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BY

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A Brief Profile

Based on a total area of 796,096 square kilometers nearly four times the size of the United Kingdom, lying between latitude 23° - 42° and 36° - 55° north and 60° - 45° and 75° - 20° east latitude, the Islamic Republic of Pakistan shares its western border with Iran and its eastern border with India; Afghanistan lies to the north and north-west while the Peoples' Republic of China stretches from the north to north-east alongside Gilgit and Baltistan. A country of 152.53 million population (2004-05) with an annual growth rate of 1.9%. Pakistan comprises four provinces: Punjab, Sindh, North West Frontier Province (NWFP) and Balochistan, and some federal units, which include the Islamabad Capital Territory, Federally Administered Tribal Area (FATA) and Northern Areas (FANA). Area-wise, Balochistan is the largest province with over 45% of the country's area while almost one-half of the country's population lives in the province of Punjab. Population density of the country is estimated at 166 persons per square kilometer. An overwhelming majority of population (96%) is Muslim. Agriculture is the single most important sector in the

economy and over two-thirds of the total population resides in the rural areas.

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Administratively, Pakistan has a federal set-up. President, the head of state is elected by the Parliament. At the center is the Federal Government, which comprises several ministries and divisions. A Secretary who, in turn, is responsible to the federal minister heads each ministry or division. The ministers form the federal cabinet, headed by the Prime Minister. A similar pattern of administration exists at the provincial level under the Chief Minister. Governor is the administrative head and representative of the President in all provinces. A large number of federal ministries have their counterparts in the provinces, which are known as departments.

Under the new structure divisions have been abolished and district Governments have been established for district-based planning, management and administration. There are a total of 119 districts in Pakistan.

Pakistan's Commitment to Education

Education is a fundamental human right. 13 years ago, the Education for All (EFA) movement, initiated by the Jomtien Declaration in 1992, proved a watershed as it accelerated the process of universalization of primary education in developing countries. However, the EFA 2000 Assessment demonstrated that although significant progress was achieved in many countries, but the turn of the century, 133 million children had no access to primary education, 880 million adults were illiterate; gender discrimination continued to permeate education systems and the acquisition of human values and skills fell far short of the aspiration and needs of individuals and societies.

EFA 2000 Assessment for Pakistan showed positive developments over the decade: Although universal primary education could not be achieved but gross primary enrolment rates showed significant increase, especially for girls.

The World Education Forum, held in Dakar in April 2000, re-affirmed the Jomtien vision but also expanded the scope of EFA goals and elaborated

the commitments and obligations of stakeholders. The six goals highlighted in the Dakar Framework for Action address: (i) the expansion and improvement of comprehensive early childhood care and education; (ii) access to, and complete free and compulsory, education to all children, particularly girls and disadvantaged groups; (iii) equitable access of all young people and adults to appropriate learning and life skills programs; (iv) achievement of a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults; (v) elimination of gender disparities in primary and secondary education; and (vi) improvement in all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all. In addition, the Dakar Framework of Action also called upon the Governments to demonstrate their commitment for EFA through political will, resource mobilization and a process of participation involving a variety of stakeholders.

Based on its vision of “Meeting the Learning Needs of All Through Quality Education”, the Government of Pakistan is fully committed to the achievement of EFA goals and its response to the Dakar Framework has been very positive. Within the framework of the current National Education Policy (1998 – 2010), a comprehensive package of educational reforms with medium term targets, [The Education Sector Reforms (ESR) Action Plan] have been developed to serve as a foundation of the National Plan of Action (NPA) to achieve three EFA goals: (i) universal primary education; (ii) adult literacy; and (iii) early childhood care. Based on three five-year phases, the NPA relies on a set of strategies which include: (a) better access to education; (b) improvement in quality of education; (c) participation of communities; (d) link between basic education and skills development; (e) district-based planning and management for better governance; and (f) resource mobilization.

Education in Pakistan is a provincial subject. However, the administration of Public Education in the country is partly centralized. Federal Ministry of Education is responsible for development of Policy statements, national plans, budgets and also for overall coordination and supervision of policies and plans.

