



Institute of Social Studies

GRADUATE SCHOOL OF DEVELOPMENT STUDIES

**Inclusive Education as an Approach to Realising the Education Rights
of Children with Disabilities.**

A Case Study of Jauharabad, Pakistan

A RESEARCH PAPER PRESENTED BY

Muhammad Ali Raja

(PAKISTAN)

In partial fulfillment of the requirements for obtaining the degree of

MASTERS OF ARTS IN DEVELOPMENT STUDIES

SPECIALIZATION:

POPULATION, POVERTY AND SOCIAL DEVELOPMENT

MEMBERS OF THE EXAMINING COMMITTEE

Prof. Dr. Ben White

Dr. Auma Okwany

THE HAGUE, DECEMBER 2005

This document represents part of the author's study programme while at the Institute of Social Studies; the views stated therein are those of the authors and not necessarily those of the Institute.

Research papers and theses are not made available for outside circulation by the Institute.

Enquires:

Postal Address:

**Institute of Social Studies
P.O. Box 29776
2502 LT, The Hague
The Netherlands**

Telephone : -31-70-4260460

Telefax: -31-70-4260799

e-mail: postmaster@iss.nl

Location:

**Kortenaerkade 12
2518 AX, The Hague
The Netherlands**

Dedication

This paper is dedicated to my daughter Jaria.

Acknowledgement

I was in need of a person like Ben White to supervise me in writing a research paper. He dealt with my academic short falls always with a smiling face. His persistent attention, encouragement and excellent research skills enabled me to finish this research paper. I am thankful to Ben to take me in his supervision and tolerate me during this course of time.

I am also thankful to Auma Okwani for her brief but very decisive tips to grasp the focus of the paper.

I am highly obliged to Kramer-Roy for providing me the relevant literature on Inclusive Education. She impressed me with her commitment to the cause of Inclusive Education and her dedication to promote Inclusive Education in Pakistan.

Dawood Mamoon is the person who, through out the course of my studies at ISS not only encouraged me but helped to cope with the difficult situations. I will always remember his support and the time we spent together. I wish him great achievements and happy life. How can I forget to mention Dr. Zulfiqar Ali Khosa? I discovered him as the best companion during my whole stay in the Netherlands. I wish his family a very happy and prosperous life.

It would be unjust to pass over the contribution of my family in successfully completing this degree. I find no words to illustrate my emotions for my parents who allowed me to come over here and prayed for my success. I am highly obliged to my wife for taking care of my parents during my absence and her sacrifice to live alone for such a long time. Jaria, I missed you a lot and I am sorry for my absence which disturbs you.

I do appreciate the contribution of all those who provided me the information and the people whom I interviewed during my field work.

Thank you all!

Table of Contents

Dedication.....	i
Acknowledgement.....	ii
Table of Contents.....	iii
List of Acronyms.....	vi

Chapter I

Introduction to Study

1.1 Problem Statement.....	2
1.2 Justification of the Study.....	4
1.3 Objectives of the Study.....	5
1.4 Research Questions.....	6
1.5 Methodology.....	6
1.6 Field Work.....	8

Chapter II

Analytical Frame Work for the Prospect of Inclusive Education

2.1 Concept of Disability.....	9
2.1.1 Social Understanding of Disability.....	10
2.1.2 New Version of WHO.....	10
2.1.3 Categories of Disability.....	11
2.2 Capability Approach.....	12
2.2.1 Income and Health Theory.....	14
2.2.2 Rawlson Theory of Justice.....	15
2.2.3 Theory of Utilitarianism.....	16
2.2.4 General Lessons.....	16
2.3 Capability Approach and Disability.....	17
2.3.1 Disability as an outcome of Human Diversity.....	18
2.3.2 Relational aspect of Disability.....	19

2.3.3 Capability Approach and Education of Disabled.....	20
2.4 Inclusive Education.....	21
2.4.1 The Concept.....	22
2.5 Analytical Framework.....	23

Chapter III

Policy Commitment for Inclusive Education in Pakistan

3.1 Education for Children with Disabilities in Pakistan.....	26
3.2 National Policy for Persons with Disabilities,2002.....	27
3.3 Implementation of Policy Commitment.....	29
3.3.1 Implementation at Provincial Level.....	29
3.3.2 Implementation at District Level.....	30
3.3.3 General Outcome.....	31

Chapter IV

A Case Study of Jauharabad

4.1 Introduction to Jauharabad.....	32
4.2 Views of Main Stakeholders.....	33
4.2.1 Views of Headmasters/Headmistresses and Teachers.....	33
4.2.1.1 Awareness about Inclusive Education.....	33
4.2.1.2 Experience with Disabled Students.....	33
4.2.1.3 Attitude of Peers.....	34
4.2.1.4 Easily Accommodated Disabilities.....	34
4.2.1.5 Any Perceived Resistance against Inclusion of Disabled.....	35
4.2.1.6 Team Work for Inclusive education in Schools.....	35
4.2.1.7 Recommendations to Government.....	35
4.3 Opinion of the Disabled (Case Histories).....	36
4.3.1 Mushahid.....	36
4.3.2 Aasia.....	38
4.3.3 Zahid.....	38
4.3.4 Tauseef.....	39
4.3.5 Lessons from these Interviews.....	39
4.4 Views of the Parents.....	40

4.5 Available Facilities for the Education of Children with Disabilities.....	41
4.5.1 Some Facts regarding these Facilities.....	41
4.6 Educational Infrastructure in Jauharabad.....	42
4.7 Outcome of the Case Study.....	43
Chapter V	
<u>Conclusions and Recommendations</u>	
5.1 Governmental Initiatives.....	44
5.2 Main Stakeholders Views.....	44
5.3 Value of Available Educational Resources.....	45
5.4 The Prospects of Inclusion.....	46
5.5 Recommendation.....	46
<u>Bibliography</u>	48

List of Acronyms

CA	Capability Approach
CRC	Convention on the Rights of Child
ICF	International Classification on Functioning
IE	Inclusive Education
ISS	Institute of Social Studies
NGO's	Non Governmental Organizations
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization

Chapter I

Introduction to the Study

This chapter introduces the study by explaining the problem, (and its importance); objectives of the study; research questions; and methodology adopted to complete it.

1.1 Problem Statement:

This study aims at exploring the possibilities of promoting Inclusive Education (IE) "...a process of increasing the participation of all students in schools, including those with disabilities" (Index for Inclusion, 2000.Cited in Miles 2002, p. 9) through a case study of Jauharabad (City), Pakistan. Although the concept of inclusion in schools is broad and covers all marginalized groups of children in the society but in this study the attention is focused on the inclusion of children with disabilities in main stream schools.

According to the 1998 census report of Pakistan, disabled are 2.49 % of total population. This figure is not fully depicting the incidence of disability in Pakistan. One of the reasons is the definition of disability adopted in the census to get information about disabled.

"The census definition¹ was not precise enough to include the persons suffering from moderate to mild disability, the other disabilities such as learning disability, emotional disorders, etc" (Hameed 2003, p.124).

This view is further strengthened by the results of a survey conducted, in three developing countries, i.e., Bangladesh, Jamaica and Pakistan. According to the survey results "... that based on a sample of 6,365 children, ages 2-9 the prevalence of disability could climb up to 14.7% in Pakistan" (Durkin, 2001.Cited in Hameed 2003, p.124). In short, the exact numbers of disabled in Pakistan are unknown and this fact has also been

¹ "Disability refers to the physical and organic handicap of a person due to natural deformity or deficient functioning of any limb resulting from accident, disease, etc. For census purposes it refers to visible malfunctioning of any organ of the body. It includes blind, deaf and mute, crippled, mentally retarded and insane" (1998 Census Report of Pakistan. Annexure, F).

admitted by the Government of Pakistan in the preamble of Policy for Persons with Disabilities, 2002.

“The National Census Report of 1998 indicates a low estimate of 2.49% of the total population, based on the reported cases of persons with disabilities”.

One other reason for this underestimation may be the parental attitude of not reporting their disabled child because of the prevalence of social stigmas against disability. This attitude has direct links with the ignorance among the parents of disabled children regarding the phenomenon of disability.

This deficiency of basic information about disabled population certainly exhibits the unplanned attention paid to the persons with disability by the state authorities and undoubtedly it has hindered true understanding of the nature of problems in the field of education for children with disabilities.

The other problem which catches attention is the low participation of children with disabilities in the available educational services. In the 1998 census report, 6.8 % disabled were reported as students in the age group of 10 years and above as compared to the 15.95 % of general population in the same age group. This participation rate goes further lower at province and district levels². This 6.8 % who were reported as students might be getting education in both kinds of available educational institutions i.e., in main stream and special education institutions. But no details are available that how many of them are in primary, secondary or higher education. It means that even the presence of Special education schools and other institutions are not fulfilling the educational needs of children with disabilities specifically in terms of their participation in these schools. Why is it so? Is it an attitude, not to accept children with disabilities in main stream schools? Or is it due to shortage of special education schools? Or is it the lack of attention to the cause of educating children with disabilities both by the government and the society at large. These are all the concerns for this study because lack of education is one of the means to the marginalization of this segment of population. The main concern is not enhancing participation of children with disabilities in main stream schools but to enhance their meaningful participation in terms of both access and quality of education.

² For example, this participation rate is 3.7% in the Punjab Province and 3.5% at Khushab District. These rates are calculated from the provincial and district census reports of 1998.

1.2 Justification of the study:

Education is one of the basic human rights. Many human right treaties, from the Universal Declaration of Human Rights in 1949 to Dakar World Education Forum in 2000 have recognized this as a fundamental right. The most important convention which comprehensively acknowledged the rights of the children including the right to education is the Convention on the Rights of the Children, 1989. Article 2 of CRC speaks against the discrimination of any kind and the education of the disabled in separate institution is the violation of this child right.

