

# **Analysis of Vocational Training Facilities in Pakistan and Job Adjustment Problems of Special People**

**Dr. Aqila Khatoon (Ali)**  
**Assistant Professor**  
**Department Of Special Education**  
**University of Karachi**

## **Abstract**

*This research is an effort to identify the weaknesses and strengths of the vocational training provisions, job seeking and job adjustment problems in Pakistan. It also focuses on the solutions to be adopted to make vocational system more effective. The research is of exploratory nature. The vocational training is provided at some of the school as part of regular education programme. It is usually offered in primary school as pre-vocational and as vocational at secondary school. However all the schools do not have trained staff in vocational guidance, vocational assessment and job counseling. The Vocational trainers are not technical persons in some of the school although they are teaching some kind of technical skills. Therefore the level of expertise in the special person is not of the level, which could effectively help in seeking the job or retaining a job if got through networking or efforts of the school. The vocational schools do not have follow up system once the student is out of school after successful completion of course. The Job adjustment problems are also there due to the inadequate facilities at work place. The employers do not bother about provision of special needs like toileting or machine modifications to suit the special person. This situation affects the efficiency of a special person negatively. The employers are reluctant to hire special persons due to the fear that it may affect the output. Therefore the employers do not follow the quota system and they prefer to pay fine for not hiring special persons. The workplaces, factory or office buildings are not special person friendly. The colleague staff is some times not very cooperative enough to help the special person in learning new skills during on job training.*

## **Introduction:**

The vocational training facilities in Pakistan is available at almost all the special schools and independent vocational training centres are also established in private as well as government sector. Some of the vocational training centres were developed three to four decades ago and are now present a scene of haunted houses. One of them is adult Blind Centre at Karachi. The visit to this center revealed that it used to be one of the best vocational training centres in Pakistan.

The vocational training is an essential tool for integrating the special people in society and makes them a productive member of community. It can be observed that some of the vocational training centres are providing very good training and preparing the special persons for the market. The level of training given however does not match with the market requirements. With the technological development in the market it is difficult for the training centres to provide the facilities, which can make the special persons marketable.

The study was done to find the facilities available for the special people and the level of training. The study involved visit to the vocational training centers and special schools and facilities were studied. The discussions with school administrators were made to ascertain the difficulties in provision of vocational training.

## **Research Methodology:**

The sample of 200 special people who have received vocational training was taken. The sample included all the categories of special people, viz a viz, Hearing impaired, mentally retarded, visually impaired, physically handicapped and others. The respondents also included the employed persons and unemployed. The questionnaires were given to them and responses were tabulated. The school principals, vocational teachers, psychologists, parents and other staff involved were also interviewed to have in depth knowledge of the system of vocational training. The researcher also interviewed the employers.

The results were analyzed and recommendations are made in the light of findings.

### **Analysis:**

#### **Duration of Vocational Training**

Description	N	%
Less than 6 months	34	17
6-12 months	86	43
>12 months	80	40

The vocational training given to 43% of respondents was of duration from six to twelve months. This duration is not even sufficient as the able bodied people also receive vocational training of 6-12 months usually and even they are not capable enough to get a job. Therefore for a special person it is extremely difficult to learn sufficient skill in this duration. The 40% of the respondents stated that had received vocational training for more than 12 months. However the training does not provide the required skills in most of the cases.

#### **Vocational Training helpful to get a job**

Description	N	%
Yes, fully	30	15
To some extent	80	40
Not at all	90	45

The 45% of the respondents stated that the vocational training given to them did not help at all in getting the job. They got the job through networking and references by the friends, relatives or schoolteachers. This was disclosed during interviews with special persons, administrators of schools, parents and family friends and representatives of associations of special persons. The 40% of the respondents said that the training helped them to some extent and only 15% stated that the training helped them in getting the job.

## Nature of job

Description	N	%
Sedentary worker	150	75
Field work	20	10
Both	30	15

The 75% of the workers are engaged in sedentary work and therefore there is usually not great difficulty. This includes teaching jobs as well. The visually impaired people have no difficulty in taking jobs like telephone operator, or school and college teacher. They also as efficient as their able bodied coworkers. The hearing impaired persons are very capable in computer jobs. However in spite of their devotion and work capability they are some times discriminated.

## Discrimination in promotion at workplace

Description	N	%
Yes always	180	90
Some times	10	5
Never	10	5

90% of the respondents stated that they are not given promotions when it is due. The able bodied coworkers are preferred over them. This needs some laws to be enacted by government to protect the rights of special people.

## Feeling of isolation at work place

Description	N	%
Yes always	40	20
Some times	40	20
Never	120	60

The special persons working at different offices do not feel isolated as per the statements of 60% special persons. However 40% of the special people working felt that they are isolated during social activities.

## **Difference between training environment and real work place**

Description	N	%
Yes major difference	95	47.5
Little difference	40	20
No difference	65	32.5

47% of the special persons stated that there is great difference between training center settings and real workplace settings. 52% (32+20) of the special persons stated that there is little difference between training and real job settings. These are usually people working in offices or teaching.

## **Effect on efficiency due to environmental problems**

Description	N	%
Efficiency is decreased a lot	145	72.5
Efficiency is decreased a little	50	25
No effect on efficiency	5	2.5

The 72.5% of the respondents described the environmental conditions one of the factor in determining the efficiency. They stated that their efficiency is greatly decreased due to environmental differences between training school settings and real factory or office settings. They emphasized during detailed interview that the government should bind the employers to provide better working environment for the special persons.

## **Workplace physical environment designed for the special persons**

Description	N	%
Yes great difference	0	0
Minor difference	19	9.5
No difference at all	181	90.5

90.5% of the respondents stated that the physical environment is not designed therefore the efficiency of the special people is reduced. They also feel difficulty in toileting and accessing other facilities. The social activities also limited.

