

8. Pakistan

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**GROUP TRAINING COURSE
IN INTELLECTUAL DISABILITY**

CHIYODA-KU TOKYO JAPAN
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COUNTRY REPORT.

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FOR MENTALLY RETARDED CHILDREN
MARDAN (NWFP) PAKISTAN

COUNTRY.

The Islamic Republic of Pakistan emerged on the map of the world on 14th Aug: 1947, in Southern Asia with neighbouring countries as India to the East, Afghanistan and Iran to the West, China, Russia to the North, East. Its coastal area is in the South Arabian sea. It has mixture of races and cultures due to migration both outside and with in the Sub-continent.

The total area of Pakistan is 796096 Square Kilometers with an estimated population of 138 million out of which 13.8 million are Disabled. Pakistan is densely populated country in the world, and it stands 7th in most populous countries of the world.

Pakistan has four Provinces Punjab, sind, Baluchistan and North West Frontier Province (NWFP), together with the Federal Capital "ISLAMABAD" and Federally Administered areas. These Provinces consists of distinct ethnic minorities with their languages and cultures. Urdu is the National language. English is also widely understood and used in official legal and Commercial transaction. English is also medium of instruction in some private schools, colleges and Universities. Jasmine is the National Flower and Hockey is the National Game of Pakistan. Almost 97% people are Muslim.

GENERAL EDUCATION IN PAKISTAN.

1.1 Literacy rate and provision for primary Education.

Literacy rate was very low hardly 19% at the time of independence in 1947. The literacy rate according to 1981 census was only 26.20% and was expected to increase 34% by the early 1992. The current literacy rate is 37%, 49% are male and 24% are female. (Source Economic survey Government of Pakistan-1995).

1.2 Major influences on the Education System in Pakistan.

The Education system has been under two major influences.

- 1) Muslim Rule; From 11th Century onward.
- 2) British Rule; 1757 A.D to 1947.

Pakistan has two parallel system of Education. The Muslim and British. The Muslim education is as follows:-

- 1) Maktab at the primary level and Madarases at the Secondary level.
- 2) Quran schools attached to the Mosques.
- 3) Mohalla's schools (specially for growing girls is provided at homes.

The British system comprises:- The schools mainly located in urban areas bases on Western style of Education.

1.3 Structure of Educational system.

The formal education system is structured into different stages based on British system.

- a) Primary stage:- Enrolling 6-10 years old for 5 years education.
- b) Middle stage:- 3 years duration after primary stage.
- c) Secondary stage:- 2 years duration after Middle stage.
- d) Higher secondary stage:- 2 years duration after secondary stage.
- e) Professional Education stage:- Of different duration after higher secondary stage. The duration of studies ranges 2-7 years.

In addition to Government schools/colleges and universities Private sector Institutions have played a vital role in Pakistan. These institutions Enjoy greater respect as compared to Government Institutions. The medium of Instruction in private Institutions is English.

SPECIAL EDUCATION SYSTEM IN PAKISTAN.

Back-Ground:-

At the time of independence in 1947, Pakistan had only a handful of schools for "Hearing Impaired and for Visually Handicapped children" run by charitable organizations.

The first school for children with hearing disabilities was opened in early 1960's in Lahore and Karachi and Makhdoun (1961) lists only one training college for Teachers of the deaf in Lahore.

As late as the 1980's Abdullah (1981) reports 10 schools for Blind children 24 for deaf children and 15 for Mentally Retarded throughout the country.

Although the responsibility of the Government to educate its Handicapped children was recognized in the Commission on National Education (1959), yet Government interest was aroused after the observance of International year of the Disabled persons (IYDP) 1981 and by the United Nations declaration of (1983-1992) as the decade of "Disabled persons". It was in 1982 that the subject of Special Education was transferred to the Social Welfare at Federal level. During the sixth five year plan (1983-1988) the Social Welfare program concentrated on strengthening of existing Institutions of Social Welfare and Special Education, both Govt. and NGO's. Soon after the transfer of the subject of Special Education to Social Welfare wing, four model centres for education, training and rehabilitation were established at Islamabad. In order to gear up this process, a new organization named (D.G.S.E) was created in 1985, as an attached department of Ministry of Health and Social Welfare.