The statistics representing national level-wise profile of institutions, enrolment by stage and number of teachers is given in table 1;

Table 1

SUMMARY OF INSTITUTIONS ENROLMENT & TEACHERS (2003 – 2004)

Institutions Type	Institutions				Enrolment By Stage			Teachers		
	Male	Female	Mixed	Total	Male	Female	Total	Male	Female	Total
Primary	74,179	43,913	36,878	154,970	11,602,000	8,179,215	19,781,216	236,893	195,329	432,222
Middle	7,029	6,567	15,132	28,727	2,584,043	1,731,218	4,321,261	92,770	146,580	239,351
High	6,414	2,961	6,731	16,106	1,090,599	708,991	1,799,591	142,678	134,238	276,916
Higher Sec.	551	404	394	1,349	104,450	93,067	197,517	23,581	17,433	41,014
G. Total	88,173	53,845	59,135	201,152	15,381,092	10,718,491	26,099,584	495,923	493,580	989,503
INSTITUTIONS / COLLEGES / UNIVERSITIES (2003 – 2004)										
Arts & Science Colleges	557	433	-	990	414,871	407,647	822,518	16,580	11,262	28,112
Tech & Vocational Institutions	365	228	31	624	90,923	13,667	104,590	5,717	1,325	7,042
Teachers Training Institute	66	45	3	114	18,267	8,812	27,079	1,689	898	2,058
Universities	-	-	-	103	298,311	222,355	520,666	52,671	7,962	60,633

DEENI MADARAS

Name of Wafaq / Institutions	No of Affiliated Institutions	Enrolment	Teachers
Wafaq-ul-Madaris Al-Arabiya Multan	8,199	1,200,000	-*
Wafaq-ul-Madaris Al-Salafia, Faisalabad	335	31,789	1,273
Rabita-tul-Madaris Mansura, Lahore	373	55,913	2,772
Wafaq-ul-Madaris Al-shia, Lahore	375	14,900	2,114
Tanzeem-ul-Madaris, Lahore	2,064	82,806	-*
Independent Institutions	5	71,781	3,078

* Data Not Available

Special Education in Pakistan

The early facilities for special children were set up by charity and voluntary organization in order to meet the special needs of person with vision and hearing impairment in Pakistan. Later on it included the institution for children having physical and health impairment and intellectual disabilities. With the passage of time and as a consequence of global awareness among the public, parents and handicapped persons themselves there was general recognition about the needs of special children at government level. It was also realized that private organizations have limited resources, so it would be better to initiate a partnership between private and public sectors for the education, training and rehabilitation of handicapped people. Consequently the government took a number of initiatives in special education sector. The policy, provisions/recommendations are briefly described here;

Report of Educational Conference (1951)

- i) To open in Karachi, one composite institution for the deaf, dumb, blind and crippled children with a total capacity of 200.
- ii) To open in East Bengal, one institution for the deaf and dumb and one institution for the blind with a capacity of 100 each
- iii) To open four schools for the backward children with a capacity of 100 each
- iv) To encourage bringing trained instructors from USA
- v) Scholarships for Instructors training abroad (pp.377-378)

Commission On National Education (1958)

- i) Doctors and psychologist will be provided to the help of educators for the education and help of handicapped children to achieve at least some degree of productive activities.
- ii) Provision for general as well as vocational education be enhanced so that the individual may become able to earn his own living.
- iii) The government should level its support to Philanthropic organizations and coordinate their efforts. To set up agencies specially for the case of several types of handicapped persons. This partnership of the government and the private organization would help to establish the institutions required.

- iv) The government must provide opportunities for the training of teachers to serve in special institutions. Initially there should at least be one center for the training of teachers of the blind and another for the training of teacher for the deaf and dumb. (P.251)

New Education Policy (1970)

- i) Handicapped children's education committees will be formed in the provinces. These committees will be responsible for the education, protection, institutional care, rehabilitation and employment of the physical and mentally handicapped.
- ii) These committees will liaise effectively with voluntary organization for the welfare of the handicapped.
- iii) Legislation about funds will be incited so the two Lac handicapped persons between the age of 1 to 20 are adequately catered for. (p.80)

National Educational Policy (1978)