### **Provision of special needs by employer**

Description	N	%
Yes all spl needs provided	0	0
Some spl needs provided	20	10
Not at all	180	90

The 90% Of the employers never provide any kind of special need equipment. However the employers cannot be made solely responsible for the provision of special needs because the special needs are specific to special person. The employers are not capable of determining the individual special needs. It should be the responsibility of the government to provide special needs to special persons. This is the practice in all developed countries. The government should devise a mechanism for the provision of special needs at workplaces.

### **Salary as of equal to colleagues**

Description	N	%
Yes	110	55
NO, more	0	0
No less	90	45

The 45% of the respondents complain that they are being paid less than the able bodied coworkers. This is discrimination due to their disability. This aspect also requires government intervention.

## **Trained Vocational Teachers**

Description	N	%
Yes all of them	0	0
Few of them	165	82.5
None of them	35	17.5

The 82% of the respondents stated that the teachers at training center are not fully trained in the skills they are teaching. They are also not well informed about the equipment used in industry or offices. The teachers are low paid therefore skilled persons do not join the training schools. The special teachers without industrial background are usually employed in vocational schools.

## **Choices available for vocational training**

Description	N	%
Yes	0	0
No	200	100

The choices are limited, all the respondents stated.

## **Conducting Refresher courses by employers**

Description	N	%
Yes always	14	07
Some times	24	12
Never	162	81

Only 7% of the respondents said that the employers run refresher programmes for their employees and therefore there is no job adjustment problem when the equipment like computer system or telephone exchange is upgraded. However the vast majority of employers do not have any such facility.

## Follow up system by Training Centres

Description	N	%
Yes	25	12.5
No	175	87.5

The vocational training centres do not have a follow up system for their pass out students. Due to this the students even if get the job initially do not get support for their problems at the workplace. These include the provision of special needs, safety aspects, refresher courses and other discriminatory behaviours of some of the employers.

### Results of the study:

- The vocational training centres are not properly equipped to provide vocational training, which can provide a job to students after completion of training.
- The choice of trade is very limited.
- The students are not prepared for competitive employment.
  
- The training programmes mostly do not have effective follow up programme.
- The special people are deprived of their due rights at work place.
- The refresher courses are not conducted and hence with the new developments they cannot retain jobs.
- The most of the training programmes offered are of pre-vocational in nature.
- The staff at vocational training centre is not usually fully trained to train the special people.
- In some of the schools the vocational training is provided by non-technical teachers who are not highly skilled in that trade.
- The employer at workplace does not provide the special needs and special people cannot afford to buy them.
- The employers neglect the safety aspects.
- The employers prefer to pay fine instead of hiring a special person.

## **Comments on provisions of Vocational Training in National Policy for the Persons with Disabilities-2002**

Under Point C at page 10 of the National Policy in sub clause (i) the following is mentioned. Quote,

“Vocational Training Vocational Training facilities at present are very limited to meet the requirements of person with disabilities in both private and public sectors. .... Existing network of over 100 training institutes established under vocational training system will be utilized by keeping a provision of 5% seats at each Vocational Training Unit.

.....  
...

(ii) Assistive Technology: Assistive Technology plays an important role in rehabilitating persons with disabilities. By using this modern technology these persons can perform in a better way. Special attention will be given to the development of assistive technology with the involvement of relevant organizations, particularly in the area of orthocrosthetic, for persons with disabilities. A directory of the services available in the country in this area shall be prepared for the facility of the person with disabilities and for other interested.” Unquote

The provisions in the policy are not being implemented. The paragraph about assistive technology is of academic nature and says nothing about any concrete action. The impressions if it is some thing new are very strange. The special needs which are available in Pakistan for the more than 30 years all come under the umbrella of assistive technology. There are no specific solutions for the use of technology in the rehabilitation of special people.

### **Recommendations:**

- The special persons should be given opportunity to study science and technology in their regular schools this will help them in receiving vocational training easily.

- The concept of career education should be adopted by all special schools and the facilities be revamped to provide high quality training at schools.
- The trades should be introduced after consultation with employers.
- The industrialists should be included in the managing boards of the vocational training centers.
- The follow up systems should be established by the vocational training centers to monitor the on job deficiencies of the qualified students.
- The refresher courses should be initiated by the vocational school so that the special persons could retain their job after the change in technology, for example change in operation of telephone exchanges incase of telephone operators.
- The government should provide funds to employers for the provision of assistive technology equipment to trained special person.
- The buildings and factories shall be made accessible by changing the design and safety aspects should be incorporated.
- The employers shall be bound to employ the special people on quota reserved for them.

## **Reference:**

**National** Policy for Special Education Draft (1998). Islamabad Government of Pakistan, Ministry of Women Development , Social Welfare And Special Education.

**National** Policy Draft for the Education and Rehabilitation of the disabled (1988 Review). Islamabad Govt of Pakistan Ministry of Health Special Education and Social Welfare.

**National** Policy Draft for Special Education (1985). Islamabad Govt of Pakistan Ministry of Health Special Education and Social Welfare.

**National** Policy for Person with Disabilities –(2003), Islamabad Govt of Pakistan Ministry of Health Special Education and Social Welfare.

**Peter,J**,Herman and Hanson,C James, (1977) , Vocational Guidance and Career Development, Macmillan Publishing Co. Inc, and Collier Macmillan Publishers, New York , London,

**Raj**, Singh, (1994), Educational and Vocational Guidance, Communication Publishers,New Delhi.

**Ramesh, Chandra** ,(2004) Career Information and Guidance and Counselling, Isha Books ,Delhi.

**Reynolds, Cecil R., Mann, Lester.**(1987). Encyclopedia of Special Education Vol. I,II,&III: A Reference for the Education of the Handicapped & Other Exceptional Children & Adults. New York, Toronto, John Willey & Sons.