A first medical based survey was conducted in 1986, by the

Directorate General of Special Education in Islamabad/Rawalpindi cities. According to the sample survey the distribution of different disabilities in the disabled population was as under:-

A)	Mentally Retarded.	21%
B)	Visually Handicapped.	15%
C)	Hearing Impaired.	9%
D)	Physically Handicapped.	33%
E)	Multiple Handicapped.	19%
F)	Not clarified.	3%

The Directorate General of Special Education is performing the function on behalf of the state.

The major function of DGSE are as under:-

- 1) To formulate ~~or~~ co-ordinate National policy for Handipped Person.
- 2) To organize census of disabled persons.
- 3) To established Special Education Centre all over the country.
- 4) To provide primary education to all types of Disabled children.
- 5) To Train manpower pertaining to Special Education.
- 6) To provide vocational training to Disabled persons.
- 7) To provide medical and para medical support to Disabled persons.
- 8) To create and provide Job opportunities for Disabled persons.
- 9) To provide legislative support for the Disabled persons and to implement the following legislation:-
 - i. Disabled persons (Employment & Rehabilitation) Ordinance, 1981.
 - ii. Employment of children Act, 1991.
 - iii. Bonded labour Abolition Act, 1992.
- 10) To motivate and assist local communities and NGO's to work for the Welfare and Rehabilitation of Disabled persons.
- 11) Co-ordination with UNESCO, ILO, UNDP, UNICEF, etc.

The first draft National Policy for the Rehabilitation of Disabled was formulated in 1986. 46 Special Education Centres were set-up by the Federal Government in the major cities of Pakistan at Provincial/Divisional Headquarter level. These increased the number of Special Education centres/Institutions form 66 in 1980 to 158 in 1988, but now the number has reached to 282.

The special Education system is run under Ministry of Women Development, Social Welfare & Special Education.

FEDERAL GOVERNMENT SPECIAL EDUCATION CENTRES IN PAKISTAN				
City D/A	HIC	MRC	PHC	VHC
Islamabad	02	02	01	01
Punjab	06	05	04	05
Sind	01	02	02	03
NWFP	02	02	02	02
Baluchistan	01	01	01	—
A.J.K	—	—	01	—
Total: (46)	12	12	11	11

NGOs WORKING FOR DISABLED PERSONS IN PAKISTAN
TYPE OF DISABILITY AND PROVINCE.

Disability	PROVINCES				
	Punjab	Sind	NWFP	Baluchistan	Total
Physically Disabled	19	11	05	01	36
Hearing Impaired	33	14	07	01	55
Visually Impaired	29	17	03	03	52
Mentally Retarded	17	12	05	01	35
Total:	98	54	20	06	178

TABLE OF SPECIAL EDUCATION CENTRES IN PAKISTAN
Area and Type of disability in Pakistan

Area	HIC	MR	PHC	VHC	MPH	Total
Punjab	45	18	16	33	23	135
Sind	09	10	05	12	23	59
NWFP	09	05	11	15	08	55
Baluchistan	04	02	04	02	—	12
Islamabad	03	02	01	01	06	13
A.J.K	—	—	01	—	—	01
Northern Areas	02	—	04	—	01	07
Total :	79	37	42	62	62	282

