

**INTELLECTUAL DISABILITY  
IN  
COMMUNITY ACTIVITIES**

**INCEPTION REPORT  
PAKISTAN**

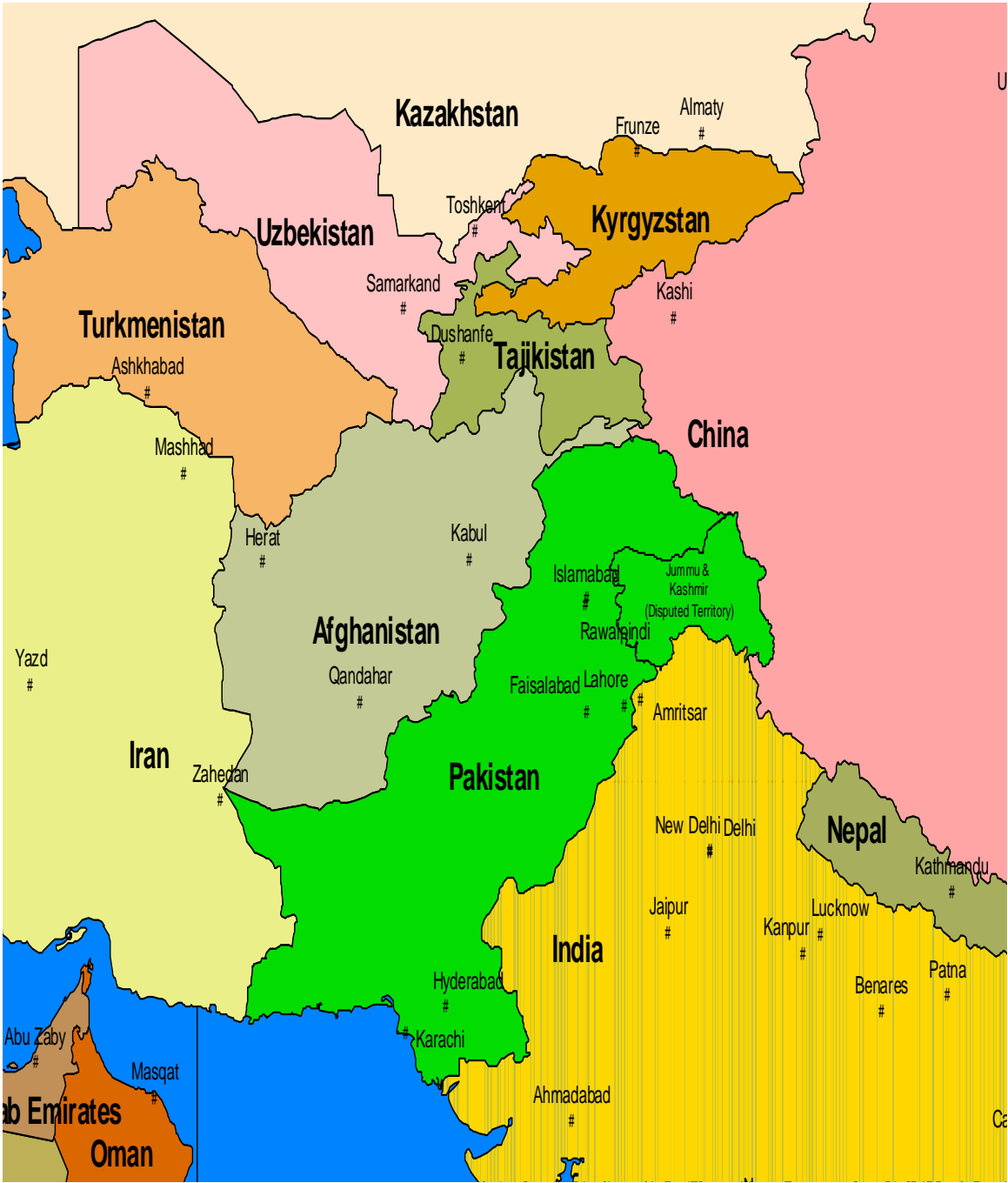
**MEHTAB AHMAD KHAN CHANDIO**

**SOCIAL CASE WORKER**

**FEDERAL GOVERNMENT BHAUDDIN ZAKARIYA SPECIAL  
EDUCATION CENTRE FOR MENTALLY RETARDED CHILDREN (MRC)**

**DIRECTORATE GENERAL OF SPECIAL EDUCATION**

**MINISTRY OF SOCIAL WELFARE AND SPECIAL EDUCATION PAKISTAN**



## 1. GENERAL INFORMATION

**Name of Country** Islamic Republic of Pakistan  
**Area (sq. km)** 796,096 sq. km

**Population** (population in rural and urban area)

<b>Total Population</b>	<b><u>Rural Population</u></b>	<b>Urban Population</b>
132.35 million	67.5 million	32.5 million

1998 Census

**Life expectancy** 61 years (male: 61; female: 62)

**Infant mortality rate** (1-4 years): 79 per 1000

**Maternal mortality rate** 500 per 100,000

**Literacy rate**

<b>Gender</b>	<b>Urban</b>	<b>Rural</b>	<b>Total</b>
Male	70.0	46.4	54.8
Female	55.2	20.1	32.0
Total	63.1	33.6	43.9

\* Pakistan 2004 Statistical Pocket Book Population Census Organization

**Education (Compulsory)** Secondary school certificate (10 years education)

**Unemployment rate** 6%

### **Laws concerned with persons with intellectual disabilities**

Disabled Person (Employment & Rehabilitation) ordinance 1981

### **Financial assistance for persons with intellectual disabilities**

- i. Financial Assistance from Bait-ul-Maal Charity organization and community
- ii. Exploration of local Community resources,
- iii. Micro-credit schemes (Banks + Community Saving groups)

## **2. OUTLINE OF YOUR ORGANIZATION**

### **(1) Background, vision, strategy, activity**

#### **Directorate General of Special Education (DGSE)**

- The systematic care of persons with disabilities was brought into focus in Pakistan in the 1980s with the observance of 1981 as the United Nations International Year of Disabled Persons