**Sheikh, Mohammad Hanif** .(1989). Educational , Vocational & rehabilitaional Programme for Disabled Persons in Pakistan. Final Report of the APEID Regional Seminar on Special Education in Japan. Japanese national commission for UNESCO

**Special, Teachers & Parents Resource Centre and Institution of Electrical Engineers Pakistan,**(1995). Report of International Conference on Rehabilitation Engineering and Special Needs, Karachi

**Thomson, George O. B.**(1998). Provision for children with special educational needs in Pakistan: Report to the United Kingdom Government, Department for International Development, UK

# **THE PROBLEMS RELATED TO TEACHER TRAINING PROGRAMMES: AN ANALYSIS**

**Anjum Bano Kazimi**  
**Assistant Professor**  
**Deptt. Of Special Education**  
**University of Karachi**

## **Abstract**

*For this study five colleges, St. Patrick's Elementary Training College, Notre Dame Institute of Education, Teacher's Training College F.B. Area, Jamia Millia Training College Malir, and Hashmat Memorial College Gulshan-i-Iqbal were selected. Twenty trainee students from each college were selected as sample. They were personally interviewed to collect information regarding material available, curricula, teachers or professional teaching methodologies and utilization of their achievements in practice forum. Those colleges which are Government run have more than 500 students while private colleges have 80-100 students. Analysis of the findings was done and recommendations were made on the basis of this survey.*

## **Introduction:**

There has been a growing feeling that the teacher education training courses are not effective in turning out efficient teachers. Some of the reasons for this inadequacy of training are as follows. First, teacher training in our country lacks professionalism. Second, the physical facilities and teaching staff of training institutions are not adequate, in relation to the students. Third, admissions are not made by taking into consideration the employment opportunity available to the teachers of various categories. Fourth, the courses of study are outdated and do not meet the present day needs.

Absence of an agency or body to evaluate and reset the standards for teacher education is responsible for quality deterioration. Standards tend to go down in the absence of external checks on the quality of a teacher. Another reason for poor standards is the absence of good textbooks in Urdu. Textbooks in English are difficult to obtain and even if available, they are hardly read, firstly, because the students are not conversant with English and secondly, because they want reading material in their own language which is also the optional medium of examination. The result is that most of the pupil-teachers do not study from proper reading material and quite often depend on substandard guide books published by some business-minded professionals.

The important link between the practicing school and the teacher-education institutions is very feeble. This link has to be made strong and close. Every training college should adopt most of its neighbouring schools in the true sense. And as such, besides their regular practicing program, they should launch a comprehensive program of in-service education for the benefit of teachers of the adopted schools. Not only this, these schools should be encouraged to plan and experiment their practices under the guidance of the training college staff. The benefit of this service will ultimately go to the teacher trainee.

Another lacuna in the teacher-training program is found in its curriculum. It is largely, traditional, rigid and divorced from the realities of schools. The emphasis is more on theory than on practical work. There is a need for a shift in emphasis from theory to application of theory in actual classroom practices. The teacher should get more opportunity for experiencing the practical applications of the theoretical concepts learnt by him/her.

Teachers should refresh and update their knowledge of the subject area in the training college itself. This is very important if the teacher wants to keep abreast with the changing times and wants to enter the next millennium fully aware and able to face its challenges.

Another thing that is needed is the organization of in-service programs for teachers. Training Colleges do not meet this need, workshops, seminars and summer programs are necessary for the professional growth of the teacher.

## **Findings:**

### **Material availability in Teacher Training:**

The PTC and CT courses were revised two years back. When the new courses were sent to the College there was no mention of how to obtain the material for the courses. Since a change had occurred there should have been provision from the government to indicate text books and reference material. If references were indicated in the new curricula no mention was there as to who to contact, or how to obtain the books. At present College teachers are writing their own notes and the students are being forced to use them. The B.Ed course books were revised more than seven or eight years back, the same course book is being used. No one is bothered about the changing needs of today.

### **Curricula issues:**

The basic problem with the existing curricula is that it does not cover important issues. Objectives of Teacher Training have been deleted from the course. Topics have been randomly selected and the Master Trainers have to stretch themselves to find the connection. The topic on Audio Visual Aids, for example, has also been deleted- implicit of being an extremely important part of the course.

The course itself is extremely extensive and therefore it is not possible to cover it within the time allocated. Some of the subjects which are compulsory are Pakistan Ideology, Ethics, Curriculum and Instruction, Teacher and the Community, Educational Psychology, etc. Besides this the students have to learn the content of all the subjects taught at school level.

The students give 30-36 lessons at elementary level (PTC-CT) and 60 lessons at secondary level (B.Ed), during teaching practice. They have to give a fixed number of lessons of each subject taught at Primary and Secondary level. PTC teachers give lessons in all subjects including Art. While CT teachers give lessons in all subjects except Arts and at B.Ed level they have to choose two optional subjects in which they have to deliver 60 (30+30) lessons in all. The final lessons of both PTC and CT are 3 in number, while for B.Ed level there are 2 criticisms lessons and 2 final lessons from each of their selected subjects.

## **Professional imparting training:**

The Master Trainers are less in ratio to students in the CT class. They are required to be M.A Education or M.Ed. Although in some institutions there are few students but mostly in each class number of students is more than fifty to sixty. Each teacher has to teach three to four subjects. They have to monitor and observe a number of students.

Professionals sound very tired as their work hours are not sufficient for course completion. They feel that the new course is weak in Methodology and the old course was far better, although the new course covers issues like environment and drugs, these have not been well presented and thought out.

They are not encouraged to go for professional in-service training. In fact they seemed not interested due to lack of time to complete their course. Further they did not think that any course of this kind existed for Master trainers. They would have to set it up themselves and neither their principal nor their colleagues were interested.

Teachers felt that since all the students had to give lessons in all subjects it was difficult for the Master trainer to, for example, think of 70 concepts in Maths at the same time.

Teachers felt that language was not much a problem because most of the students could understand Urdu and write it to some extent. Sometimes lectures were given in English but translations were necessary.

## **Student teachers:**

The entry age for the student teacher is 18-26 years. Fresh matriculates or under graduates are encouraged to apply to PTC. If above 26 then they were asked for an experience certificate from their school and their age requirement was condoned. For B.Ed most of the students are teachers who have 2-7 years or more experience while fresh graduates are less in number.