<p>TABLE OF SPECIAL EDUCATION FOR MENTALLY RETARDED CHILDREN IN PAKISTAN</p>
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S.No.	Area	No. of centres	No. of students	No. of Teachers
1.	Islamabad.			
	i. Federal Govt. Institutions.	02	135	17
	ii. Provincial Govt. Institutions.	—	—	—
	iii. Non-Govt. Organizations.	02	35	08
2.	Punjab.			
	i. Federal Govt. Institutions.	05	265	24
	i. Provincial Govt. Institutions.	02	80	08
	iii. Non-Govt. Organizations.	11	1035	129
3.	Sind.			
	i. Federal Govt. Institutions.	02	121	05
	i. Provincial Govt. Institutions.	—	—	—
	iii. Non-Govt. Organizations.	08	406	39
4.	NWFP.			
	i. Federal Govt. Institutions.	02	93	07
	i. Provincial Govt. Institutions.	01	177	20
	iii. Non-Govt. Organizations.	02	265	15
5.	Baluchistan.			
	i. Federal Govt. Institutions.	01	42	01
	i. Provincial Govt. Institutions.	01	57	06
	iii. Non-Govt. Organizations.	—	—	—
Total:-		39	2305	240

The total number of beneficiaries in these Centres/Institutions are 18118.

A part from the above services of Special Education, following supportive facilities also exist for Disabled persons.

1) National Training Centre for Disabled Persons.

A National Training Centre for Disabled has been established at Federal capital Islamabad. Market oriented skills are being imparted to the trainees.

The different skills are:-

- i. Computer/Typing.
- ii. Electrical skills.
- iii. Welding.
- iv. Radio
- v. Mechanic.
- vi. Airconditioning/Refrigeration.
- vii. Machinists.
- viii. Art & Craft.
- ix. Tailoring & Knitting.
- x. Canning.

2) National Institute of Special Education (NISE)

Main Objectives of NISE are:-

- i. To conduct Teacher Training courses at local/National level.
- ii. To collaborate with universities, other Institutions & International agencies for the development of man power in Special Education.
- iii. To develop & publish material for guidance of Special Education Institution.
- iv. To develop curriculum for Mentally Retarded Children & conduct annual examination.

3) National Institute of Handicapped.

In order to reduce the ratio of Disabled, services in detection, diagnosis, assessment & treatment, NIH has been established at Federal level at Islamabad.

4) Vocational Training Centres for Disabled.

In order to impart vocational training to Disabled persons, Two centres have been established at Lahore, Karachi. These Centres are providing services of market oriented skills to the disabled persons.

5) Vocational Rehabilitation & Employment of Disabled Persons.

Rehabilitation, Economic assistance, increase, job opportunities, mobilisation of community resources, to create public awareness & motivate local communities to participate in the Rehabilitation process of Disabled persons are the main objectives of VREDP.

6) National Braille Press.

7) National Library & Resource Centre.

