a private special school in the Philippines which has been in existence for 41 years. Presently called “Cupertino Center for Special Children”, I was asked to manage this SPED school after I finished my Master’s degree in Special Education in 1980. My son who is autistic also started his schooling in Cupertino that same year.

II. CLIENTELE:

Only three children registered in at the start of the school year of 1964 but the number rose to 44 at the end of the year. After the first decade the enrollment rose to 139 students which is more than what was expected since the physical facilities could only accommodate 90 students at a time. This happened at the time when there were few private special schools in the Philippines.

In the late eighties, when special education was fully established and well accepted in the Philippines, more special schools began to be established and in the nineties, regular schools have SPED groupings within their regular programs especially in the pre-school category. This made enrollment in the center fluctuate especially since mainstreaming and inclusion were practiced.

In the past, only children from three years up to fourteen were accepted to enroll, however there was a need to expand the vocational and therapeutic programs. At present, the age of the student depends on the program he/she would choose to enroll.

III. Services Offered / Programs

The school was established to provide educational and therapeutic management and remediation which are not available in a regular school or clinic. The thrust of all educational and therapeutic efforts at Cupertino Center evolves around the whole person, reflection of the Center’s holistic philosophy. The child is viewed as an individual with specific needs that must be satisfied and potentials that need to be stimulated for maximum functioning. Every student at school has an individualized (IEP) education and therapeutic program that is geared towards the facilitation of such potentials and satisfaction of such needs.

Among the services offered by the school are:

- A. SPED Elementary (based on the Department of Education Curriculum 4 to 14 years admission age)
- B. Independent and Productive Living Skills (15 to 21 years admission age)

Cupertino Center for Special Children is the first school in the Philippines that offer a sheltered workshop which is still in existence. The workshop is a handmade papermaking “factory” where the “employees” make the hand-made paper products like cards, picture frames, albums, lamps, etc. under the supervision of a manager/teacher. These products are sold and the income given to the workers. Aside from the sheltered workshop, the program includes on the job training such as office assistance, cooking and restaurant assistance, and janitorial, laundry and car wash assistance.

C. Therapeutic Programs for Adults (20-30 years admission age)

1. Art Therapy: Drawing, painting, crafts
2. Music Therapy: Instrument playing, singing, dancing, etc.
3. Therapeutic Sports: Swimming, basketball, badminton, etc.

D. Support Programs:

1. Staff Development
2. Parent Involvement
3. Caregiver Training

IV. Collaboration based on partnership Among Related Fields For Appropriate Services to Individuals with Special Needs

A. Schools

1. For research. The following are some master’s theses conducted with Cupertino students:
 - a) Art Workshop as Work Transition for Persons with Mental Retardation, 2006 (SPED).
 - b) Parents Expectations and Independence Training Programs for Students with Down Syndrome, 2006 (SPED)
 - c) The Effects of Fingermath Teaching on the Mentally Challenged Children 1999, (Childhood Education)
 - d) Curricular Provisions in Career Preparation for Filipino Adolescents with Mental Retardation, 1996 (SPED)
 - e) Cognitive-Behavior Modification “Training of Impulse Control in Hyperactive Children”, 1988 (Psychology)
 - f) The Verbal Output of the Educable Mentally Retarded Children of Cupertino Center, 1983 (SPED)
 - g) Perceptions of Parents and Teachers on the Effect of the Educational Program of St. Joseph of Cupertino on the Educable Mental Retardates, 1981 (Education)
 - h) Creative Dramatics as Therapy for the Communication Problems of Educable Mentally Retarded Children, 1979 (Occupational Therapy)

My own Doctoral Dissertation (1992) entitled “Factors Related to the Learning Style and School Performance of Special Children; Implications for Administration of Special Schools” had Cupertino students and their parents as participants with other special schools both private and public.

2. Practicum and Field Exposure:

The center is also open to practicum students from different colleges and universities in the country.

During their many festivities, the center opens its doors to grade school and high school students of different regular schools for socialization and friendly association.

Nursing students of regular schools are also accepted especially those in their senior year for their field exposure.

3. Mainstreaming and Referral Services:

The center refers its students to other regular schools like Montessori, some regular parochial schools, and the regular public schools.

B. Government Agencies:

In the year 2000, the Center developed a manual for detection of special children in day care centers throughout the country. This was in collaboration with the Department of Social Welfare and Development.

The Department of Agrarian Reform donated seeds and garden equipments for the center.

The National Housing Authority opens its doors for the on-the-job training programs.

C. Psychiatry, Psychology, Medicine, Occupational, and Physical Therapies, Speech Pathology

Psychiatrists receive numerous referrals from the center for children who need medication, psychologists do some I.Q. tests on some students, medical doctors and neurologists refer some of their patients to us.

The Center also hires occupational, speech and physical therapists for some children who might need them.

V. Present Issues / Concerns:

With the numerous opportunities from other countries (such as higher salaries) the center is losing many of its dedicated SPED teachers and therapists.

Sometimes the collaboration among the different agencies does not take place immediately because of ignorance of the other agencies about special children.