“A logical consequence of this right is that all children have the right to receive the kind of education that does not discriminate on grounds of disability, ethnicity, religion, language, gender, capabilities, and so on”(UNESCO 2003, p. 5).

The focus of this study is to see the prospects of enhancing the participation of children with disabilities in main stream schools and how it will help making the school environment more adaptive to the diverse needs for its participants. In Pakistan, education to children with disabilities in special schools has been in practice sine the British rule. After independence, some NGO’s became active in this field. First governmental effort came as a recommendation for the provision of vocational education for the mentally retarded children and adults in the National Commission on Education in 1959(Hameed 2003, p.124) and the most recent one is the Policy for Persons with Disabilities in 2002. Successive governments have been contributing for providing education to the children with disability in Pakistan since 1959 when the first effort was made. But even after the contribution of more than 50 years both by the government and private sector, special schools are delivering education only to 1 to 2 % of children with disability presently (Kramer-Roy 2005, p. 4). This low participation of children with disabilities reflects that these efforts have never been sufficient to meet the educational needs of children with disabilities and requires a new strategy.

Not all children with severe disabilities can be accommodated in mainstream schools; there will always be a need for special schools. But the experience of many countries shows that mainstream schools can successfully accommodate the great majority of the disabled (Peter 2003, p.2-4).

This inclusion of children with disabilities in main stream schools is not an easy task. It requires a serious, thoughtful and coordinated effort on the part of all stake holders because there are so many issues involved e.g., to be the priority of the government, awareness of the concepts among main stake holders , teachers training and community participation etc. And of course, there are certain barriers e.g., “ competitive education scene, lack of quality teachers training, traditional teaching methods, not considered role of main stream school or teacher, resistance from parents/community etc”(Kramer-Roy 2005, p.4) which need to be addressed in the process of inclusion.

This study was conceived with the conviction that education and state support could save the people with disabilities from marginalization. This segment of population should be given their right to education. This needs change in the attitudes and mind set of society towards disability and this is possible only with the more inclusive education as asserted in Salamanca Statement:

“Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all”(Salamanca Statement 1994, p. ix).

1.3 Objectives of the study:

The main objective of the study is to analyze the situation by examining the governmental policy, knowing the main stakeholders' perspective and by evaluating the educational infrastructure for the promotion of Inclusive education in Pakistan.

The secondary objective is to propose some strategies that help promotion of Inclusive education at the local level under the new district government system in Pakistan.

1.4 Research Questions:

Following research questions have been designed to get the objectives of the study.

Main Question:

- What are the possibilities and constraints of inclusion of children with disabilities in main stream schools?

Sub Questions:

- What are the initiatives taken by provincial and district governments of the Punjab and Khushab respectively for the inclusion of children with disabilities?
- How do the main stake holders foresee the possibilities and constraints of inclusion of children with disabilities in main stream schools?
- How could the utility of available infrastructure of main stream schools be maximized for the inclusion purposes?

1.5 Methodology:

Five weeks were available for the field work due to the very tight schedule at the ISS for the submission of research paper. This time constraint was a big challenge during the field research and it certainly affects the collection of information in this short period of time.

In this study four categories of disability(blind, deaf, physically handicapped and mentally retarded) are considered for the inclusion in the main stream schools according to the definition of disability in the “Disabled Persons’ (Employment and Rehabilitation) Ordinance, 1981 as under:

“ ‘disabled person’ means a person who, on account of injury, disease or congenital deformity, is handicapped for undertaking any gainful profession or employment in order

to earn his livelihood, and includes a person who is blind, deaf, physically handicapped or mentally retarded”.

Following aspects were covered to find out the prospect of Inclusive Education.

I) Policy Analysis :

Policy for Persons with Disabilities, 2002 has described the strategies and defined the role of the different levels of government for the promotion of Inclusive education in Pakistan. An analysis is also done to present the facts that are contrary to the policy affirmations made by the government to promote Inclusive education in Pakistan.

II) Main Stake Holders Perspective:

In this study main stake holders are headmasters/headmistresses and teachers of mainstream schools, parents of the disabled children and disabled themselves. The purpose of exploring their perspective is to notice their concerns before planning a strategy for inclusive education more specifically at district level. To know their perspective Headmasters/Headmistresses in Government Primary, Elementary and High schools for boys and girls were interviewed. Some Principals of private schools were also interviewed. Two focused group discussions were conducted with teachers working in main stream schools both in public and private sectors to know their view point regarding Inclusive education. Parents of the children with disabilities were also interviewed. The President of Parents Teachers Association, for the children with special educational needs,³ was also interviewed.

It would have been useful to interview those disabled children who are currently studying in main stream schools for their views regarding inclusive education in main stream schools but that could not be done due to the time constraints and lack of information about such children. Only four such persons were traced who had studied in their childhood in main stream schools and their views were obtained.

³ This association is being set up by the staff of Government Special Education Primary School for the Deaf and Dumb, in Jauharabad (City).

III) Utilization of Available Educational Infrastructure:

In this study educational infrastructure consists of two resources i.e., human and physical resources. Human resource is the teachers and the managerial staff (Headmaster/Headmistress) and physical infrastructure is the building and the furniture already existed in these schools of public and private sector. This aspect is included in this study to emphasize the need of highlighting its availability and to realize the authorities in maximizing its utility for the cause of inclusive education.

These two aspects of the study were covered by a case study of Jauharabad (City), district headquarter of Khushab(District). Primary data regarding the main stake holders' perspective and the data about the educational infrastructure were collected from the two union councils of Jauharabad (City).

1.6 Field work:

The field research was a combination of both hardships and achievements. The most difficult issue during the field work was the non availability of a data base of disabled population in Jauharabad (City). There is no Government functionary who deals directly with the problems of disabled independently in the district. There were summer vacations in the schools and it was quite difficult to contact teachers and students to be interviewed. Local bodies (District Government) elections were in process. Therefore it was difficult to find out respondents for interviews and to get information from the offices. It was also hard to collect data in the extremely hot weather which prevails at this time of year.



Chapter II

Analytical Frame Work for Analysis of Education Access to Children with Disabilities

In this chapter, we explore the concepts of disability, capability approach and of inclusive education. An analytical frame work is structured to guide the analysis of the situation and the prospects of Inclusive education at district level under the newly established District Government System in Pakistan.

2.1 Concept of Disability:

The concept of disability is differently taken up by different countries. But WHO has worked out clarifications among some of the similar terms, generally used to describe the disability phenomenon on the basis of health incidence.

“Impairment: Any loss of abnormality of psychological, physiological or anatomical structure or function. **Disability:** Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being. **Handicap:** A disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfillment of a role that is normal, depending on age, sex, social and cultural factors, for that individual”(WHO 1980.Cited in World Program of Action, concerning Disabled Persons 1983, p.6).

These terms just explain the nature of physical impairment and social functioning problems in the context of health. An impairment or disability only becomes a handicap if society does not provide the necessary resources to overcome the restrictions which impairment or disability would otherwise impose. The easiest example to understand this view is the mobility impairment, which can be overcome by e.g. providing wheelchairs plus wheel-chair-friendly access to buildings, classrooms, toilets, public transport etc. This fact has also been recognized by the WHO and produced its social version on handicap.

“Handicap is therefore a function of the relationship between disabled persons and their environment. It occurs when they encounter cultural, physical or social barriers which prevent their access to the various systems of society that are available to other citizens.

Thus, handicap is the loss or limitation of opportunities to take part in the life of the community on an equal level with others” (Ibid. p.7).

2.1.1 Social Understanding of Disability:

There are many descriptions of the concept of disability in the literature based on the diversity of its social understanding and effects.

- “Disability is a relative term, relying on interpretation of ‘normal activity’ (Harris-White 1996, p.3.Cited in Elwan 1999, p.3)” and it is clear that norms vary from region to region and one norm does not have the same meaning in all parts of the world. Therefore, disability has been conceptualized differently in the world.
- “Disability is also inherently difficult to observe; and requires subjective assessment by both the affected individual and verification by members of the individual’s social setting” and certain disabilities may not have the same social effects in different parts of the world (Leo Aarts et all. Cited in Elwan1999, p. 3)”.
- “Other problems stem from the multiplicity of disability instruments, covering at least six main domains of functioning, i.e., activities of daily living (ADL), physical mobility, cognition, social roles, occupational abilities, and participation and effect of stigma”⁴ and to measure them, it’s desirable to have certain scales according to the nature of problem.

2.1.2 New Version of WHO:

Because of the diversity of disability and its social effects on disabled, WHO had recently issued new version of International Classification of Functioning (ICF) and Disability. The aim of this new version is to “provide a unified and standard language and frame work for the description of human functioning and disability as an important component

⁴ Communication with D. Peter of the World bank by Ann Elwan and cited in: Poverty and Disability; A Survey of the Literature, 1999.

of health” (WHO 1999.Cited in Elwan 1999, p. 2).Two models are discussed in International Classification of Functioning (ICF) and Disability.

- The medical model comprehends disability as the result of some ‘disease, trauma or health condition’ which requires medical treatment for the proper care and for the solution of the problem of individual. This model could be regarded as an individualistic model (WHO 2002, p.8).
- In the social model disability is taken as “socially created problem”. More political attention is required to deal with the unaccommodating attitudes of the society towards it (Ibid. p.9).