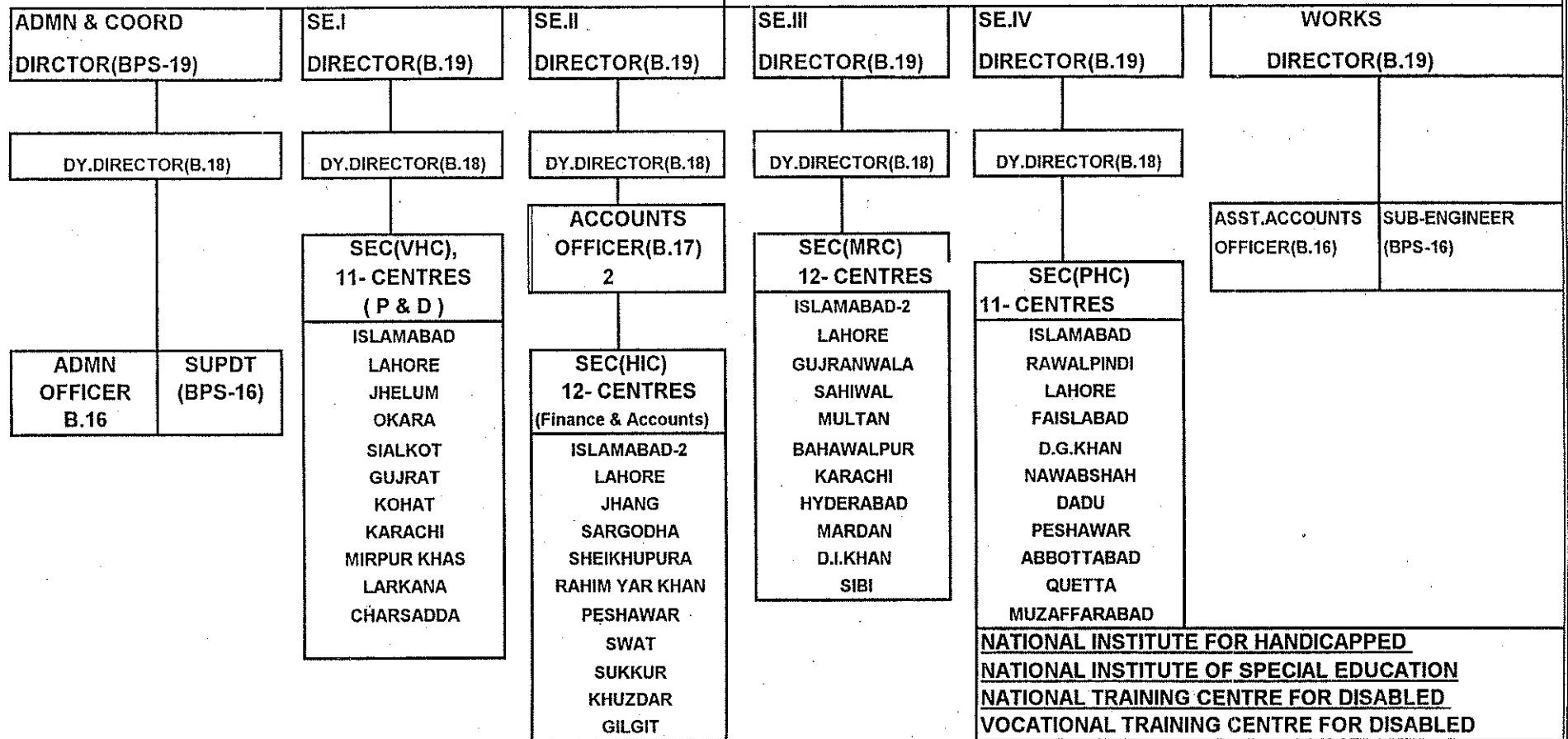
- 8) National Mobility & Independence Training Centre.
- 9) National Trust for the Disabled.
- i. To establish model Institutions for the care Education & Rehabilitation.
 - ii. To receive donation of funds from private agencies & voluntary organizations.
- 10) National Council for Social Welfare.
National council for Social Welfare established at federal level at Islamabad. The main objective of the council is to help local community, to establish various welfare agencies/Association and also support them financially.
- 11) National Commission for Child Welfare & Development.
In order to protect the child's rights NCCWD has been established at federal level at Islamabad in 1981.
- 12) National Council for Rehabilitation of Disabled persons.
The main objectives of NCRDP are:-
- i. Registration of Disabled persons.
 - ii. Employment of Disabled persons against 2% quota.
 - iii. Financial assistance to disabled persons for self employment.
 - iv. Stipend for education & vocational training.
 - v. Collection remittances from different establishments in lieu of non-employment of Disabled persons.