- The need was then felt for their education, training and ultimate Rehabilitation and in this backdrop Directorate General of Special Education (DGSE) was established in 1985
- DGSE is endeavoring to promote the cause of the disabled persons through just and rights based approach, through the resources made available to it by the Federal Government

### **(2) Major Programmes, covered areas, and target population of your Organization**

#### **FUNCTIONS OF DIRECTORATE GENERAL OF SPECIAL EDUCATION**

- Preparation and Execution of Policies and Plans for Education, Training and Rehabilitation of Disabled
- Development and Standardization of Curriculum
- Selection, Appointment and Training of Teachers and Allied Staff
- Arrangement of Conferences, Seminars, Workshops, Lectures etc
- National Planning and Coordination in the Field of Special Education
- Dealing and Agreements with other International Organizations in the Field of Special Education.
- Overall Execution and Supervision of Special Education Programmes at National level

#### **GOALS AND TARGETS**

- i. Formulating and launching the National Plan of Action (NPA) to implement the National Policy for Persons with Disabilities
- ii. Preparation of design manual and building Bye-laws
- iii. Provision of services by special education centers
- iv. Completion of on-going development projects
- v. New projects initiated in the year 2006
- vi. Promoting Inclusive Education as a developmental approach
- vii. Ensuring capacity building of the Special Education Centers
- viii. Promoting International Cooperation
- ix. Future Programme

**Target Group, number of beneficiaries**

- i. 05-14 years age                      Special Education Services
- ii. 14-45 years age                      Skill Training & Vocational Rehabilitation
- iii. Training Courses to the professionals by National Institute of Special Education (NISE)
- iv. Federal Bahauddin Zakariya Special Education Centre.