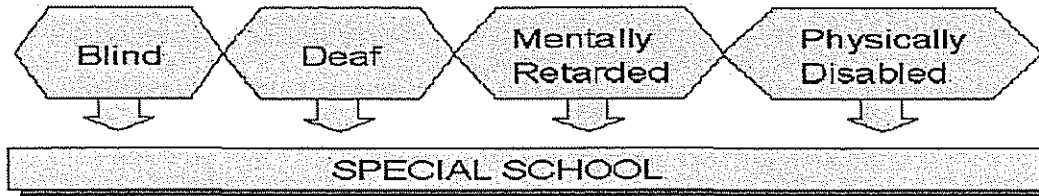
Both models highlights certain aspects of disability but one model can not deal with the complexity of disability in entirety. It endorses the need of combining both models. “[Thus, the] more useful model of disability might be called the biopsychosocial model. ICF is based on this model, an integration of medical and social. ICF provides, by this synthesis, a coherent view of different perspectives of health: biological, individual and social” (Ibid.p.9).

2.1.3 Categories of Disability:

Disabilities are classified according to both type (often in four main categories) and severity, as showed in the following diagram. Jonsson estimates that 75% of all disabilities world wide are of the mild nature and only 5% are of the severe nature. It produces the idea that at least 75% and may be the additional 20% with ‘mild’ disabilities can study in mainstream schools. There is a detail of all the estimations of disabilities world wide in the form of a diagram on the next page by Jonsson.

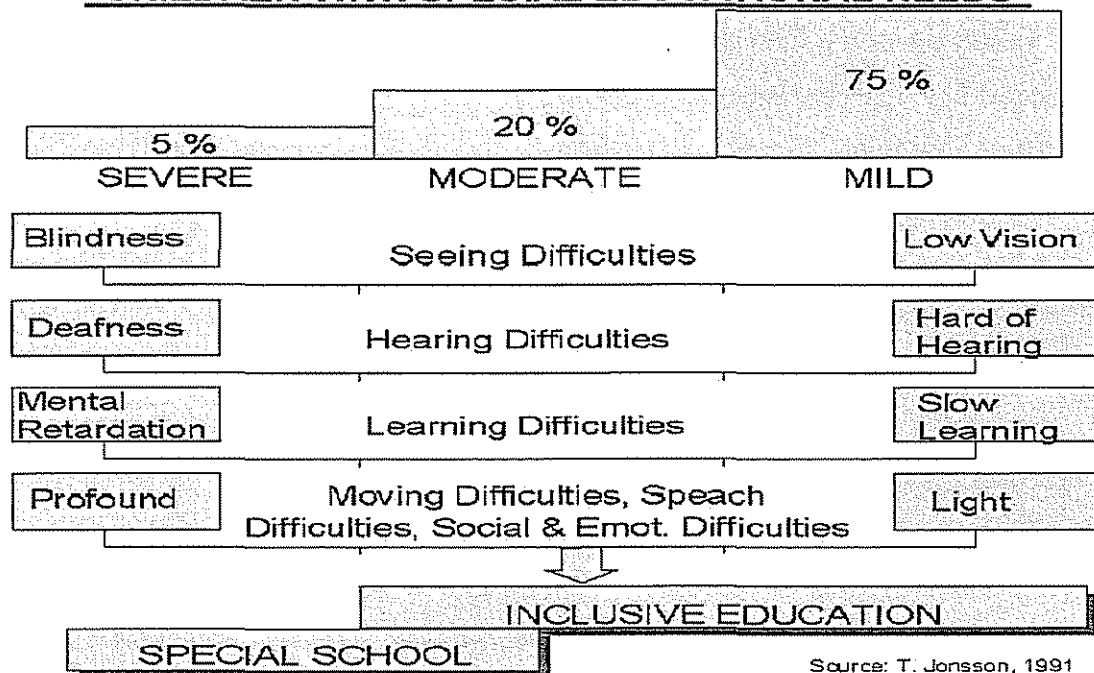
CHANGES IN SPECIAL NEEDS EDUCATION

A. Before:



B. Now:

"CHILDREN WITH SPECIAL EDUCATIONAL NEEDS"



Source: T. Jonsson, 1991

2.2 Capability Approach:

There is a need for conceptual tools to understand the limitations for the disabled to lead a life of his/her own choice. One potentially useful tool available in the literature is the "capability approach". There is a need to link up the capability approach with disability for the better comprehension of the marginalization of disabled population in terms of

⁵ This diagram is taken from the paper "Education, Poverty and Disability" by Ture Jonsson and Ronald Wiman in 2001.

availability of choices to them to choose the life they value. This could be done by finding an answer to the below question:

On what basis should the phenomenon of disability be addressed?

Amartya Sen, the mind behind the capability approach answered the question in his speech on the eve of a conference held on Disability and Inclusion by World Bank in 2002. In his speech he answered this question by arguing for justice to the people with disabilities. “Fairness to people in divergent circumstances is central to the subject matter of justice and any adequate theory of justice must tell us about how such fairness is to be achieved” (Sen 2002, p.1). He presented his point of view on disability by explaining the shortcomings of three prevalent justice theories in dealing with the issue of disability. He made his criticism on these theories on “informational basis”⁶. He considered the following three theories of ‘social evaluation and justice’ for putting forward his point of view.

- **Theory of Utilitarianism:**

This theory was presented by Jeremy Bentham based on the ‘happiness and pleasure’ to judge whether a person is getting some advantage or not (Ibid.p.2).

- **Theory of Income and Wealth:**

This theory “assesses a person’s advantage in terms of his/her income and wealth” (Ibid.p.3). Its informational basis is of two types of data, one is aggregate incomes and other is income distribution (Ibid.p.3).

⁶ “Any theory of social ethics, and particularly any theory of justice, has to choose... [i.e.,] to decide what features of the world we have concentrated on in judging the success and failures of a society, and in assessing justice and injustice (Sen, 2002.P.2)”

- **Theory of Liberty:**

John Rawls presented this theory and “demands that attention be paid to liberty and its priority, [but further more it insists] in assessing the distributional equity [on the basis of] primary goods that each person respectively has” (Ibid.p.3).

These primary goods are resources that are helpful in meeting one’s ends. Rawls prescribed these primary goods in terms of need to consider: “rights, liberties and opportunities, income and wealth, and the social bases of self-respect” (Rawls 1971, p.60-5. Cited in Sen 2002, p.2-3).

Sen in his speech categorically stated that “none of these dominant theories of ethics and justice can really pay serious attention to the issue of fairness to the disabled” (Ibid.p.3).

It would be interesting to see how Sen made criticism on these theories to substantiate his statement regarding injustice by justice theories to disabled.

2.2.1 Income and Wealth Theory:

Sen referred to a statement by Aristotle to initiate his arguments on income and wealth theory, “wealth is evidently not the good we are seeking; for it is merely useful and for the sake of something else” (Sen 2002, p.3).

He made an argument by saying that a person does not only require wealth to lead a life of his own choice but it also depends on her overall capabilities. It means wealth or income is not desirable itself but a mean to get what is valuable for some one. In the case of disabled person, she requires more money to get the same as compared to able-bodied person (Ibid.p.3).

He mentioned another hurdle which is the two kinds of handicaps a disabled person has in getting the capabilities: earning handicap and conversion handicap. By “earning handicap”, he referred to the hardship of a disabled to find or retain a job or his lower income for his/her work as compared to an able bodied person. “Conversion handicap” refers to the inability of a disabled person to get the desired living by converting money into it. Because of these two types of handicaps, a person with disability may face lower income or may be unable to do a lot other things which he may have many reasons to

value (Ibid.p.3). These facts show that even with the more income or wealth is not a guarantee for a disabled to lead his desirous life.

In making his comments to the theory, he also mentioned some other concepts which are also important in relation to the good living of a disabled person i.e., social arrangements and unfavorable social attitudes.

Social arrangements also play an important role as an input of good living apart from personal income or wealth for a person with disability e.g., public education and civic facilities. These social arrangements are not intend to give valuable access to such segment of population and it enhances their conversion handicap in “converting social facilities into actually usable opportunities” (Ibid.p.5).

Unfavorable social attitudes enhance the possibilities of affecting the conversion handicap of persons with disabilities. It also plays a role in the high risk of acquiring diseases and other abuses for the disabled (Ibid.p.5).

2.2.2 Rawlson Theory of Justice:

This theory gives attention to the opportunities offered by the ‘primary goods’ to individuals in order to follow their own objectives. These are the different explanations of way of life comprehended by various people as ‘good’ one. Other issue is that with the same concept of good life a disabled person may require more quantity of resources and primary goods for obtaining the level of capabilities as compared with the able-bodied person. But the chances are very rare for disabled even by spending more to do the same e.g., walking, seeing etc (Sen 2002, p.5).

The concept of conversion handicap is also problematic here in the justified usage of primary goods by disabled. Therefore, it is unfair to say that “the holdings of primary goods to be the indicators of individual advantage, in assessing the distributive justice” (Ibid.p.6).

Amartya Sen mentioned following flaws in this theory in relation to disability:

- It is not sufficient to widen the ‘informational focus from incomes to primary goods’ in dealing with the variations between the resources and capabilities.

- Disabled could be deprived more in terms of their capabilities to do more even in the presence of primary goods.
- Primary goods do not take care of person's individual characteristics because they are the external resources. They are not interested in how a person would utilize them.
- Is it possible to say that a disabled person would be judged more advantaged than able-bodied person even having more primary goods or to live a difficult life than the able-bodied person (Ibid.p.6)?

2.2.3 Theory of Utilitarianism:

This approach is much broader than the previous explanations of justice based on external objects like income or primary goods and it brought human pleasure or desire fulfillment in the horizon of justice. Utilitarianism takes mental satisfaction as the signs of personal advantages. This approach has ignored the potential of humans to adjust themselves according to their inability to meet desirable conditions of the environment. This might be the case of a disabled who may adapt himself/herself according to his/her physical or mental disadvantage (Sen 2002, p.6).