- i) Now-a-days there is only one training school. Two more teacher training schools should be opened, one in Punjab and other in Sind.
- ii) Provision, for general as well as vocational education, so that the individual may be able to earn his own living.
- iii) The government should lend its support to philanthropic organizations and coordinate their efforts.
- iv) The government must provide fund for the training of teaches to serve in the institutions for the handicapped. Initially there should at-least be one Center for the training of teachers for the deaf and dumb.
- v) Conduct survey to check the existing facilities in all the four provinces.
- vi) Identify institutions, which have potential to become national institution.
- vii) Development of national demonstration pilot projects.
- viii) Develop projects for identifying needs for strengthening existing institutions.
- ix) Negotiations should be made with the foreign aid giving agencies for procuring equipment, expert advisory services and training requirements for the staff.

- x) Government should support opening of more schools into the communities and strengthening the existing ones. Active involvement of health, social welfare and industry will be sought to prepare and launch more programs.
- xi) The curricula and syllabi should be prepared in view of the present day needs. (P.29)

Employment and Rehabilitation Ordinance (1981)

- i) Provision of;
 - Vocational training and employment
 - Economic Independence through job placement
 - Allocation of 1% quota in jobs

National Policy For the Education and Rehabilitation of the Disabled (1985)

- i) Prevention, and pre-school services for special children.
- ii) Development of curriculum for special needs.
- iii) Post school services (vocational training).
- iv) Employment
- v) Professional Training
- vi) Inspection & Evaluation
- vii) Research and Technology
- viii) Introduction of community based rehabilitation programs (P. 8)

National Policy For the Education and Rehabilitation of the Disabled (1988) (Reviewed)

- i) Apart from the above included the provision for the promotion of positive attitude, involvement of media, granted fiscal concessions for the disabled, providing of legislative support

National Policy For Persons With Disabilities (2002)

- i) This policy caters to the needs of a complete life span of PWDs.
- ii) The "Vision" is to provide an environment, realizing fully the potential of PWDs, through their inclusive mainstreaming
- iii) The "Goal" of this policy is empowerment of PWDs for the realization of their full potential in all spheres of life.

- iv) The “Mission Statement” of the policy speaks of optimal development PWDs.
- v) The “Guiding Principles” of the policy primarily stress on the constitutional guarantees for human rights, non-discrimination and gender equity, the rights based approach and active collaboration from the stake holder etc.
- vi) The Policy’s “Aims and Objectives” cover the areas like integration and mainstreaming, involvement in planning and implementation process, enjoying all rights and opportunities, adequate formulation and strict enforcement of the legislation, expansion of service infrastructure, use of modern technology and skills and removal of financial and technical constraints in way of program implementation for the disabled.
- vii) Strategy to implement the Policy rests around: -
 - a. Advocacy and mass awareness
 - b. Ownership of disability issues by stakeholders and strengthening of process of service delivery.
 - c. Paradigm shift from exclusive system of education to integrated education
 - d. Provision of quality services to persons with disabilities
 - e. Comprehensive networking of services
 - f. Strong partnership with Ministries, Provincial Departments and Private sector.

National Plan of Action

In response to the above-mentioned national policy a national of action has been prepared on the philosophy for access, inclusion and equalization of opportunities for PWDs. The existing services are proposed to be designed in an integrated manner to achieve the goals of policy by extending the services to the rural areas (2/3 of the disabled live) that are currently neglected. These are areas for action to implement the NPA;

- i. Determining the extent of disabilities and distribution of cause
- ii. Improving prevention of injuries, deficiencies, diseases and other factors known to cause disabilities.
- iii. Mobilizing early detection and intervention
- iv. Escalating the medical rehabilitation services
- v. Strengthening of special education for children with severe and moderately severe disabilities

- vi. Promoting inclusive education for children with Special Education Needs (SEN)
- vii. Enhancement in provisions for women with Disabilities
- viii. Access to information and communication, including information, and assistive technology.
- ix. Expanding and reinforcing vocational training, employment (including self-employment) and economic rehabilitation.
- x. Poverty alleviation through capacity building, social security and sustainable livelihood programs.
- xi. Legislative support PWDs
- xii. Creation of barrier free physical environment
- xiii. Raising public acceptance and improving social integration and environment
- xiv. Sports for PWDs
- xv. Boosting capacity for production and supply of prosthetics, orthotic and assistive aids and other supporting items and facilitation in duty free imports.
- xvi. Increasing support to the NGOs for service delivery in rural areas
- xvii. Linkage at federal, provincial and district level