The students felt that they had to give too many lessons and that really was a burden for them. The teaching was fine but they had a problem with

English and sometimes with Urdu because many of them came from Punjabi backgrounds.

### **Application of training in schools after completion of Training:**

It was a general feeling that application of methodology taught specially for the use of AV aids was not applicable in schools. The students were from Basti schools or government run schools and their resources were scarce. They were restricted to the use of blackboards and chalk and sometimes not even that. The schools cannot even afford the teachers salary so how can they pay for material needed for teaching.

But they felt that the content taught at least made them knowledgeable of what is being taught at school level. This supported them if their content knowledge was weak.

### **Teaching Practice:**

Teachers go to various schools and are assessed by the teachers of the school concerned. The Master Trainers also go to supervise them but with one supervisor to 30 – 40 students. He/she has to guide them, observe them, and correct their mistakes, within the school hours i.e. 8.00-12.30, because most of the schools are working two shifts. Normally some of the teachers of the concerned schools do not want to give their classes' time for teaching practice especially teachers of classes 9 and 10. They think that trainee teachers are simply wasting their students' time. Final lessons are supervised by the appointed teachers sent by the government.

### **Analysis of the Results:**

From the above it is obvious that the Teacher Training Institute is having a difficult time introducing the new course. My question would be two pronged, if the course is so poor then why has it been accepted without any written objection from the college? And if it is fair, then can the teachers not improve it by teaching the students in such an interesting manner and providing material from the latest books so as to themselves as well as the student teachers abreast of the current knowledge. The problem is that the teachers are the ones who have been teaching for many years so

maybe they are resistant to the changes and are not being enthusiastic about them are looking for the weak points. I did not agree about the availability of books because I have seen the course outline and there are references and suggested readings. I agree with them that a Resource Room is necessary but I don't think that enough pressure was exerted on the principal. It sounded as if only one or two teachers favored such a move.

The student teachers appeared to be dull and very bored. Amazingly the classroom appearance during teaching was the same traditional and old fashioned type. With about more than 30 students to a teacher one had the opportunity to move the seats about and teach with freedom. I saw the students trapped in the benches – more benches and fewer students. How can the students feel free to communicate with the teachers or among themselves? In fact there was ample opportunity to do what the teacher wanted and since the teachers themselves were traditionally bound and the principal did not appear to favour change or had tried but failed there seemed to be lack of motivation, interest and commitment on the part of the teacher.

If the student teacher comes from a lower economic stratum and is teaching there, low cost or no cost resource material development should be part of the course. Even if it is left out, the college can introduce Low Cost Teaching Aids development as a compulsory part of their course. This is a necessity because the type of school that the student teacher will be teaching in, will be requiring this sort of approach. Besides this new method like problem solving techniques at low scale is a necessity for these Government schools or Basti area schools where the basic issues are related to poverty and students need to solve them. The student teachers must therefore be introduced to these concepts and time must be given to them if we want that they participate in their community as teachers. Otherwise after training they will leave their schools and look for better paying jobs- which is not wrong-but they are needed in their own area schools and motivating and creating interest in them is the only way that they can approach their own issues through the schools they work in.

As regards the Curriculum, if it has been given by the Government and not agreeable to the Private Institute then they should get together or better still ask others to join them in forwarding their suggestions and recommendations. Even if they cannot be implemented at present, they will be read and voiced and this will create awareness about the issue. I think

that getting teachers to revise their notes and develop their lectures is a good refreshing idea. The topics are different but can we make it a positive difference?

Teaching practice seems to be tedious exercise both from the point of view of student, teacher and Teacher trainer who has to help in the lesson planning, rather teach the teachers how to plan. From my interview with them I found that much work was done by the trainer to ensure correctness therefore ensuring good lesson planning and thus destroying the inherent creativity of teachers or destroying their opportunities to be creative, perhaps even decreasing their motivation and stamping them as incapable of planning lessons.

### **Suggestions/ Recommendations:**

- The Teacher Training Institutions need to clarify their objectives and develop realistic curriculum. If we look at the Curriculum we will see that less weightage is given to school related issues. An awareness of the current problems of the changing schools and preparing teachers to meet this change is not being met by the Teacher Training colleges.
- Collaboration in research and experimentation between Colleges of Education and Schools is lacking. Improvement of school education should be vital role of the Colleges of Education. They should analyze, understand and suggest ways and means to make improvements in the processes, procedures and practices of school education. Schools should be their laboratories where they can try out different methods using their apparatus. In this way we can improve the quality of teacher education.
- Research issues should not be conducted in isolation. Usually the issues are dealt by Education alone but what about the other branches of social science which have direct links to education like Psychology, Economics, Philosophy, etc. there should be an inter-disciplinary approach.
- Efforts should be made to describe the job activities of various categories of teachers, so that we take into account how many teachers are needed where and when. We just produce teachers not taking into

account whether we need more teachers at primary or secondary level or any other level or for a particular subject.

- We need to revise the teacher education curricula so as to focus on the competencies and skills required for an efficient teacher in the light of new social demands.
- There should be problem-solving approach in teaching-learning situation as this is the need of the new millennium. If we want the teachers to make use of research or participate in research then we must be sure that they are capable of reading the language of research and are familiar with the terminology. Moreover they should be trained in the methods of research and how to conduct research.
- In areas of methods and techniques of instructions, much experimentation can be tried out, such as simulations, micro-teaching, programmed learning, etc. modified if necessary and used during the teacher training program. A trial will thus be ensured before being used in schools.
- There is a need for teacher training at Master Trainer level. A body should be formed for this and regular refresher programs should be organized.
- The teachers of teachers training colleges should come together and meet at regular intervals specially now, so that there is an open forum to discuss the new curriculum and issues related to its implementation. This exchange will ensure effective implementation and a platform for such issues will improve the quality of teacher education
- Lesson plans should not be so tedious and long. They should be SMART, specific, measurable, achievable, realistic and time manageable. Lesson plans are at present, a kind of punishment. It should be fun and easy to follow and do. Student teachers should be involved in workshops that are focused on the development of lesson plans and use of participatory approach in teaching-learning.