2.2.4 General Lessons:

Sen raised some critical points on these justice theories with reference to their applicability to the phenomenon of disability and took a stand on the enhancing the capabilities of disabled population in order to do justice with them.

- In order to provide the opportunities to people for achieving their individual objectives, it's not fair to restrict the 'informational bases to the incomes, primary good or to pleasures or desires.
- The essence of justice is to enhance real capabilities of persons including disabled as a yardstick of assessing the individual advantage and disadvantage.

- One can summarize his speech with a quotation from his speech as under:
 "... some of us have thought it necessary to go beyond the older theories of justice and to focus on capabilities themselves in evaluating distributive justice and fairness" (Sen 2002, p.7).

2.3 Capability Approach and Disability:

After going through the critical comments of Sen on existing approaches to disability and his argument on the importance of enhancing Capabilities for the disabled, it is now important to discuss the stance of his Capability approach on disability.

"Capability approach is a normative framework for the assessment of poverty, inequality and the design of social institutions" (Terzi 2005, p.5). The main focus of Capability approach is to sort out the way of responding to the 'equality of what' in a society. Capability approach speaks of the real freedom of people to choose the way of life they have their reasons to value. In evaluating the process of equality in a society the fundamental concern of capability approach is not the means of freedom but the extent of freedom to choose (Ibid. p.5). It is also imperative to understand the two main concepts 'capabilities and functioning' that are the core of this approach:

"**Functionings** are the being and doings valued by individuals and constitutive of their own well-being" whereas '**Capabilities** are the real opportunities and freedom people have to achieve these valued functionings" (Ibid.5).

In this process of appraising equality in a society, the approach considers the two relevant issues:

- ' the choice of the space in which to assess equality'
- ' the metric that should be used in comparing people's relative advantages and disadvantages(Ibid. p.5)'

The choice of the space means to distinguish between what "...capabilities [are] available to them, [instead of] achieved functionings they can enjoy at any given time" (Robeyns 2003.Cited in Terzi, p.6) or more simply the freedom of choice to do what they feel valuable for them. The basic issue which is the concern of the capabilities approach in the appraisal of equality in terms of "what people are actually able to be and to do"

(Nussbaum 2000, p.40.Cited in Terzi 2005, p.6). Therefore, the essence of the approach is 'on the real effective freedom people have and on their choice among possible bundles' of functionings (Ibid.6).

The other issue in evaluating equality in a society needs a metric according to capability approach and human diversity is the capability metric with in the space of freedom of choice. "Human diversity is ... a fundamental aspect of our interest in equality" (Sen 1992.Cited in Terzi 2005, p. 6). According to Sen, diversity among humans is of three kinds:

- Difference on the basis of personal characteristics such as gender, age, physical and mental abilities etc.
- Difference on the basis of external circumstances like wealth and assets, social and cultural arrangements etc
- Difference in their ability to convert resources into valued functioning (Sen 1992, p.1, 20, 27-8.Cited in Terzi 2005, p.6).

This understanding of the human diversity is very important in re-conceptualizing disability with reference to capability approach. It interprets impairment and disability on two grounds:

- It sees impairment and disability in the perspective of human diversity; on the basis of personal heterogeneities.
- The other way is to look disability on relational basis in relation to impairment and to social institutions (Ibid. p.6).

This frame work of capability approach is important in terms of overcoming the duality of present models of disability, (individual and social) and treats disability as relational. It is desirable to explain disability on the basis of human diversity and relational basis thoroughly to grasp the idea.

2.3.1 Disability as an Outcome of Human Diversity:

Human diversity, (personal characteristics, external circumstances and ability to convert resources into valued functionings) sometimes causes disability because of its potential to hinder the "... interlocking of personal, social and circumstantial factors" e.g., a visually

impaired person may be disabled to read the computer screen with out the Braille display or speaking screen (Ibid.p.6).

Human diversity helps in replacing the prevalent concept of disability based on 'biological or social, models which is also the basis of determining the entitlements for disabled. The important issue according to capability approach is the "relative weight disability has in terms of the full set of capabilities one person can choose from" and this "relative weight is assessed of capability and functionings, therefore, in a space where differences are not just rhetorically celebrated (as in the social model of disability) but substantially evaluated" (Ibid.p.7).

Now take an example of a physically handicapped person. She has some problems in walking, the basic functioning and she makes use of a wheel chair. Let's see what the version of capability approach in this situation is. Capability approach looks at it in three possible ways. First of all, how is this physical impairment interconnected with the physical environment (one of the circumstantial factors) such as access to buildings, public transport etc? Secondly, how is this interlinked with the personal health and the attitudes of the people towards this impairment? Lastly, how is this connected in achieving the highest possible end an impaired person value? The crux of this example is that personal heterogeneities must be considered while making an interpersonal comparisons or while planning or designing physical infrastructure (Perry 1998, p.2.Cited in Terzi 2005, p.7-8). And there should be no difficulty in achieving any of the complex functioning due to any impairment.

2.3.2 Relational aspect of Disability:

The other version provided by the capability approach is the relational aspect of impairment, disability and society. Disability, in fact, is the inability of an impaired person to do some of the desired functions in a society. Impairment becomes a disability when personal impairment and social factors that leads impairment to disability could not be overcome. If a visually impaired person drives a car with a computer screen to help then her impairment is not a disability. This means that disability is relational to both personal impairment and to social arrangements (Ibid.p.8).

It would be better to summarize the whole discussion in bullet forms for the understanding of capability approach stance on the disability.

- Capability approach re-conceptualizes disability on the basis of functionings and capabilities.
- Personal impairment may become the disability if it hinders functionings.
- It is seen as a restraint on choices and its relation to the external factors like behavioral attitude of society in terms of provision of public provisions to disabled like education.
- It is also seen in relation to available choices and its impact on the array of freedom.
- It is also taken as a border between individual and environment in appraising the circumstances leading to disability from impairment, and its impact on capabilities (Ibid.p.9).

2.3.3 Capability Approach and Education of Disabled:

Now the task is to address educational problems in connection with the 'dilemma of difference' i.e., the different learning needs among children and the problem of dealing with those schooling system. And if we aim at the provision of education to all children, then we have to consider such problems that are emerging out of the relationship between the child learning difficulties and schooling in education system. This can be done with in the frame work of Capability approach.

Before the detailed discussion its essential to remember that "Disability results in capability limitations, and is relational both to impairments and to the designs of social arrangements" and one should always be careful in conceptualizing this issue that the impairments are not disabilities in every situations and additionally that disability entails impairment but its not the case that every impairment leads to disability (Terzi 2005, p.10).

The role of capability approach in education sector could be assessed in the following two ways.

- “First, by actually reconsidering the dilemma through concepts of functioning and capability and through the capability metric, hence by substantially conceptualizing the relational aspect of disability both to impairment and to schooling factors” (Ibid.p.10).
- Second, by rethinking disability and learning difficulties through the concepts of functionings and capability and with in the frame work entailed by these concepts in their contextualization in education” (Ibid.p.10).

In the first case, the educational environment of school should be redesigned to accommodate all the difficulties of all learners It is also very important that how a child with some impairments behaves in the school environment and makes use of the available resources. The focus of capability approach is on the interaction between the two rather on any one of them (Ibid.p.10).

The second case is about the designing of the whole educational system based on justice and equality. There should be the provision of all kinds of resources to meet the needs of functioning and capability of all learners in the system (Ibid.p.10-11).

2.4 Inclusive Education (IE):

Inclusive education (IE) is the last concept in this chapter in the process of making up an analytical framework for the study. Inclusive education does not come out abruptly as the most demanding idea of the day “to further the idea of Education for All/ by ...enabling schools to serve all children, particularly those with special educational needs” (The Salamanca Statement 1994, p. iii). Following explanations may be given for the emergence of the Inclusive education:

- The continuous efforts for the right of education for all since the Universal Declaration of Human Rights in 1948.
- The recognition gave by the U.N to the disabled by declaring 1981 as the year of disabled. It highlighted the issues of disabled worldwide including their education.
- Appalling social, segregation and marginalization, and financial out comes of special education for the children with disabilities.

These factors finally took a shape in 1994 when more than 300 participants, from 92 governments, 25 international organizations gathered in Salamanca, Spain to promote the idea of Inclusive education world wide.

2.4.1 The concept:

Inclusive education is based on the following basic assumptions:

- “Acknowledges that all children can learn
- Acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and T.B status, etc
- Enables education structures, systems and methodologies to meet the needs of all children
- Is part of a wider strategy to promote an inclusive society?
- Is a dynamic process that is constantly evolving ((Miles 2002, p.9)”).

Inclusive education has set in two broad objectives. One is to enhance the participation of students in schools from all walks of life in schools, “Inclusive education is a process of increasing the participation of all students in schools, including those with disabilities (Index for Inclusion, 2000.Cited in Miles, 2002.P.9)” to achieve the objective of EFA. This would certainly enhance the participation of learners with different needs “... including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict , HIV/AIDS, hunger and poor health; and those with special learning needs...(Expended commentary on the Dakar Frame work for Action, Para 19.Cited in UNESCO 2003,p.4)”. This requires change in the schools environment in making the school environment accommodative to the diverse needs of the children.

The second objective is to meet the diversified needs of students at school level by reforming education system accordingly. “It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality”⁷.

⁷ This definition of inclusive education was used during the International Disability and Development Consortium 9IDDC) seminar on Integrated Education, Agra, India, in 1998 and cited in Miles,2002.P.9)

It means that IE is not only about the integration of children with special educational needs in mainstream schools but it also recognizes the need to reform the existing education system in such a way that it can deal with the diversified needs of learners.

“Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education” (Booth 1996. Cited in UNESCO 2003, p. 7).

2.5 Analytical Framework:

The description of these concepts was an attempt to be able to draw a framework to see the prospects of Inclusive education at the local (district) level in Pakistan under the newly introduced district government system.

These concepts help in understanding the issue of disability with the new vision which will influence the existing approach of educating children with disabilities in special schools. And secondly these will also help in making an analysis of the situation for inclusive education in Pakistan along with making recommendations to frame strategies to enhance participation of children with disabilities in mainstream schools at local level under the new district government system in Pakistan.

Previously, the concept of disability was taken as a health issue. But an impairment or disability only becomes problematic or causes a handicap when society does not provide the necessary resources to overcome the restrictions which impairment or disability would otherwise impose. It means that if society continues its ignorant attitude towards this segment of population by overlooking their needs, it will be marginalized and their sufferings would be increased.

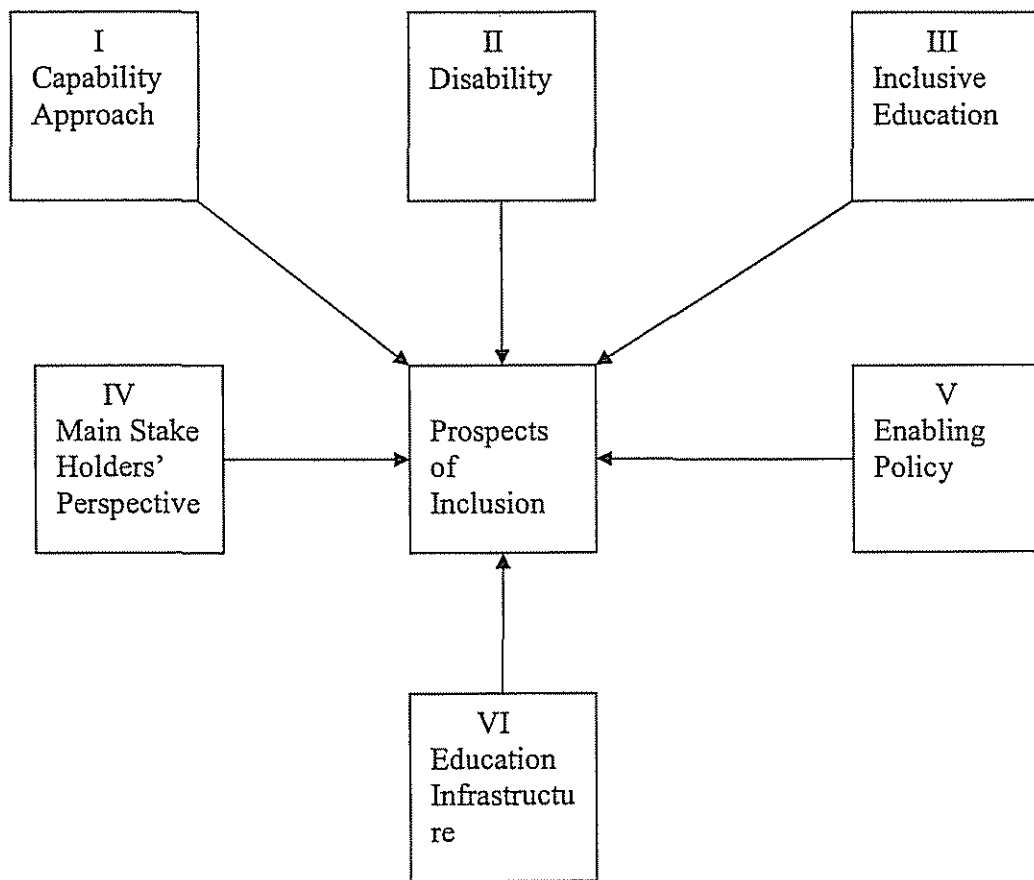
Capability approach takes disability in a broader context rather on medical and social grounds. It emphasizes the need to understand it on the basis of human diversity and relational aspects. This framework also speaks of the extent of freedom to choose what is valuable for him in his life. It demands change of societal attitude towards disability and the building of a new social environment addressing disability on the basis of justice and equality for providing the extent of freedom to choose.

Inclusive education has two broad objectives, first to increase the participation of marginalized groups of children in main stream schools and second one is to make the schools environment responsive to the diversified needs of the learners and to bring changes in the existing education system.

The first part of the study is based on discovering some of the facts that are contrary to the prescribed strategy and the defined roles of federal, provincial and district governments in the policy for Persons with Disabilities, 2002 for the promotion of Inclusive education. The challenge of making policy more practical and close to the reality demands to inculcate this new vision of dealing with disability among policy makers and implementing authorities.

The second part of the analysis is based on a case study of Jauharabad which will cover the main stake holders' perspective (teachers, headmasters/headmistresses, disabled and the parents of disabled children) and presence of education infrastructure. This part of the study will tell us the prevalent societal attitude and social arrangement available for the education of children with disabilities at a local level and to frame strategies on the basis of the new conceptual vision.

The diagram on the next page may be helpful in understanding the analytical frame work with the following explanation. The arrows from the three boxes of Disability, Capability approach and Inclusive education towards the box of Prospects of Inclusive Inclusion are showing the conceptual tools for making an analysis of the situation while the arrows from the boxes of policy, main stakeholders' perspectives and educational infrastructure are the variables which will help in seeing the prospects by utilizing the conceptual tools.



Chapter III

Policy Commitment for Inclusive Education in Pakistan

This chapter is about the examining the strategies and the defined roles of federal, provincial and district governments in the Policy for Persons with Disabilities, 2002 with the purpose to highlight the facts that are contrary to the strategies and defined roles of the government at different levels.

3.1 Education for Children with Special Needs in Pakistan:

Policies for education for children with disabilities in special schools have been in practice since the British rule in the areas now part of Pakistan. After the independence, some NGO's became active in this field. First governmental effort came as a recommendation for the provision of vocational education for the mentally retarded children and adults in the National Commission on Education in 1959. The other noteworthy event was the education policy, 1972-80 in which an allocation of funds for the education of children with disabilities was made for the first time at governmental level in Pakistan (Hameed 2003, p.124). The policy to nationalize institutions in 1972 during the first government of Pakistan Peoples Party, headed by Zulfikar Ali Bhutto was another historic event which has its implication on all walks of life. "The special education institutions run by NGO's, where 268 students were enrolled, were no exception" (Ibid.p.124).

The golden period had set off from the year 1981 when President Zia's⁸ regime took notice of the need for some legal framework to generate an enabling environment for disabled and promulgated first law for the employment and rehabilitation of disabled known as "Disabled Persons' (Employment and Rehabilitation) Ordinance, 1981. It was the same year when United Nations also recognized the importance of the disabled and declared 1981 as a year of disabled. The effect of the international recognition of the

⁸ President Zia's personal experience with his own mentally retarded daughter was one factor explaining why he took a lot of interest in promulgating first law for the disabled.

issue can not be ignored in the process of making and promulgating the first law for disabled in Pakistan. Another endeavor towards addressing the issues of disability by President Zia's regime was setting up of an independent Directorate for Special Education and it was attached with the Ministry of Social Welfare at Federal level.

The slogan of Education for All which emphasized to universalize primary education to diminish illiteracy⁹ might be the first milestone towards the development of the concept of Inclusive Education. It was by the year 1994 when UNESCO held a World Conference on Special Needs Education: Access and Quality, in collaboration with the Spanish government at Salamanca which emphasized the need to provide opportunity to the persons with the special educational needs especially for those who are still out of schools.

3.2 National Policy for Persons with Disabilities, 2002:

Almost after twenty years of the promulgation of the first law for disabled, a comprehensive policy for disabled was formulated in 2002. This was indeed a right step forward towards the requisite direction as very correctly envisioned in the policy. The vision of the policy is "to provide [disabled] by the end of 2025 an environment that would allow full realization of the potential of persons with disabilities through their inclusive mainstreaming and provide them full support of the government, private sector and civil society" (National Policy for Persons with Disabilities, 2002.P.4). It further states that 'non discrimination and equity at all levels' along with the adoption of 'right based approach in planning and implementation' of programs to enhance integration and inclusion of disabled in mainstream society would be the guiding principles. It also ensures the 'equal opportunities and access' to all social services including education to the people 'with out any discrimination' as one of its aims and objectives (Ibid.p.5- 6).

The most attractive part of this policy is that it has devised some strategies to implement its plans and it has also defined the roles of different levels of Governments in achieving the target of this policy i.e. "Empowerment of persons with disabilities, irrespective of caste, creed, religion, gender or other consideration for the realization of their full

⁹ The World Conference on Education for All in Jomtien, Thailand adopted this motto at the start of 1990.

potential in all spheres of life, specially social, economic, personal and political” (Ibid, P.4).

There are two main strategies prescribed in the policy for the promotion of inclusive education in Pakistan.

- “Adopt a shift from exclusive education to inclusive education for the children with disabilities” (Ibid.p.6). This is an authoritative assertion that inclusive education, learning of children with disabilities in the same schools with other children, is to be the main strategy towards educational needs of persons with disabilities. There is no mentioning of those children with multiple disabilities that need some special training and education.
- “Decentralize program management and service delivery to the provincial and district level” (Ibid.p.6). This strategy needs some governmental role for implementation which is also defined in the policy as under.