**Special Education & Vocational Training Services**

<b>S No.</b>	<b>Institution</b>	<b>No. of</b>	<b>No. of Beneficiaries</b>
1	Special Education Centre for physically Handicapped children.	14	1100
2	Special Education centre for Hearing Impaired Children	13	1330
3	Special Education Centre for Visually Handicapped children	11	940
4	Special Education Centre for Mentally Retarded Children	13	960
5	Centres for Vocational Training	5	670
<b>Total</b>		<b>56</b>	<b>5000</b>

**Training courses conducted by NISE**

<b>S No.</b>	<b>Institution</b>	<b>Courses</b>	<b>No. of Beneficiaries</b>
1	Training Courses for teachers of Physically Handicapped Children	6	120
2	Training Courses for Teachers of Hearing Impaired Children	6	125
3	Training Courses for Teachers of Visually Handicapped Children.	6	92
4	Training Courses for Teachers of Mentally retarded Children	6	95
5	Training Courses for Teachers Catering Cross Disabilities.	10	262
<b>Total</b>		<b>34</b>	<b>694</b>

## **JOB DESCRIPTION FOR THE POST OF SOCIAL CASE WORKER (B-17)**

The Social Case Worker is responsible for keeping up to-date record of Child's medical as well as personal data. His/her job description shall include:-

1. To assist the Director/Principal to formulate, define, clarify and interpret the philosophy and welfare objectives of the centre within the context of ;:<sup>T</sup> organizational purposes.
2. To visit home of disabled child applying for admission in the centre and - prepare case history of the child in cooperation with the parents reflecting family history, socio-economic status of the family.
3. To maintain close liaison with the class teacher and to assist him/her in the satisfactory resolution of problems of defective relationships affecting parent-teacher, teacher-student and parent-student. He-She should arrange joint home visit programmes with the class teacher in search of a satisfactory resolution of the defective relationship problem seeking full cooperation of the parents.
4. To develop an action plan for parents counseling and guidance service for follow up of community base<sup>3</sup>delivery of welfare and educational intervention programmes for the disabled children.
5. To establish liaison with other educational institutions for integration of children of the centre in consultation with the class teacher.
6. To establish liaison with Vocational /Arts and crafts institutions for placement of the children of the centre for short term courses.
7. To establish liaison with outside agencies for coordination of services, including referral, seeking of services from specialists as identified by technical staff in consultation with the Director / principal.
8. To organize summer school programmes for disabled children of different age groups.
9. To conduct periodical evaluation concerning : -
  - a. Quality of parent counseling services provided.
  - b. Nature, extent and quality of individual services provided.
  - c. Impact of services provided
10. To organize educational and excursion trips for the disabled children of the Centre
11. To serve as a member of the School's Multi professional Team.
12. To develop welfare services for the staff of the Centre,

- 3. Community Development Program which include Intellectual Disability issue as one of the activities. (If you know any) Please pick up a case projects or programmes in your country, with which you or your organization has been associated, and describe its outline and analyze its performance referring to items listed below.**

**Outline of the project or program**

**REHABILITATION OF DISABLED PERSONS WITH COMMUNITY PARTICIPATION**

**Background**

Since its inception in 1986, the Directorate General of Special Education (DGSE) mainly concentrated on establishing educational institutions for the children with disabilities, there was no provision for the rehabilitation of these children when they grew up and left school and reach to the un-reach people in remote rural areas of the country to the target age between 14 years to 45 years for their rehabilitation process through community participation. Keeping in view the meager financial resources and professional expertise available, the project Rehabilitation was established evolve cost effective model which could make rehabilitation and available to large number of persons with disabilities by maximum exploration and canalization of resources available in the community.

**Vision**

Community participation is a programme of planning the services in a way where the recipient of services and members of the community become active participants in the programme. It is a plan that can be truly called a programme:-

**OF THE PEOPLE**

**FOR THE PEOPLE**

**BY THE PEOPLE**

The project works through the briefly trained volunteers attached to existing well-grounded NGOs/CBOs of the area. These CBR Volunteers have comprehensive understanding of the structure and needs of the community. The objective is to make the people of the community feel empowered to help the disabled to help themselves.