Islamabad Declaration April 2005

Emphasizes inclusion of children with disabilities in mainstream

The development of special education facilities received further boost and acceleration by the observance of IYC 1979 and IYDP 1981. Further incentive was given by the UN declaration of Decade of Disabled (1983-1992). The plan and programs for the betterment of handicapped persons have gathered tremendous momentum during the last two and a half decades and a large number of schemes have been implemented in the areas of all the four disabilities throughout the country. An infrastructure for the successful execution of these programs has been created at federal as well as provincial levels.

In 1985 the Directorate General of Special Education (DGSE) was established as part of the Ministry of Health, special Education and Social Welfare. Functions of the DGSE included planning and implementation of services for individuals with disabilities at national level while social welfare ministries are shouldering the responsibility of special education at provincial level apart from the province of Punjab. In Punjab,

independent Ministry of Special Education has been setup last year. This ministry has initiated appreciative steps for education, training and rehabilitation of persons with disabilities. 90 new schools have been opened at tehsil and district level, work on early identification, prevention and rehabilitation is in progress.

The availability of reliable data plays a vital role for planning, developing and implementing the proposals and policies. The two references regarding the population of persons with disabilities (PWD) are quoted in Pakistan. One based on the World Health Organization's (WHO, 1981) estimates of 10% of the total population of developing countries suffers from some sort of disability. The other based on the national census 1998, which indicates a low estimate of 2.49% of the total population. However, comparison of the two data creates doubts, which mean there is a dramatic decrease from 10% to 2.49% in disability rate in Pakistan. Hardly, so however, such wide variation in data shows unfamiliarization of numerators with the concepts of disabilities, they have recorded data based on the reported cases of severe and visible disabilities.

If calculated, on the basis of Census of 1998 the estimates of 2.49% by the end of 2004 when total population was 150 million. The population of disabled persons becomes 3.7 million. Grouping of the 3.7 million into age specific groups indicates following estimated level of need;

<u>Age</u>	<u>%age of Persons</u>
- Children under five who require some form of support, as will their families	10.43%
- Children 5-14 who require some form of support, as will their families	23.09%
- Young people up to the age of 29 who will need further education, training and employment opportunity	23.98%
- Disabled adults requiring retraining and other welfare support and assistance	25.15%
- The disabled senior citizens requiring more special facilities	16.56%

Disability-wise percentage of PWD according to census 1998:

Physically Handicapped	19%
Intellectually Disabled & insane	14%
Multiple Disability	8%
Visually Impaired	8.6%
Hearing Impaired	7.40%
Others (not classified)	43%

Number of disabled persons category-wise (Census 1998) is shown in table 2;

Table 2

CATEGORY-WISE DISTRIBUTION OF PWD (CENSUS 1998)

Type	Male	Female	Total	%age
Physically Handicapped	382262	243523	625785	19%
Intellectually Disabled	254532	206506	461038	14%
Multiple Disabled	140285	130166	270451	8%
Visually Impaired	146039	119369	265408	8.6%
Hearing Impaired	138235	105448	243683	7.40%
Others Not Classified	857362	569438	1426800	43%
TOTAL	1918715	1374450	3293165	100%

Self-reliance is the highest priority of all the nations. So contribution of every individual in economy for well being of the society is given prime importance. A country like Pakistan cannot ignore 3.7 million people to furnish their responsibility in nation building as productive useful members, who, either temporarily or permanently fall outside traditional norms due to disability. However, many of these individuals seek assistance from professionals who draw upon a specialized system of services directed at helping them to promote their abilities to enter more fully the mainstream of the society. To fulfill this purpose, institutions both in public and private sectors are contributing tremendously. The institutions working for education, training and rehabilitation of persons with disabilities are given in table 3.