- If we view the process of teacher training we will see that there is a gap between theory and practice. A trainee hears about various methods of teaching but seldom sees them in action. If he/she gets a glimpse it is in a very casual demonstrative way. The most common method used is a lecture method that also is an autocratic way. Training should thus be activity-based so as to prepare democratic citizens.

### **Conclusion:**

There is a vast scope for research in Teacher training. Its effectiveness, methods and procedures used has to be established through research. The program today is very superfluous, confusing and meaningless. It should be scientific and valid. We should research, discuss findings with each other and come with conclusions which will improve the quality of student teaching. Studies are also needed to understand the goals, needs and aspirations, intellectual and emotional state of the student teacher. In fact, information on the socio-economic background of the student teacher may be useful in strengthening teacher education.

We have to agree that the student teachers are not of the highest caliber. Therefore it will take a lot of effort and will be a slow, painstaking process to produce good quality teachers but a little interest can achieve wonders. All we need are highly motivated, challenged and creative Master trainers to play their role in training our teachers.

### **References:**

1. Chatia, K.K. (2002), *Principles and Practice of Education*, Ludhiana: Kalyani.
2. Booth, Tony (2003), *Developing Inclusive Teacher Education*, London, Routledge.
3. De Bitten Court (2004), *Special Education Teacher Training*, New York
4. Farooq, R.A. (1993), *Education in Pakistan*, Islamabad. Asia Society for Promotion of Innovation and Reform in Education.
5. Frivedi, P.R. (2004), *Environmental Education*, New Delhi, APH Publishing.
6. Government of Pakistan Education for All (EFA) 2001, Report of the National EFA Conference, Islamabad.

7. Kochchar, S.K. (2002) *Guidance and Counselling in Colleges and Universities*, New Delhi, Sterling
8. Persons, R.D. and Brason, K.S. (2002) *Teacher as Reflective Practitioner and Active Research*, Australia: Wadsworth
9. Shelton, C.F. and Pollingua, A.B. (2000), *The Exceptional Teachers Handbook*, California; Corwin Press.
10. The Daily Jang, Rawalpindi, Editorial Page, Nov. 4, 2001
11. Daily Nation, Islamabad (Aug 20, 2001) cited by SDPI, Population and Environment Digest, P.g. Aug 2001, Vol. 1, Islamabad.
12. William, P.A. (1981), *Glossary of Special Education*, North Wales: Open University Press

# **NATURE AND ENVIRONMENT OF JOBS FOR EMPLOYEES WITH DISABILITIES**

**Dr. Shahida Sajjad**  
**Assistant Professor**  
**Department Of Special Education**  
**University of Karachi**

## **ABSTRACT**

*The present study was carried out to investigate the nature and environment of jobs for employees with disabilities in Pakistan. For interviewing sixty employers and twenty employees with disabilities in Karachi, structured questionnaire was used. Hypotheses were tested through chi-square. The results of the study indicate that there were no special provisions made for employees with disabilities to give them a barrier free environment and to cater their special needs, and majority of the employees with disabilities were hired as low grade employees.*

## **INTRODUCTION:**

Like other countries, in Pakistan also many persons with disabilities have been reduced to objects of pity, despite the fact that they are more than willing to support themselves, only if opportunities of education, skill development and suitable work environment are made available to them. The large majority of special persons have the ability and desire to earn a living and have a family, therefore, not only to support themselves but also their parents and children. Policies and strategies to bring persons with disabilities into the social and economic mainstream increasingly are recognized as superior from both an economic and a social perspective because of the focus on strengthening capacities of persons with disabilities to make economic contributions, which further their social integration while reducing expenditures on custodial care and specialized services. Special measures necessary to facilitate the employment of persons with disabilities need some amendments / modifications including removal of architectural barriers. This study was designed to investigate the

nature and environment of job for employees with disabilities in Pakistan. The findings of the study would highlight the status of employees with disabilities in our society, and would create awareness among the employers for providing an environment that caters the special needs of employees with disabilities and hence helping them to improve their productivity and efficiency at job.

## **METHODOLOGY:**

The data was collected with the help of structured questionnaires using both pre-coded and open ended items, through interview method, from sixty employers and 20 employees with disabilities from different organizations/ institutes of Karachi, including 5 hearing impaired, 5 visually impaired, 5 mentally retarded and 5 physically handicapped persons. Both the samples were selected through convenience sampling.

## **HYPOTHESES OF THE STUDY:**

1. Employees with disability who were provided with special provisions in their organizations were significantly less than those who did not receive any special provision in their organizations.
2. Employees with physical disability faced mobility problem at work place.
3. Most of the employees with disabilities were found working on low paid jobs.
4. Most of the employees with disability were not provide with the transport by the company/institute.

## **OBJECTIVES OF THE STUDY:**

1. To explore the status of employees with disabilities in various organizations of Pakistan.
2. To find out the categories of employees with disability working in different organizations of Pakistan.
3. To find out various strategies used by the employers to make the employees with disabilities successful in their jobs.

4. To explore the problems faced by the employees with disabilities.
5. To investigate the nature of jobs performed by employees with disabilities.
6. To find out the special provision made for disabled employees in their organizations.

## **FINDINGS:**

### **Section I: Status, Nature and Environment of jobs for employees with disabilities, as mentioned by the Employers.**

#### **a) Ratio of employees with disabilities and other able bodied employees.**

Table 1 shows that most of the organizations (72 %) mentioned the ratio as less than 1 %.