**ORGANIZATIONAL CHART OF
DIRECTORATE GENERAL OF SPECIAL EDUCATION.**

MINISTER OF STATE

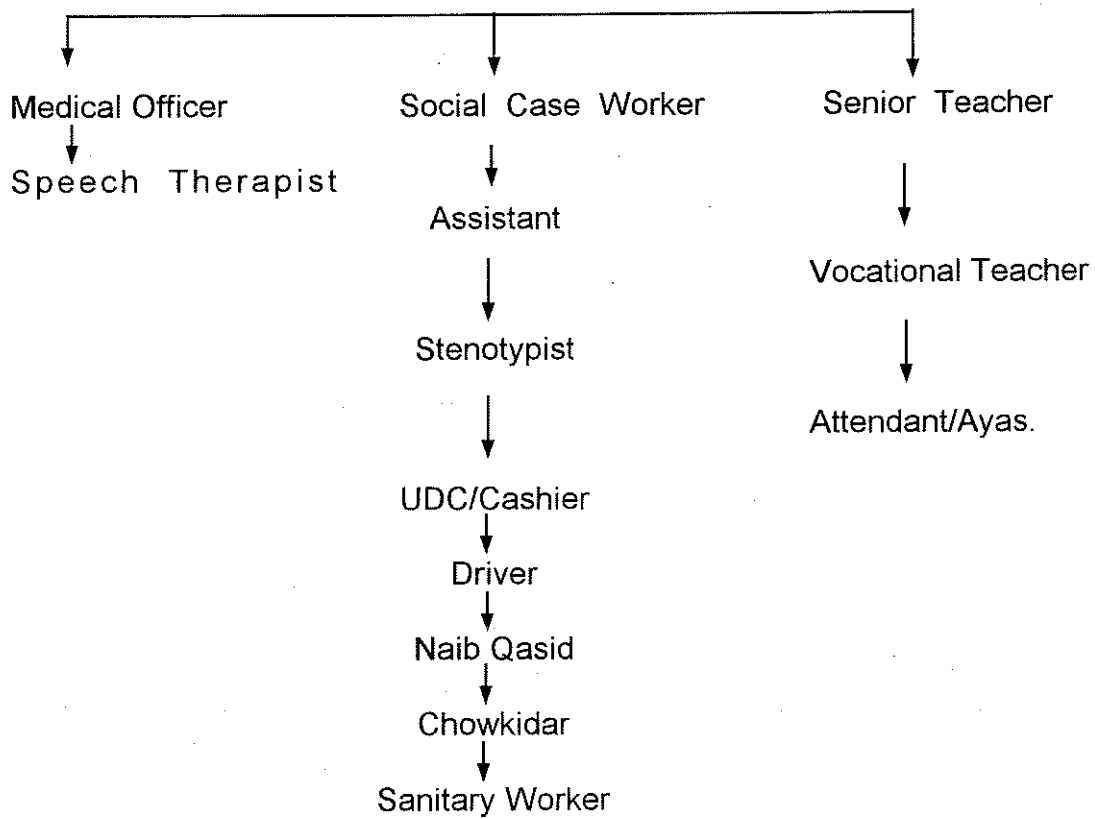
SECRETARY

ADDITIONAL SECRETARY/ DIRECTOR GENERAL



ORGANIZATIONAL CHART
OF
KHUSHAL SPECIAL EDUCATION CENTRE
MARDAN

DEPUTY DIRECTOR/VICE PRINCIPAL



6) Current situation & Trends in Rehabilitation services for people with Intellectual Disabilities in Pakistan.

It is estimated that there are 5 million Mentally Handicapped persons in our country. The Government of Pakistan is very keen and optimistic in the preparation and provision of facilities and infrastructure at gross root level. The Government of Pakistan under the Ministry of Women Development , Social Welfare and Special Education has established a net work of services for the rehabilitation, education, training and social development for the persons with intellectual disabilities, besides Provincial Government and NGOs. In our country 39 institutions are catering various services to the Mentally Retarded Children. The number of beneficiaries in these institutions are about 2,305.

The functions/services of these institutions are as follows:

- a) Assessment and diagnosis
- b) Individual educational programme
- c) Practical life skills
- d) Speech Therapy
- e) Vocational Training (Arts & Crafts)
- f) Physical Education
- g) Parents Guidance & Counselling
- i) Home Visits
- j) Religious Education
- k) C. B. R. (Community Based Rehabilitation)
- l) Occupational therapy & Sheltered Workshops

Apart from the above services, the Social Welfare Wing of the Ministry also provides extensive services to children, senior citizens, destitute women and also to mentally and emotionally disabled persons. Various medical social welfare projects have been set up in the needling hospitals of Federal and Provincial Government for the welfare, treatment and rehabilitation of people with intellectual disabilities. Moreover mental hospitals have established in various leading prisons in each province where mentally ill prisoners are provided various rehabilitation treatment and vocational services.