**Objectives of the Project**

1. To develop a Programme of Rehabilitation Assistance to enhance economic and Social Functioning of Disabled Persons by Mobilization the Community Resources.
2. To establish a non-institutional community based rehabilitation programme to reach larger number of disabled persons in more cost-effective ways.
3. To increase the employment of disabled persons both male and female on suitable jobs through more adequate and relevant job, training and through active participation of business community by encouraging them for

- training and employment of disabled persons.
4. To create awareness and motivate local communities to participate in the rehabilitation process of the disabled persons through seminars/workshops. These Seminars also focus on prospective Employers of Disabled Persons.

### **Strategy**

- Identification of channel of approach/platform.
- Contact with key persons and involve them actively. Formation of groups (students, parents of disabled person's teachers, traders).
- Selection of volunteers.
- Exploration of community resources (institutional non-institutional, financial, social, and human etc.)
- Signing of agreement with NGOs.
- Signing of agreement with the volunteers.
- Identification of disabled persons.
- Registration of disabled persons.
- Assessment of disabled persons for vocational rehabilitation.
- Counseling and guidance of clients and their families.
- Preparation of Individual Rehabilitation Plan (IRP) for registered disabled persons.
- Practical measures for training, employment/self-employment of disabled persons in accordance with Individual Rehabilitation Plan. Continuous monitoring, evaluation of the field work followed by:-
  - i. Revision of strategies when and where required.
  - ii. Adoption of suitable measures by observing set goal.
  - iii. Grant of Loan for self-employment of Disabled Persons where appropriate and required

### **Expected outputs**

Persons with Disabilities (14- 45 years age group)

Registration	4652
Placement on skill training	1624
Income Generation	1162

\*from 1993-February 2007.

### **Target population**

- i. Up to 14 years age Referral services for inclusion in special education activities
- ii. 14+ to 45years age



#### 4. Intellectual Disability In Your Country

Please explain briefly on I.D in your country regarding the items shown as below:

**The present services for I.D offered by both government/ NGOs**

Directorate General of Special Education running the special Education Centers (SEC) and Vocational Training Centers for Mentally Retarded Children (MRC)

Provinces / Areas	Punjab	Sindh	NWFP	Baluchistan	Islamabad	Total
No. of SECs for MRC	6	2	3	1	1	13
NTCSP	-	-	-	-	1	1
VTCDP	2	2	1	1	-	6

**The respective role of government, NGOs and residents (people in the community)**

**The Directorate General (brief)**

#### 5. Situation of Persons with Intellectual Disabilities Describe as much as you know. Finding & Diagnosis of I.D., Early Intervention

- Delay or slowness in mental development
- Controlling movement, speech, the understanding of language
- Recognizing pictures
- Specific learning Difficulties
- Memory difficulties
- Perceptual Problem
- Hyperactivity
- Unequal Delay
- Emotional Problem

#### **Down Syndrome**

Out wardly slanted eyes

Exaggerated fold of skin on the inside of the eye

Flat ears set low on the head

- Flattened face
- Small teeth
- long tongue, thick and much roughened roundish cheeks
- Relatively short arms and legs,
- impression of being too large for the body

**a) Prevalence of I.D in your country/ district National level Data**

**National Level Data**

Type	Male	Female	Total	%
Mentally Handicapped / Insane	119,645	91,209	210,854	6.4
Mentally Impairment	134,887	115,297	250,184	7.6

**Data of Islamabad**

Type	Male	Female	Total	%
Mentally Handicapped / Insane	602	449	1,051	12.57
Mentally Impairment	367	312	679	8.05

**Disability age group (years)**

Group	0-4			5-14			15-29		
Insane	5.21	9.70	14.61	14.61	10.67	25.58	16.97	12.43	29.39
Mentally Retarded	4.84	5.08	9.92	12.51	10.69	23.21	15.76	12.99	28.75
Group	30-59			60(+)			Total		
Insane	14.69	11.51	26.20	5.26	4.17	9.43	56.74	43.26	100.00
MNehntally	15.77	12.96	28.73	5.02	4.36	9.39	53.92	46.08	100.00