**TABLE 1**  
**Ratio of employees with disabilities and other able bodied employees**

Response	No	%
Less than 1%	36	72
1%	10	20
2%	02	04
More than 2%	02	04
Total	50	100

#### **Categories of employees with disabilities**

Table 2 indicates that more than half organizations (58%) had employed physically handicapped persons, the next highest number of organizations (24%) hired hearing-impaired employees. Some organizations (16%) hired visually impaired and very few organizations (2 %) hired mentally retarded persons.

**TABLE 2**  
**Categories of employees with disabilities**

Type of disability	No	%
Mentally retarded	01	02
Hearing impaired	12	24
Visually impaired	08	16
Physically handicapped	29	58
Total	50	100

**b) Nature of jobs assigned to employees with disabilities.**

Table 3 provides information about the jobs assigned to employees with disabilities. The highest number (14 %) was clerical assistants.

**TABLE 3**  
**Nature of jobs assigned to employee with disabilities**

Job Title	No	%
Administrators	08	08
Assistant manager	01	02
Braille instructor	02	04
Clerical Assistant	07	14
Computer Operator	06	12
Helper to physiotherapist	01	02
Cook	01	02
Laundryman	01	02
Lecturer	04	08
Messenger	02	04

Office assistant	03	06
Peon	06	12
Physiotherapist	01	02
Telephone exchange	02	04
Teaching	03	06
Teacher aide	02	04
Typist	04	08
Total	50	100

**c) Special provisions made for employees with disabilities in their organizations/ institutes.**

Table 4 reveals that in most of the organizations (96%), there were no special provisions made for the employees with disabilities.

**TABLE 4**  
**Special provisions made in organizations/ institutes**

Response	No	%
Special provisions are available	02	04
Special provisions are not available	48	96
Total	50	100

**Type of special provisions in organizations / institutes.**

Table 5 indicates that ramps and seating arrangement according to convenience were made for the employees with disabilities to suit their special needs and hence to perform their jobs easily.

**TABLE 5****Type of special provisions made in organization / institute**

Response	No (out of 2)	%
Ramps	01	50
Seating arrangement according to convenience	01	50
Total	02	100

**Section II: Status, Nature and Environment of jobs as mentioned by the employees with disabilities.****a) Qualifications of employees with disabilities.**

Table 6 shows that the highest number of the employees with disabilities were either Non-Matric, or Intermediate or Graduate. (40% each)

**TABLE 6**  
**Qualification of employee with abilities**

Qualifications	H.I		V.I		M.R		P.H		Total	%
	No	%	No	%	No	%	No	%		
Non-Matric	0	0	0	0	05	100	0	0	05	25
Matriculate	0	0	0	0	0	0	01	20	01	05
Intermediate	01	20	01	20	0	0	03	60	05	25
Graduate	04	08	01	20	0	0	0	0	05	25
Master	0	0	03	60	0	0	0	0	03	15
Any other	0	0	0	0	0	0	01	20	01	05
Total	05	100	05	100	05	100	05	100	20	100

**b) Nature of job assigned to employee with disabilities.**

Table 7 reveals that the highest number (14 %) of employees with disabilities was clerical assistants. The next highest was computer operators and peons (12 % each).

**TABLE 7****Nature of job assigned to employees with disabilities**

<b>Designation</b>	<b>H.I</b>		<b>V.I</b>		<b>M.R</b>		<b>P.H</b>		<b>Total</b>	<b>%</b>
	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>No</b>	<b>%</b>		
Assistant manager	0	0	0	0	0	0	01	20	01	05
Braille instructor	0	0	01	20	0	0	0	0	01	05
Clerical assistant	02	40	0	0	0	0	01	20	03	15
Computer operator	01	20	0	0	0	0	0	0	01	05
Helper to physiotherapist	0	0	0	0	01	20	0	0	01	05
Lecturer	0	0	02	40	0	0	01	20	03	15
Physiotherapist	0	0	0	0	0	0	01	20	01	05
Teacher	01	40	0	0	0	0	01	20	03	15
Teacher aid	0	0	0	0	01	40	0	0	02	10
Telephone operator	0	0	02	40	0	0	0	0	02	10
Shopkeeper	0	0	0	0	02	40	0	0	02	10
<b>Total</b>	<b>05</b>	<b>100</b>	<b>05</b>	<b>100</b>	<b>05</b>	<b>100</b>	<b>05</b>	<b>100</b>	<b>20</b>	<b>100</b>

**c) Problems employees with disabilities faced at job.**

Table 8 reflects some of the problems faced by employees with disabilities at their job. Most of the hearing impaired employees (80 %) faced problem of communication, most of the visually impaired employees

(60 %) did not have any problem at their job, majority of mentally retarded employees (60 %) did not mention any problem where as all physically handicapped employees (100 %) faced the problem of mobility.

**TABLE 8**  
**Problems employees with disabilities faced at job**

Problems	H.I	V.I	M.R	P.H	Total	%
	No %	No %	No %	No %		
Inappropriate behavior of other people	0 0	01 20	0 0	0 0	01	05
Communication problem	04 80	0 0	0 0	0 0	02	10
Lack of experience	01 20	0 0	02 40	0 0	05	25
Lack of facilities	0 0	01 20	0 0	0 0	01	05
Mobility problem	0 0	0 0	0 0	05 100	05	25
No problems	0 0	03 60	03 60	0 0	06	30
Total	05 100	05 100	05 100	05 100	20	100

**d) Special provisions made for employees with disabilities in office / organization**

Table 9 reveals that majority of the employees with disabilities (90%) said that no special provision was made for them at their work place. This includes all hearing impaired employees and all mentally retarded employees (100% each). Only 10 % (including 20% of each V.I & P.H) mentioned that some special provisions were made for them at their work place.

**TABLE 9**  
**Special provisions made for employees with disabilities in office / organization**

Response	H.I	V.I	M.R	P.H	Total	%
	No %	No %	No %	No %		
Special provisions were made	0 0	01 20	0 0	01 20	02	10
Special provisions were not made	05 100	04 80	05 100	04 80	18	90
Total	05 100	05 100	05 100	05 100	20	100

**e) Types of special provisions made for employees with disabilities in office / organization**

Table 10 highlights the types of special provisions made for the 10 % employees with disabilities mentioned in table 9. These include; seating arrangement for 100% physically handicapped employees, and provision of Braille library and helper to read books for visually impaired employees (50 %).