Table 3
SPECIAL INSTITUTIONS, STUDENTS AND TEACHERS

Organizer		Categories					Total
		HI	MR	PH	VI	Multiple	
F.	Institutes	13	12	11	11	---	47
G	Teacher	110	54	61	52	---	277
	Students	1054	656	576	562	---	2748
P.	Institutes	37	04	04	23	114	182
G.	Teacher	395	34	26	182	164	801
	Students	4286	314	261	857	1560	7278
N	Institutes	29	39	27	28	32	155
G	Teacher	303	191	102	98	299	993
O	Students	2717	1741	610	790	3440	9298
Grand Total		Institutes 384		Teachers 2071		Students 19324	

Researches show that there are about 3% to 12.8% children who are studying or excluded from the mainstream system of the education on the basis of learning disabilities and emotional and behavioral disorders, they also make an addition to the number of children with disabilities.

Children with Intellectual Disabilities

In Pakistan Intellectual disabilities are categorized as Mild, Moderate, Severe and Profound. Children with minor problems (IQ of 50 - 70) are mostly attending ordinary schools (regular schools); they are coping with their normal peers with assistance and remedial teaching, however, labeled as slow learners (not included above). The students having serious learning problems (IQ of less than 50) are enrolled in special schools whereas severe cases are cared at their homes.

Situation Analysis In Context Of Children With Intellectual Disabilities

The total number of Children with ID (14%)	52290
Institutions	55
Teachers / Instructors	279
Students (5% of the total Children with ID)	2711
Teacher Taught Ratio	1: 9
Employment	1%
Children with ID having no access to school	95%

The existing facilities for education, training and rehabilitation are hardly meeting the needs of children with ID. The only way is to bridge the gap by integrating the youth with mild to moderate disabilities in regular school system, if the ultimate goal of Education For All is to be achieved. This is one of the solutions to accommodate the excluded population of children with ID. It will help in combating discriminatory attitude and promoting an inclusive education setup. The government of Pakistan being an undeveloped country has meager resources to spend on segregated system. This transition may help to accommodate the children with ID in mainstream by evolving changes in content, approaches, structure and strategies.

Steps Need To Be Taken To Overcome Causes Of Intellectual Disabilities

- Sensitization of community by involving influential community leaders and media about the causes of ID, right of persons with ID and their unmet needs, promotion of positive attitudes, dissemination of success stories and arranging seminars and public meetings
- Using available services for care, treatment, education, training and rehabilitation of ID
- Updating of professional knowledge
- Improved maternal nutrition
- Improved early childhood nutrition
- Early intervention, assessment and adequate medical treatment
- Counseling to parents / genetic counseling
- Immunizations against and early treatment of viral and bacterial infections
- Safeguards and public education promoting conducive environment

State of Vocational Training and Employment For Children with ID

The introduction of vocational training and rehabilitation services is not possible without nation-wise coordination and interest. Such services demand acceptable atmosphere in which persons having disability can easily communicate with normal people as well as share their knowledge and experience, which would ultimately help them to adjust in the job market.

Most of the institutions are providing vocational training to the children with ID. Apart from the school level training, vocational training centers for persons with disabilities have also been working under the Directorate General of Special Education, National Trust for Disabled, Provincial Governments, and NGOs. However, the role of non-government organizations is commendable. The program of vocational rehabilitation and employment of disabled persons with community participation (VREDP) is now replicated in the urban and semi-urban areas. Enterprises employing workers with disabilities are given incentives, financial assistance and exclusive contracts or priority production rights, as part of the policy to promote gainful employment of persons with ID. Awareness campaigns are being launched to introduce potential of all types of disabled people to the job market. Relaxation in age and experience is granted to disabled persons.

Through these initiatives private and public sectors are providing training in local trades and vocations suitable according to the level of disability through sheltered workshops and supported employment thus enabling persons with intellectual disabilities to integrate into the community by promoting;

- Awareness about job opportunities and placement
- Acceptability (Interpersonal magnetism)
- Development of appropriate behavior
- Independence
- Self-sufficiency
- Productivity
- Competitiveness through training and re-training
- Contribution to common goods of society
- Friendly living environment

Owing to the commendable role being played by NGOs in this regard, however, a lot of hard work and sincere efforts are still required to locate new venues for vocational training of persons with ID to make them independent and self-reliant.