**b) Persons/ professionals responsible to diagnosis (doctor or health worker or social workers.....)**

- i. Doctors, ii. Teachers, iii. Speech Therapists, iv. Social Case Workers, v, Physiotherapists, vi. Occupational Therapists

**c) Procedure after diagnosis**

- i. Assessment
- ii. Medical Rehabilitation
- iii. Treatment, physiotherapy, speech therapy,
- iii. Special Education / Home based programme
- iv. Parents counseling
- v Vocational guidance
- vi. Skill training,
- vii. Community recourse mobilization,
- viii. Employment referral services/self-employment.

**Education**

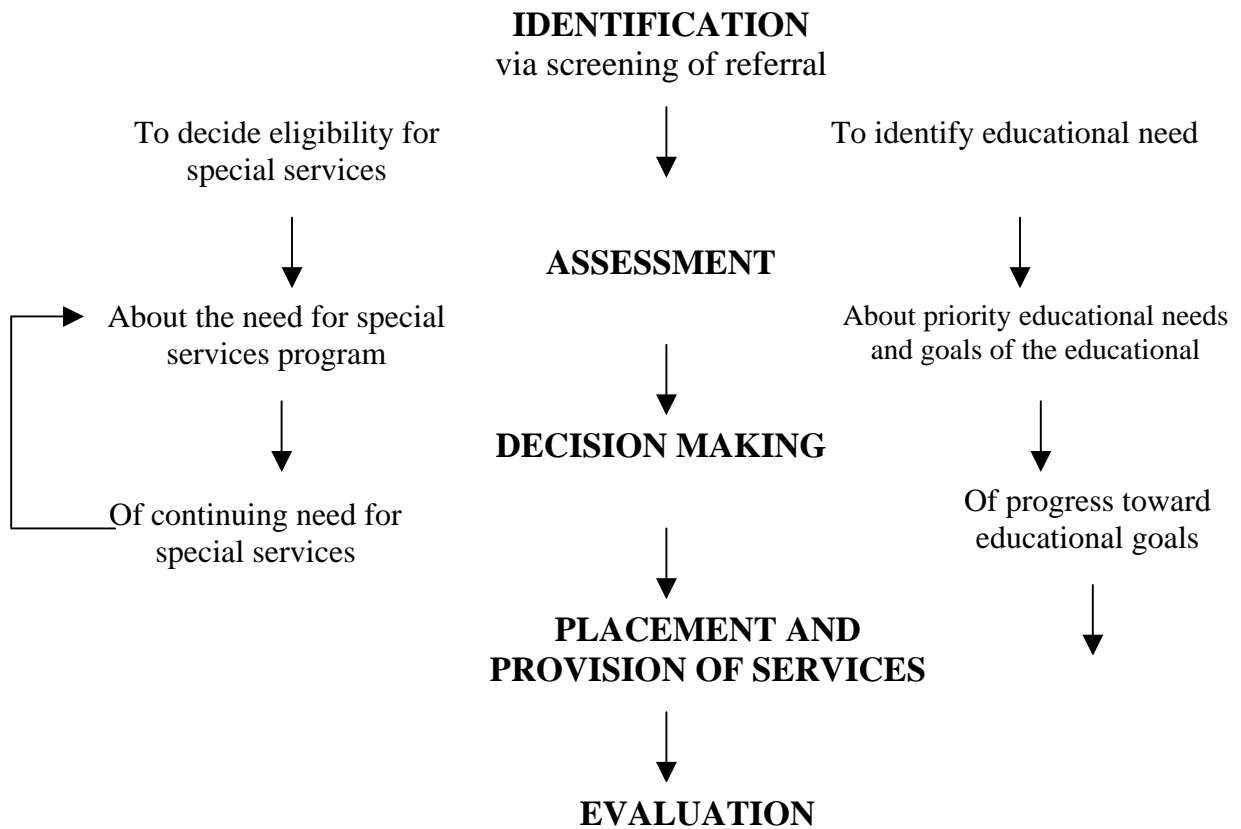
**d) Percentage of children with I.D who attended school**

..... data ? .....