The roles of Federal and Provincial Governments are prescribed as of enabling nature. They are supposed to make plans, provide training facilities and coordination among different ministries for the attainment of the objectives of this policy (Ibid, p.11). No such decentralized service delivery with respect to inclusive education has been noticed during the field work in Jauharabad.

But the role of District Governments is of immense importance for the promotion of Inclusive Education in the new District Government system. The role of the district government has been defined as:

- “The district administrations will establish special education units/special classes in selected educational institutions of local bodies in rural areas”
- “Through in service training in special education, the existing teaching staff could function effectively for education of children with disabilities in their own set up” (Ibid, P.11).

3.3 Implementation of Policy Commitment:

The Federal Government of Pakistan made a correct move towards the cause of Inclusive Education by producing a policy for the persons with disabilities in 2002. Now we have to take a look at the present stage of implementation in relation to Inclusive Education both in the province (Punjab) and in district (Khushab).

3.3.1 Implementation at Provincial level:

The provincial government of the Punjab has manifested its commitment towards the education of children with special educational needs by setting up “Special Education” department at provincial level in 2003. The Punjab government has taken a lot of steps for the provision of better education facilities to children with special educational needs.

- Provision of 21 million rupees in the Annual Development Program for the Special Education department in the year 2003-2004 and again in the year 2004-2005 this amount for development has been increased up to Rs.400 million.
- Provision of Rs. 200/- as a monthly stipend for the students studying in the government special education schools.
- Recruitment of 64 special education teachers through Punjab Public Service Commission while further recruitment of 270 teachers is in process.
- The salaries of teachers in the special education schools have been increased twice as much of the teachers in the mainstream educational institutions.
- Provincial department has been providing free text books, free uniforms, hearing aids, wheel chairs and other necessary tools for their education.
- A graduate college has been established for the special education from 2004.
- A vocational training institute has also been established for the skill training of children with special needs.
- For the training of teachers in the field of special education for the blinds, classes for B.Ed(Special Education) has been started in Government Training College for the Teachers of Blind since spetember,2004.

Apart from these implemented schemes, some schemes for the education of the children with special needs are in the pipe line. The two schemes are worth mentioning here.

- For the easy mobility of children with special needs, 59 buses will be provided very soon to these government special education schools.
- A scheme to establish Special Education Centers in the 90 Tehsils of the Punjab has been approved and it will be implemented very soon.¹⁰

These efforts are very much focused on special education and the policy directives from the federal government have not yet found their way into the provincial policy and implementation. In spite of all these efforts, the table below tells the story.

Type of Institutions	Enrollment
Schools for Hearing Impaired	4169
Schools for Visually Impaired	531
School for Mentally Retarded	192
Schools for Physically Disabled	150
Total	5042

11

If we calculate enrollment ratio in the school going age of 5-19(Population in this age group was 605695, according to the 1998 Census), it is 0.83 % which is quite low. Does it mean that all these efforts are of no use, certainly not, but it highlights the need to think over some other alternatives also to enhance enrollment ratio among children with special educational needs.

3.3.2 Implementation at District Level:

The situation at district level turned up even more pathetic during the field work in Jauharabad. Most of the people in the district education department including teachers, headmasters/headmistresses and administrative staff were even not aware of the concept

¹⁰ This information about the on going and coming schemes for the education of children with special educational needs are taken from a broacher published by the Special Education Department, Government of the Punjab with the title "One Year Performance from 01-10-2003 to 30-09-2004.

¹¹ These enrollment figures are taken from the web site <http://www.punjab.gov.pk/> and this information is accessed on 06/10/2005.

of Inclusive Education and more specifically about the inclusion of disabled children in main stream schools. No special classes/units were found being set up as a sign of the implementation of this policy. No training programs were offered ever to the teachers to be acquainted with this idea of Inclusive Education. No funds were allocated ever for the promotion of inclusive education in district Khushab.

3.3.3 General Outcomes:

Generally, no signs are observed for a shift to IE both at the provincial and district levels. No funds are allocated for the promotion of IE both at the provincial and district levels. The provincial government has set up an independent ministry in 2002 which shows the interest of the provincial government in the promotion of Special Education rather working on promoting IE by taking some steps simultaneously.

The education policy 1998-2010 has no vision of the IE. This gap between the two policies shows the lack of coordination between the policy makers. Another issue may be the unawareness even among the policy makers about the concept of IE and its importance for the EFA goal and for the purpose of a more inclusive society.

Chapter IV

A Case Study of Jauharabad

This case study describes the current situation pertaining to the education of children with special educational needs in Jauharabad (City) based on the following information:

- Views of the main stake holders about the conception of Inclusive Education.
- Existing facility for the education of children with special educational needs.
- Available infrastructure of education in Jauharabd (City).

4.1 Introduction to Jauharabad:

This city was developed after the creation of Pakistan by the Thal Development Authority (TDA)¹² in the early 50's. In 1983, Khushab was declared as a district, previously it was a tehsil of Sargodha(District) and Jauharabad got the status of district headquarter of the newly established District.

After getting this status it became the hub of all kind of activities in Khushab (District) especially in the areas of employment and education. Khushab (District) was declared tax free zone in 1983 for the next five years to attract investment and it did wok. Quite a number of industries were established during that time and people moved to Jauharabad from all over the district in search of employment. Now this city has one Post Graduate college, one degree college for women, one college for the commerce education, one vocational training institute and number of schools both in public and private sector.

This city comprises of the two Union Councils, the most primary administrative unit in the newly introduced District Government system. According to the census of 1998, the population of Jauharabad was 40,175.

¹² This development organization was set up in 1950 to develop the deserted area of Thal comprising of three districts Khushab, Bhakkar and Layyah, and but was closed up in 1969.

4.2 Views of Main Stake holders:

Views of the main stake holders in Jauharabad (City) were obtained in order to notice the possibilities and constraints in promoting Inclusive Education.

4.2.1 Views of Headmasters/Headmistresses and Teachers:

Teachers and headmasters/headmistresses are the most important among the stake holders because of their role in imparting education to children in schools. It was necessary to know their state of mind about including children with disabilities in main stream schools with other students. The out come of the interviews with them is presented below.

4.2.1.1 Awareness about Inclusive Education:

The question about Inclusive education was asked in two ways: Initially the respondents were asked about the term and most of them were not aware of it. Secondly they were asked about the possibility of including disable children in main stream schools and they responded differently. Some of them were quite sure about the possibility due to their encouraging experience with disabled children in mainstream schools but some of them were in a fix because they were referring to the difficulties of teaching a mentally retarded child.

This situation clearly reflects the lack of information about the incidence and categories of disability on the part of teachers. This also shows the indifference and lack of commitment by the government in providing the awareness about disabled and promoting inclusive education in schools.

4.2.1.2 Experience with Disabled Students:

It has been an unnoticed common practice that children with special educational need study in main stream educational institutions at all levels. This familiar observation among personnel related to education has been ignored by the authorities. Minimum

number of such incidents might be the cause of over looking of this phenomenon by the authorities.

This fact was further substantiated by most of the headmasters/headmistresses and teachers while responding to a question regarding their experience of teaching any child with disabilities. The worthwhile finding was that the teachers who got a chance to teach such a child was not disappointed with it. "Most of them (physically handicapped) showed a lot of vigor in studies and they proved themselves even better students".¹³

4.2.1.3 Attitude of Peers:

When further asked about the attitude of the peers towards these children, "they were making jokes of them and teasing them" was the initial reaction. But this attitude improved by the passage of time. The change in the behavior of the other class mates occurred because of the role played by the teacher. They made clear the phenomenon of disability to the other students and briefed them their role and responsibility. It helped and by the passage of time it improved.

This highlights the role of the teacher in the mixing up of two segments of children in the schools. It means that teachers through inclusive education can work for the more inclusive society but it will take some time.

4.2.1.4 Easily Accommodated Disabilities:

Most of them were uncertain about the inclusion of mentally retarded children in schools. On the other side they were convinced to include children having other disabilities especially with physical disability. But they brought up the following issues to be addressed simultaneously with the inclusion of children with special needs.

- The children with special needs should be provided with the helping aids according to their nature of special need for example, the provision of hearing aids, special glasses, braces etc.

¹³ This statement is a general opinion of teachers who taught children with special needs.

- They must be given the transportation facility. They considered the mobility of such children as one of their major issues.
- They should be provided healthy food and treatment alongside the education. These facilities would help them concentrate more on education.¹⁴

4.2.1.5 Any Perceived Resistance against Inclusion of Disabled:

No resistance was perceived by the teachers and headmasters/headmistresses in public school. They considered it as an obligation as public servants to serve as directed by the government.

The administrators of local branches, of famous private schools chains, were of the opinion that this matter could be referred to the head offices where the policy decisions are taken. This proposal has a very wide implications. The way private schools are spreading, it needs very serious consideration by the government to promote inclusive education in these private chains all over the province.

4.2.1.6 Team Work for Inclusive Education in Schools:

Every one was of the belief that for the promotion and success of this new concept team work is very essential. Only the headmaster or headmistress can not implement it in the school single handedly.

- For building up team work in schools, first of all there should be some orientation for teachers to lessen some misconceptions of the teachers regarding disability.
- The responsibility of the head master is to motivate the teachers for this noble cause rather by some strict disciplinary action.

4.2.1.7 Recommendations to Government:

Teachers and headmasters/headmistresses made the following suggestions to the Government for Inclusive Education a success story.

¹⁴ No such program, food provisioning exists in the schools.

- There should be a general orientation regarding this idea of teaching children with and without special needs together.
- There should be special trainings for the teachers in the mainstream schools who desires for it.
- This concept needs very serious thinking before its implementation. Initially it should be started as a pilot project in all districts of the Punjab. And after a comprehensive evaluation of these pilot projects it should be implemented all over the Punjab.
- Do involve main stake holders before finalizing it other wise, like many other schemes, this would be a failure.
- There should be some special allowances for the teachers who get some training and opt for teaching children with special needs.