**TABLE 10**  
**Types of special provisions made for employees with disabilities in office / organization**

Types of special provisions	V.I	P.H	Total	%
	(out of 2)	(out of 1)		
	No %	No %		
Seating arrangement according to convenience.	0 0	01 100	01	33.3
Braille library	01 50	0 0	01	33.3
Helper to read for blind.	02 100	01 100	03	100
Total	02 100	01 100	03	100

## **DISCUSSION:**

Our study also reveals that majority of the employees with disabilities were hired as low grade employees in limited fields like; peons, messengers, clerks, office assistants, cooks, laundry men, telephone operators, where as very few were hired as high grade employees like computer operators, lecturers, and assistant managers.

The hearing impaired persons were doing various jobs including; office assistant, peon, computer operator, typist, tailor, vocational teacher in schools for hearing impaired persons, working in advertising agencies, in laundry of five star hotels, as cooks in five star hotels, and also in various art works like embroidery, handicrafts, dress designing etc. The visually impaired persons were hired as; teachers, as assembly technicians in factory of Pakistan Air Force workshops, as musician and as telephone operators. There were few mentally retarded persons employed, and those employed were found working as teacher aide, peons in bank, working in shoe factory, and as shopkeepers or sales persons in their family business (self employment). The physically handicapped were also working as; teachers, assistant managers, nurses, and helpers of physiotherapist.

There are a number of other jobs that disabled can do and can be easily absorbed into employment, e.g. hearing impaired can work as; editing assistants, map drafters, animal caretakers, machine operators, upholstery repairers, glass cutters, managers in ware houses, accountants, auto-mechanics, small engine re-builders, bricklayers, air conditioning mechanics, horticulture workers etc.

Visually impaired persons can be accommodated as; X-ray attendants, assembly technicians, lathe operators, medical laboratory technicians, teacher aides, watch repairers etc.

Mentally retarded persons can perform many jobs. They can be; animal caretakers, bindery workers, building maintenance workers, card punch operators, carpenters, clerks, cooks, dishwashers, elevator operators, farm laborers, food service workers, furniture repairman helpers, grocery men, laboratory workers, laundry workers, library assistants, mail clerk, medical technicians, messengers, nursery workers, photocopy operators, porters, sales store workers, etc.

The physically handicapped can also be involved in different jobs like; cashiers, office- assistants, computer operators, and other jobs where frequent mobility is not required. Harper & Momm (1992) pointed out that

business such as operating phone booths or obtaining railway tickets and licenses for a fee are also excellent examples of ways in which people that have restricted physical ability but are persistent, patient and efficient can make a living.

In our study it was found that no special provisions were made at job site to give majority of the physically handicapped barrier free environment and hence job satisfaction, except modified seating arrangement and ramp facility. Hearing impaired also need environment, free of sound pollution, which was not provided in organizations. Facility of Braille library and a helper to read books for blind employees was provided by an Educational Institute. A daily newspaper of Pakistan also confirms the provision of special needs for the disabled persons on the occasion of international day for the Disabled by saying that “We have to work on making our cities more helpful towards disabled people. A law for removal of physical barriers is needed for the disabled to fully participate in daily activities in society. In the absence of such a law, public buildings such as government offices, schools and parks are built without ramps, lifts and special toilets. This bars wheelchair users from visiting such buildings. It also limits education and job opportunities for the disabled.” (*Special people 's Needs*. International Day for the disabled. (2003, December 7). *Daily Dawn*, p.7.

If we see the situation of amendments for the disabled in other countries we will come to know that Rehabilitation engineering principles are being used more widely to modify jobs and training sites for physically disabled persons in advanced countries like USA, where as in Indonesia, the schools and universities have few or no facilities for disabled except one special school for disabled persons that provide suitable facilities such as ramps and special toilets. In Japan the buildings of universities, colleges and schools have only partial improvements made for disabled, thus most existing buildings remained inaccessible to disabled persons.(United Nations Economic And Social Commission For Asia And The Pacific. (1995). *Promotion of Non-Handicapping Physical Environments for Disabled Persons: Case Studies*, New York: pp 43,44.)

## **CONCLUSION:**

- Mostly the employees with disabilities were hired as low-grade employees like peons, messengers etc. Most of them were physically handicapped with polio problem some were hearing impaired, very

few were visually impaired and negligible number was mentally retarded.

- The employees with disabilities had the same duty hours as other able bodied employees.
- Mostly there were no special provisions made for the employees with disabilities to provide them facilities of barrier free environment at job place.
- Most of the employers claimed that they are giving salaries, promotions and incentives to employees with disabilities equal to their able bodied colleagues so it reflects their positive attitude towards employees with disabilities.
- The persons with disabilities were given employment mainly due to the quota fixed for them. Two % employment quota fixed for the disabled is not fully implemented in Pakistan. Jobs provided to people with disabilities through quota have been characterized as being low paying, having low status and fewer privileges.
- More than half of the employees with disabilities had their own arrangements of transportation; where as the rest of them used company's or school's transportation or had the residential facility in job premises in case of blind employees.
- The strategies suggested by the employers to make the employees with disabilities, successful at their job included; providing them vocational and general training, social support, and job security.

The employees with disabilities had the same duty hours as other able bodied employees. Majority has no awareness about their legal rights. None of them was satisfied with the 2% quota fixed for the employment of disabled persons although they were of the opinion that quota system is essential for them. The hearing impaired employees faced the problem of communication where as physical disabled faced transportation and mobility problem at work place.

#### **RECOMMENDATIONS:**

- The transportation problem is one of the major issues facing the disabled. Due to this problem many disabled who will otherwise be

able to join workforce are confined to their homes. This problem should be given priority.