**e) Type of education for I.D.; special education or integrated education**

At present, Special Education Services (SES) and integrated education for Visual Handicapped Children is available. In normal schools approximately 3-5 students with learning disabilities are already studying but without recognition due to lack of teachers training in the I.D.

**f) Placement procedure**



## **Skill Training**

### **g) Do I.D people receive vocational training? If not, what is the reason?**

The persons with intellectual disabilities are getting vocational training through:

Institutional Based Training	<ul style="list-style-type: none"><li>▪ National Training Center for Special Persons (NTCSP)</li><li>▪ Vocational Training Centers for Disabled Persons (VTCDP)</li></ul>
Community Based Training	<ul style="list-style-type: none"><li>• Local skill master</li><li>• Vocationally Trained Volunteers</li></ul>

## **Support Organization**

### **h) Government agencies concerned with I.D. people**

1. Special Education Centers for Mentally Retarded Children
2. National Institute for Handicapped (NIHd)
3. Vocational Rehabilitation & Employment of Disabled Persons (VREDP)
4. National Training Center for Special Persons (NTCSP)
5. Vocational Training Centers for Disabled Persons (VTCDP)
6. National Council for Rehabilitation of the Disabled Persons (NCRDP)
7. National Institute of Special Education (NISE)
8. National Library & Resource Center (NLRC)
9. Pakistan Bait-ul-Mal

### **i) Number of NGOs concerned with I.D. people**

Number of Non-governmental organization concerned with (I.D.) people.

According to the Government, there are more than 200 NON GOVERNMENT organizations actively involved in providing services to persons with disabilities in the areas of welfare, care, education, training and rehabilitation of persons with disabilities.

The Government has acknowledged that it cannot solve the problems faced by people with disabilities alone. Therefore, it enlists the support of the NGOs and the community. In order to promote special education programs in the private sector, the Government is providing financial and technical assistance to NGOs around the country.

NGOs are providing assistive devices Wheelchairs, crutches, low vision aids and hearing aids are provided for facilitation of students with disabilities. In the private sector there are NGOs who produce assistive devices like wheelchairs, artificial limbs, hearing aids and low vision aids for local consumption. The National Council for Rehabilitation of Disabled Persons and the National Trust for the Disabled and other philanthropic organizations provide assistive devices for free or give PWDs financial assistance to procure devices from the local market.

<b>S.NO</b>	<b>NAMEOF NGO</b>	<b>ADDRESS</b>
1.	Tanzeem-al-Lisan,Faisalabad	Hid Bagh, Dhobi Ghaat, Faisalabad
2.	National School for Deaf Gujranwala	Satellite Town Gujranwala
3.	Hassan Academy, Rawalpindi	Mehrabad, Peshawar Road, Rawalpindi
4.	Himat Welfare Society for the Disabled Adj.	Old A.C Office Attock City
5.	Pakistan Society for the Rehabilitation of the Disabled	111 -Ferozepur Road, Lahore
6.	Chambeli Institute, Rawalpindi	H.No. 20/B, Satellite Town Rawalpindi
7.	Anjman-e-Falah Mazooran Iqra for Deaf, Rahim Yar Khan	School Club Road, Rahim Yar Khan
8.	Pakistan National Institute for Deaf, Children of Rural Areas Kamoki	Chuman Wala Road, near Orient Rice Mills, Kamoke, District Gujranwala.
9.	Sir Syed Academy, Rawalpindi.	Sir Syed Academy (Special Education) Muhammad Hussain Road, Rawalpindi Cantt.

6. Based on the information of above items 1-5., please explain the issues / problems to solve in the order to conduct effective support to I.D. people.