4.3 Opinion of the Disabled(Case Histories):

The opinion of those with special educational needs has a very important share in noticing the prospects of Inclusive Education. And it would be more useful if a person with special educational needs gave his/her opinion that got education in mainstream schools. Four short case histories are given here individually (now available) who despite disabilities were able to study in mainstream schools.

4.3.1 Mushahid:

Mushahid studied throughout his educational career in mainstream schools. He did his graduation from Government College, Jauharabad two years back. He gradually developed blindness. His visual problems started when he was in grade six. After two years he started learning Braille system of reading and writing because it was hard for him to read and write. During this time period his studies was partially depended on others but during his high school studies he was totally dependent on others.

While talking about the factors played important role in his studies, he appreciated the guidance of his teachers and help of his fellow colleagues. He pointed out that his

teachers helped him because he showed his interest in his studies. The most decisive factor in his successful education was his strong will power which was developed by the efforts of his mother. His voice was gloomy when he mentioned the role played by his mother (who died two years back) in building confidence in him. He was very blunt in pointing out the lack of interest of other family members (father, brothers, sister) in terms of giving time to his problems. But he appreciated their financial support to him in his studies. Now they are even ready to send him to Lahore for his pursuance for B. Ed in Special education for the blind.

He pointed out following problems he faced during studies.

- It was very problematic for him to reach to school or college. He was always dependent on others to take him to the educational institution. He said that transportation facility is the most crucial one in the course of studies for a child with special needs.
- Non availability of Special Braille books for the blind.
- The feeling of inferiority that I can't do it like others.
- He also pointed out that some of his class fellows were jealous of him due to the extra attention of the teacher for him.

He recommended Inclusive education for the children with special needs. He was of the opinion that a blind could not learn more about the new things if he would remain always with other blind people. He pulled out his mobile phone from his pocket and very confidently claimed that

“I can perform all functions and can play with this new technology like you Ali Bhai (Urdu word for Elder Brother). This is all due to my friendship and interaction with seeing people.”

He was annoyed when he concluded the session by saying, “Don't ignore us; don't consider us 2nd or 3rd rate citizens. You might find us more valuable than the able bodied”.

4.3.2 Aasia:

Aasia is doing her Masters in Psychology from University of Sargodha. She studied through out her career in mainstream institution. She was affected by polio and both of her legs were paralyzed due to polio. Now she walks with the help of crutches. She spoke very constructively.

She appreciated the support of her family during the course of her educational career. She mentioned the difficulty in free movement during her education at all levels. She was more concerned about those who don't have resources like her family. She also raised a valid point that in her studies informal institutional (family, peer etc) help made it possible where as the formal institutions like education department did not develop an institutional norms for supporting children with special needs in the field of education.

She was also in favor of the same syllabus and same system of examination otherwise the children with disabilities would be alienated in the competition with others.

4.3.3 Zahid:

Zahid is almost in the forty years of age. He is also a sufferer of polio and both his legs are paralyzed and he walks with a lot of difficulty. He is a professional photographer. He is a happily married man and has two kids. He has a long association with one of the large political party. He is known among his friends for his out spoken ness.

He spoke very bluntly against the societal stigmas against the disability. He also pointed out that the social norms of our society once based on the morals and carefulness are no more there. Then he shared some of his bitter experiences with very close relatives and the main reason behind was his dependency on them.

He was in favor of some professional training for the children with special needs for the future employment. He was also in favor of Inclusive Education but very skeptical regarding the public schools. He was not satisfied with the behavior of the teachers with the students in public schools. He emphasized the need to handle this issue very seriously and carefully.

4.3.4 Tauseef:

A married English teacher in a Government Primary School for Girls in Jauharabad(City). She did her graduation and Bachelors in Education and has been serving for the last ten years. She is also polio affected and her right leg remains shorter and she bends herself to the right while walking. She got her elementary education¹⁵ from a school in Lahore (Provincial capital) established by an N.G.O, Pakistan Society for the Rehabilitation of Disabled (PSRD). Then she moved to a main stream school and passed her matriculation certificate while studying there. She got admission on the basis of one percent quota reserved for the admission for students with special needs. She also got employment in the Punjab education department on this reserved quota for the people with special needs.

She considers her education as very important factor for getting a better employment opportunity. But she thought that she was able to get good education because during the course of her studies her father was doing a job in a big city like Lahore where she got the facilities. She was skeptical about the education of children with special needs living far from the cities having the special facilities for their education. She pointed out mainly two factors in her education; one is living in a city with facilities and the other one was her family support.

She recommended Inclusive education but she was of the opinion that the selection of the teachers for educating children with special need must be very carefully done. There should be some extra allowance for them because Punjab Government has been giving double pays to the teachers in Special education.

4.3.5 Lessons from these Interviews:

Some lessons can be drawn from the very short description of these interviews. These lessons would be helpful in the promotion of Inclusive education.

¹⁵ In Pakistan, there are three levels in ten years of school education. First five years of education is called the Primary Education. Three years after Primary education is now known as Elementary Education and after wards two more years are the High School education.

- Mobility of the children with special educational needs has come out as the major issue from these interviews. The issue of mobility will remain, with the children with the special educational needs, even after their inclusion in the mainstream schools. Therefore, the facility of pick and drop must be given to them.
- The experience of studying in the main stream schools was very heartening for those whom interviews were taken. They were satisfied with the help by the teachers to them in their studies and also with the helpful attitude of the fellows in main stream schools. This shows that the already prevailing practice must be recognized and making use of it.
- Another issue which appeared from these interviews is the need to provide the helping aids and learning material depending on the kind of disability during their course of studies.
- There should be recognition of the feelings of dejection and inferiority among persons with the special need on the part of parents, teachers, fellow students and society at large. It demands a wide range of awareness campaign so that people may be aware of their responsibilities. And especially by the fellow students so that they don't feel jealous for some extra attention by the teachers to those children with special educational needs.
- The education of these (interviewed) people was all due to the role played by their families but the system did not help them. It requires the development of such a social security system which starts from their identification and caters for all the desired plans for them.

4.4 Views of the Parents:

The views of the parents of children with special needs were mainly based on the future apprehensions about their children. They were certainly in favor of their education because they considered it as an imperative for their better future.

- They agreed with the Inclusive education because it is really very hard for them to see their children segregated and alienated from the main society. They want to see their children behaving the way normal children do.

- Most of them now send their children by choice to the Special school recently established in Jauharabad. Previously they don't have any choice.
- Some of them was of the view that
- In case of a male child with special needs, mostly parents were worried about his issues of employment. Whereas the parents of a female issue with special needs were more worried about their future after their death. They referred marriage as the only life model for girls to survive in this society. "But who will marry them?"

4.5 Available Facilities for the Education of Children with Disabilities:

It is essential to explore the available facilities for the education of the children with special needs both in Jauharabad and at the district level. There was only one special education school in Khushab (District) that has been established by Dar-ul-Islam Trust in Juahrabad(City) before 2003. But the present provincial government, after taking over the charge to run the affairs of the province in 2002, established a separate department of Special education on 1st of October 2003. This new department established the first government special education school in Khushab (District) at Jauharabad (City).

Both schools are dealing with the deaf and dumb children. The trust school is a high school whereas the government school offers education up to primary level.

4.5.1 Some Facts regarding these Facilities:

- The total students enrolled in both special schools are 129. And if we calculate by assuming that there is no increase in the disabled population of Kushab (District) in the age group of 5-19 since the 1998 census, the enrollment ratio is 1.33 % which is very low. What is the fate of those who do not have access to these schools?
- The other concern is that these schools are only dealing with the special needs of those having problems in listening and speaking. They have the teaching staff which has specialty in teaching to those with these constraints. But who will deal

with the other categories of special needs e.g. children with visual problems, with physical impairments etc.

- The special school in the government sector offers education only up to primary level. And the trust school offers education up to grade ten. The issue is that what would they do after the completion of these levels from special schools? Is it possible for them to continue their further education in the mainstream schools and whether the mainstream schools would provide the environment conducive for their education?

All these facts strongly emphasized the need to consider some alternative for the education of children with special needs.

4.6 Educational Infrastructure in Jauharabad:

This section of the case study is intended to help district government to realize the importance of available infrastructure of main stream schools. This might motivate local authorities to initiate a program of inclusive education by utilizing the available infrastructure in the district. This information may set off a debate that its not a matter of lack of resources but their utilization.

The educational infrastructure has been divided into three main elements:

- Number of Schools (Public/Private)
- Number of Teachers(Public/Private)
- Number of students(Public/Private)

And to draw attention to the following characteristics of both public and private sector which may convince local authorities about the feasibility of inclusive education in the district:

- Teacher student ratio
- Incidence of trained teachers in Public and Private schools
- Percentage share of Public/Private student enrolment ratio

According to the information collected during field work, the student teacher ratio in Government schools¹⁶ in Jauharabad (City) is 30 students per teacher and all the teachers in the Government schools are trained. The information collected from some of the private schools¹⁷ in Jauharabad indicates that in these schools 94% of the teachers are trained whereas the teacher student ratio is calculated 20 students per teacher.

It is a known fact that allover Pakistan, private schools are spreading like mushrooms. In a very short time, it was not possible to get detailed information about private schools in Jauharabad (City). But the available information about the number of students shows that the share of private schools in terms of student enrollment is 30% while 70 % of the students are getting education in Government schools.