Teacher Training For Special Children

In Pakistan, there are three universities i.e.; The University of Punjab, Lahore, The University of Karachi, the Allama Iqbal Open University, Islamabad, three training colleges and one National Institute of Special

Education in Islamabad catering for the training of teachers throughout the country. The University of Punjab and University of Karachi are formal institutions whereas Allama Iqbal Open University is a distance education institution providing education to the pupil at their doorsteps without dislocating them from their homes. NISE provides in-service training to the teachers working in the special education institutions; some programs are developed for general public, parents and for normal school teachers to create awareness about persons with disabilities.

Department of Special Education At AIOU

The Department of Special Education at Allama Iqbal Open University was established in 1985, in response to the desperate need of trained staff to expand the services for the handicaps in Pakistan. The Allama Iqbal Open University is preparing special educators for the 21st century via distance education. At present the department offers progressive teachers training programs in four areas;

- Visual Impairment including low vision
- Hearing Impairment including communication disorders
- Intellectual Disabilities including learning difficulties
- Physical Handicaps including health impairments

The department prepares students with critical thinking skills and experimental base necessary to undertake professional positions in a variety of clinical, educational and other related settings. The emphasis of courses offered by the department is on the training of regular teacher who will play a vital role in dealing with mainstreaming of children with ID in regular schools - 'The Ultimate Goal of Special Education'.

Presently the Department Offers Following Programs

<u>Degree</u>	<u>Entry Qualification</u>	<u>Requirement</u>	<u>Study Period</u>
Ph.D	MA/M.Sc/M.Ed	16 Credits	4 Years
M.Phil	M.A/M.Sc	08 Credits	2 Years
M.A.	B.A.	10 Credits	2 ½ Years
M.Ed.	B.Ed.	6 Credits	1 ½ Years
Diploma	BA/B.Sc.	4 Credits	1 Year
Certificate	B.A.	Half & Full credit	6 Months
Diploma in Education	Matric	15 Credits	3 ½ Years

Structure Of The Program

a) Core Courses

Educational Psychology
Perspectives of Special Education
Handicapped Person in the Community
Educational Research
Curriculum Development and Instructions
Foundations of Education
Teaching Strategies

b) Area of specialization (for children with ID)

Introduction & Assessment of Mentally Retarded Children
Education of Mentally Retarded Children

c) Practicum

Supervised Teaching Practice
Research / Project Work

d) Co-related courses

Organization and Management of Special Schools
Community Based Rehabilitation of People with Disabilities

Achievements of Department of Special Education

Program	2002-2003	2003-2004	2004-2005	Degrees issued uptill 2005
M.Ed.	715	467	904	1398
M.A. Education		1120	1573	121
M.Phil	18	12	20	02

Future Program

The Department is planning to prepare manuals/training packages for;

- Community based rehabilitation committees
- In-service training for inclusive education
- Refresher courses for inclusion
- Families of special children
- Sports and recreational activities
- Training of teachers for gifted children
- Vocational Rehabilitation
- Pre-service training of teachers for inclusion

Special Services

Voluntary services offered by the department are;

- To create public awareness about
 - Early intervention and prevention of disabilities
 - Need and importance of Inclusive Education
- To promote family support and referral services.

Conclusion

The extensive purpose of this presentation is to share the ideas to develop a framework for desirable, appropriate opportunities for education, training and rehabilitation of children with ID. Here are few submissions, however, in certain settings these may not fit and may create some conflict, therefore related professionals are requested to try and help make such conflicts explicit and open to discussion and possible resolution.

This is an age of science and technology. Information and communication technology (ICT) can play an important role in education, training and rehabilitation of children with ID. Training in use of technology, its maintenance and knowledge of alternate uses may open new venues of sharing the successful practices and experiences for the country like Pakistan.

Outreach programs may be initiated by involving International, Regional and local donors to extend education, training and rehabilitation services for children with ID in remote areas.

To share opportunities for employment in the open market or alternate arrangements for gainful engagement of disabled persons with ID, apart from their own country need to be identified.

Cooperation and collaboration may be enhanced to initiate special schemes and strengthening of the existing programs in the area of self-employment of persons with disabilities for attaining economic independence.

The vocational training courses planned for the disabled persons in the participating countries be made available on video / audiocassettes and CDs.

- Networking of Resources (Human, Financial in Asia Pacific Region)
- Joint manufacturing of Assistive Technology

Thank you very much for patience required for proper listening

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