7) Writer Philosophy on rehabilitation services for people with intellectual disabilities.

- i) The services are only at major cities, they may be extended to gross root level.
- ii) Pakistan is a developing country having very meagre resources. Due to the financial constraints it can not establish separate institutions for persons with intellectual disabilities, so inclusive education is the best solution of the problem.

- iii) Community based rehabilitation services may be extended to the rural areas.
 - iv) In order to change the general thinking level of common masses, public awareness campaign needs to be launched at government and non-government level.
 - v) Quality education and training should value and address the concerns of the people with intellectual disabilities and their families.
 - vi) The national and inter-national donor agencies should be mobilized to render their services to the people with intellectual disabilities.
- 8) C. B. R. (Community Based Rehabilitation) Programme in Pakistan.

The CBR was introduced in the 70's in our Country. The coverage of this programme is at present in the major cities. Our Ministry is trying its best to extend the programme. A comprehensive training programme has been conducted by the Ministry to convey the basic information about CBR to its own staff, as major emphasis was given to spread the programme through the already existing infra-structure. The Ministry of Women Development, Social Welfare and Special Education in collaboration with ILO and UNDP has initiated two projects, the 1st one at Noorpur Shahan Islamabad and the 2nd project was at Orangi Town and Ibrahim Haidri (Fishermen's Colony) near Karachi. The projects were of great success beyond expectations. These projects enabled most of the disabled person to earn livelihood for themselves and their families. The out come was because of the participation of community members with full enthusiasm.

Besides Government, a vast network of NGOs is functioning in the nook and corner of the country Several teams of clinical psychologists and community workers are training families in improving the care of their mentally handicapped children under the Lahore out reach project (LOP) which has been just recently established. The team workers are training family members for the better care, education and training of their mentally retarded children. Most of the MR children can now talk, dress themselves, use the toilet on their own , recognize colors etc. The dramatic change is due to the LOP field worker's, train families in improving the care of their mentally handicapped children.

LOP is the 1st project of its kind in Pakistan. It operates in three low income localities near Firdos Market Gulbarg, in which there are 5870 children out of a population of 18077 including 52 disabled adults and 171 disabled children. Funded by LOP was initiated by NGO (PSWMRC) Society for the Welfare of Mentally Retarded Children.

9) Service Delivery System and relevant Laws and Regulations.

According to the WHO 10% of the population of the Islamic Republic of Pakistan is disabled. Keeping in view these statistics, the Government of Pakistan has made innumerable efforts to provide basic free education/training for these children. Some of these children are accommodated in Federal Government Institutions, Provincial Government Institutions and also are being served by the NGOs. Federal Government Institutions work under the Ministry of Women Development, Social Welfare and Special Education. This Ministry work as a focal point for the rest of the agencies run by the provinces or NGOs. In provinces the NGOs are controlled by the voluntary social welfare agencies (Reg: and control) Ordinance 1961. For the purpose of net working , all institutions of Federal Government are distributed according to the needs and number of disabled. These institutions are in remote areas as well as in the big cities.

For the convenience of the special education in the federal Capital which is accessible to every body either able or disabled for the guidance/help in any type of disability. It is the policy of Government to provide assistance in every possible way to uplift the status of a disabled through training and education. The DGSE also executes the Ordinance for the employment of disabled persons through " Disabled persons Employment and Rehabilitation Ordinance 1981". The DGSE is in close contact with all Government and non-government organizations for the provision of employment to disabled persons under this ordinance. In this regard the federal government is providing free training/education upto primary level to all disabled registered in the schools. They are also provided with medical help.

There is also a National Institute of Special Education which provide training for not only the teachers of Federal Special Education Institutions but they also invite teachers from the provinces including AJ & K, FANA, FATA and NGOs.

It is also under the consideration of Federal Government to include rural areas which are almost neglected. For this purpose community bases rehabilitation programme is started which is quite successful.