The information about the student teacher ratio and the presence of trained teachers both in public and private schools reflects that this human resource can be utilized by providing them some orientation about teaching and managing the class room in the presence of a child with disability. The percentage share of private schools according to the incomplete information is 30% in Jauharabad which emphasized that private sector must be included in making a strategy for the promotion of Inclusive education.

4.7 Outcomes of the Case Study:

- Availability of trained teachers both in public and private schools along with the chain of public schools at the Union Council level may work as the strong basis for initiating the strategy for IE.
- The share of private schools in terms of enrollment of students emphasized their strong presence and the authorities should not ignore them in upholding the idea of IE.
- The Special education school in Jauharabad may work as the hub of activities such as training programs of mainstream school teachers and holding of awareness campaigns etc for IE.

¹⁶ These are Government Boys and Girls Primary, Elementary and High schools.

¹⁷ The private schools selected for getting information are those having branches all over Punjab except one i.e. Angelic Public school. This school has been selected due to its better results.

Chapter V

Conclusions and Recommendations

This chapter refers to answer research questions and makes some recommendations to formulate a strategy for a successful Inclusive education program at the district level. Firstly the sub question will answered and lastly the main research question will be addressed.

5.1 Governmental initiatives:

Apart from the producing a National Policy for Persons with Disability, 2002 barely any substantive endeavor could be observed for the promotion of Inclusive education at all levels of the government. No funds have been allocated at all levels of government to facilitate the process of inclusion of children with disabilities in main stream schools. Instead of promoting IE, the provincial government has established a separate department at provincial level which is not only establishing new special schools at tehsil (sub - division) level but also providing a lot of facilities to the teaching staff and to disabled students in these schools.

It is certainly not a bad move itself and shows the governmental attention for the education of children with disabilities but it is not sufficient enough to achieve the target of EFA inclusive of children with disabilities regarding their low participation rates in these schools. There is a need to evaluate the present strategy considering the other options which has a lot more benefits than only enhancing their participation in schools.

5.2 Main Stake Holders Views:

The general outcome of the views from all stake holders, teachers, parents, headmasters/headmistresses, and disabled was in favor of endorsing the idea of Inclusive education.

Teachers and school mangers (headmasters/headmistresses) were quite willing to play their role but they emphasized the need for the participation of all main stake holders

before taking any initiative for the inclusion of children with disabilities in main stream schools and raised three concerns:

- Involve those teachers initially who are willing to teach the children with disabilities.
- There should be some special training for the teachers to teach children with disabilities.
- There should be some financial benefits for the teachers who would be involved in teaching these kids.

The disabled who in their childhood studied in the main stream schools shared their experience and asked for the following facilities that would assist the participation of children with disabilities in main stream schools.

- The transport facility should be provided for going to school and coming back to home.
- They should be provided the helping aids and the study material according to their specific needs.

Parents were more concerned about the social security issues like employment and stipends etc. They showed their concern for having educational facility for the children with disabilities at their door step and be free of any cost.

5.3 Value of Available Educational Resources:

Availability of trained teachers both in public and private schools along with the chain of public schools at the Union Council level may work as the strong basis for initiating the strategy for IE.

The share of private schools in terms of enrollment of students emphasized their strong presence and the authorities should not ignore them in upholding the idea of IE.

The Special education school in Jauharabad may work as the hub of activities such as training programs of mainstream school teachers and holding of awareness campaigns etc for IE.

5.4 The Prospects of Inclusion:

The prospect of inclusion of children with disabilities in main stream schools is bright as far as the perspectives of main stake holders are concerned. Although the governments both at the federal and provincial levels seem quite concerned with the issue but there is a need of attitudinal change among the governmental circles towards the phenomenon of disability. They have to develop an understanding regarding the needs of disabled and issues of disability based on the principle of justice and equality for the proper provisioning of services to them. It's not the issue of lack of resources but the proper utilization of resources which depend on the understanding and will of the politicians.

5.5 Recommendations:

The general outcome of the study is that Inclusive education is correct preference to educate children in main stream schools and following are some of the recommendations which may help out making a good strategy to promote it.

- First of all federal government should conduct an independent survey to know the exact number of disabled in the country. This could also be done in collaboration with the census authorities by giving special training to the census staff in identifying the disabled during the census exercise. This would certainly help out making strategies for the disabled population in all areas including provision of education, employment, health services and social security etc.
- On the basis of the survey or census, a data base should be maintained at federal, provincial and local (district) levels. It would certainly benefit the authorities to make plans for disabled population of all age groups.
- There must be coordination between the education and special education departments of both the provincial and federal governments in all areas especially in policy making. Another area of coordination with reference to Inclusive education is that both the ministries should sit together and formulate a joint plan of action to think over the utilization of the available resources of both ministries for the cause of Inclusive education.

- The presence of special schools at the district levels should be utilized as the hubs for the activities of Inclusive education at local level. These schools should offer training facilities to the teachers of the main stream schools, managing the data base of disabled population and hold seminars to make people aware of the phenomenon of disability and their role.
- Education department at district level should identify those children with disabilities who are currently studying in main stream public/private schools to start its Inclusive education program by getting the concerns of these students, their parents and their teachers to make a factual plan.

Bibliography

Census Report of (1998) Pakistan, (2001). Population Census Organization, Statistics Division, Government of Pakistan. Census Publication No. 160

Disabled Persons (Employment and Rehabilitation) Ordinance, (1981).

Available on:

<http://www.dinf.ne.jp/doc/english/intl/z15/z150071e/z1500710.htm>.

[Accessed on 29 May, 2005]

District Census Report of (1998) Khushab, (2001). Population Census Organization, Statistics Division, Government of Pakistan. Census Publication No.64

Elwan, A. (1999). Poverty and Disability: A Survey of the Literature. Social Protection Discussion Paper No. 9932; Social Protection Unit, Human Development Network
The World Bank

Available on:

http://siteresources.worldbank.org/DISABILITY/Resources/Poverty/Poverty_and_Disability_A_Survey_of_the_Literature.pdf

[Accessed on 6th of November, 2005]

Hameed, A. (2003). Inclusive Schools: An Emerging Trend in Pakistan.

Available on:

www.ied.edu.hk/csnsie/procl4.pdf

[Accessed on 27 October, 2005]

Jonsson, T. and Wiman, R. (2001). Education, Poverty and Disability in developing countries: A Technical Note. Prepared for the Poverty Reduction Sourcebook; Sponsored by the Thematic Group on Disability Issues and Financed by the Finish Consultant Trust Fund.

Available on:

http://siteresources.worldbank.org/DISABILITY/Resources/Education/Education_Poverty_and_Disability.pdf

[Accessed on 15 August, 2005]

Kramer-Roy, D. (2005). Working towards Inclusive Education at the Aga Khan University, Institute for Educational Development, A Presentation at North South Dialogue III: Implementing Inclusive Education and Working towards a Global Alliance. New Delhi, 27 February to 4 March 2005.

Miles, S. (2002). Schools for all: including disabled children in education; Guidelines for the inclusion of disabled children in education. Save the Children Fund (SCF). UK.

Available on:

http://www.savethechildren.org.uk/temp/scuk/cache/cmsattach/619_schools4all.pdf

[Accessed 24 September, 2005]

National Policy for Persons with Disabilities, (2002). Ministry of Women Development, Social Welfare and Special Education, Government of Pakistan. Islamabad.

Available on:

http://www.pakistan.gov.pk/divisions/ContentListing.jsp?DivID=20&cPath=185_189_389

9 .

[Accessed on 09 October, 2005]

Provincial Census Report of (1998) Punjab, (2001). Population Census Organization, Statistics Division, Government of Pakistan. Census Publication No.133

Peter S, J. (2003). Inclusive Education: Achieving Education For All By Including Those With Disabilities And Special Education Needs. Prepared for the Disability Group. The World Bank

Available on:

http://siteresources.worldbank.org/DISABILITY/Resources/Education/Inclusive_Education_En.pdf

[Accessed on 25 July, 2005]

Sen, A. (2002). Disability and Justice: A Speech on the eve of a Conference on Disability and Inclusion by World Bank.

Available on:

siteresources.worldbank.org/DISABILITY/214576-1092421729901/20291152/Amartya_Sen_Speech.doc

[Accessed on 6th of November, 2005]

Terzi, L. (2005). Beyond the Dilemma of Difference: The Capability Approach on Disability and Special Educational Needs

Available on:

<http://k1.ioe.ac.uk/pesgb/x/Terzi.pdf>

[Accessed on 20th of October, 2005]

UNESCO, (1989). Convention on the Rights of the Child.

Available on:

http://www.unesco.org/education/pdf/CHILD_E.PDF

[Accessed on 15 July, 2005]

UNESCO, (2003). Overcoming Exclusion through Inclusive Approaches in Education: A Challenge and a Vision. Conceptual Paper.

Available on:

<http://unesdoc.unesco.org/images/0013/001347/134785e.pdf>

[Accessed on 24 September, 2005]

UNESCOs, (1994). The Salamanca Statement and Framework for Action on Special Needs Education; Adopted by the World Conference on Special Needs Education: Access and Quality.

Available on:

http://www.unesco.org/education/pdf/SALAMA_E.PDF#search='salamanca%20statement'

[Accessed on 25 September, 2005]

WHO, (2002). Towards a Common Language for Functioning, Disability and Health: ICF; The International Classification of Functioning, Disability and Health.

Available on:

<http://www3.who.int/icf/beginners/bg.pdf>

[Accessed on 19th of September, 2005]

World Program of Action Concerning Disabled Persons: United Nations, (1983).

<http://www.leeds.ac.uk/disability-studies/archiveuk/united%20nations/world%20programme.pdf>

Available on:

[Accessed on 22 of June, 2005]