- Principles of rehabilitation engineering are being used more widely to modify jobs and training sites for physically disabled persons.
- As also mentioned in paragraph 8 of “Proposal for the implementation of the World Programme of Action concerning Disabled Persons”, the government should encourage adopting a policy ensuring disabled persons access to all new public buildings and facilities, public housing and public transport systems. Furthermore, measures should be adopted that would encourage access to existing public buildings and facilities, housing and transport wherever feasible, especially by taking advantage of renovation.
- Both employee’s union & employer bodies should be involved in establishing a legal framework that encourages the integration of persons with disabilities into work & community life.
- The quota system needs to be implemented successfully.

## REFERENCES:

1. *Bashir, M. (1994). A Critical Evaluation Of Problems Faced By Blind Employees During Their Employment. Master’s thesis, University of Karachi, Karachi, Pakistan.*
2. *Brolin, D.E. (1982). Vocational Preparation of Persons with Handicaps, (2<sup>nd</sup> ed.). Columbus: Charles E. Merrill Publishing Co.*
3. *Brolin & Kokasa. (1985). Career Education for Handicapped Individuals. (2<sup>nd</sup> ed.). Columbus: Charles E. Merrill Publishing Co.*
4. *Crowther, R. E. (2001, January). Helping people with severe mental illness to obtain work: systematic review. British Medical Journal, Retrieved April 14, 2004 from [www.bmj.com/cgi/content/full/322/7280/204](http://www.bmj.com/cgi/content/full/322/7280/204).*
5. *Special People ‘s Needs, International Day for the disabled. (2003, December 4). Daily Dawn, p.7.*

6. Disability Movement Trend in Major Disability Specific Organizations. (October 22, 1997). Retrieved December 11, 2001, from, <http://www.dinf.ne.jp/doc/conf/jsrd.htm>
7. *Government of Pakistan. (1988). National Policy For The Education And Rehabilitation of The disabled (1988 Review), Islamabad: Ministry of Health, Special Education and Social Welfare.*
8. *Government of Pakistan. (2002). National Policy For Persons With Disabilities.*
9. *Harper, M. and Momm W. (1992). Self-employment for disabled people: experiences from Africa and Asia, Geneva: International Labor Office.*
10. *ILO.(1985). Basic principles of vocational rehabilitation of the disabled, third revised edition, Geneva.*
11. *ILO. (1989). Employment of Disabled Persons. Manual on Selective Placement, Geneva.*
12. International Labour Office. (1984). *International Labour Standards on vocational rehabilitation – guidelines for implementation, Geneva.*
13. ILO. (1992). *Job creation for disabled people: a guide for worker's organizations, Geneva.*
14. International Labor Office. (1994). *Towards Equalizing Opportunities For Disabled People in Asia: A guide, Regional Office for Asia and the Pacific: Bangkok.*
15. International Labor Office. (1978). *Vocational rehabilitation of the mentally retarded, Geneva.*
16. International Day of Disabled Persons, Theme for 2002: Independent Living and Sustainable Livelihoods. Retrieved December 3, 2002, from <http://www.un.org/esa/socdev/enable/disid2002.htm>.
17. Lee, D. (n,d). *Economic Crises and the Quota system*, from <http://www.dinf.ne.jp/doc/english/asia/resource/zooapoo401.htm#contents>

18. Miles, M. (1987). *Vocational Rehabilitation: Barefoot Realities in North West Pakistan*, retrieved March 11, 2003 from, <http://www.independentliving.org/docs3/milesm1987a.html>
19. Niwa, S. (September, 1997). Recent International Trends and Practices in Vocational Rehabilitation and Employment of People with Disabilities. *Asia & Pacific Journal on Disability*, 1(1). Retrieved December 12, 2001 from <http://www.dinf.ne.jp/doc/prdl/othr/z00ap00105.htm>. Accessed
20. UNESCO. (1977). *Integration of Technical and Vocational Education into Special Education*. Switzerland.
21. Vasoo, S. (1998). *Employment Opportunities for the Disabled in Singapore: Some Issues and Challenges*, Report of the Committee on Employment, Accessibility and Transportation for Disabled People, Singapore. Retrieved December 12, 2001 from <http://www.dinf.ne.jp/doc/prdl/othr/z00ap00105.htm>.
22. *UN and Persons With Disabilities: World Program Of Action Concerning Disabled Persons*. Retrieved June 21 2003, from <http://www.un.org/esa/socdev/enable/inex.html>

# UTILIZE OF USE OF COLLABORATIVE APPROACH IN INCLUSIVE SETTINGS

**Dr. Zohra Begum**  
**Assistant Professor**  
**Department of Special Education**  
**University of Karachi**

## ABSTRACT

*In Collaborative approach, both general and special education personnel share their knowledge and develop partnership to promote inclusion. Several models of school based collaboration are available to educators. This study highlights the need and importance of collaboration service for all students are educated in inclusive settings. The target population administrators was special and general school teachers and administrators. By making proper arrangement, placement of special children in normal school classroom is possible challenges and difficulties can be overcome through collaboration by educators” when working with students with disabilities in general education classroom, The role of special education personnel expands to include informing the general educators as to the unique abilities and challenges presented by each special students, providing ongoing support and collaboration for the students and teachers. Implementing inclusion requires a shared vision and solid Plan. Soliciting input from the educators involved, Providing information, time, training and resources and maintaining patience as people adjust to and incorporation a new Philosophy and structure is essential to be successful.*

## **Introduction:**

Inclusive education has the potential to benefit students with or without disabilities Lables, their families and professionals. Inclusive Schooling practices rely on maximum utilization of all recourses available. These schools do not require that students be ready to fit into the established

educational programs as mainstreaming does but instead develop classroom communities that support the educational and social needs of all students with or without disabilities.

In Schools in which the special education population is included in general education, teachers are being asked to provide an appropriate education to students with increasingly diverse educational needs. The major Problem in providing appropriate service in inclusive settings to students with disabilities is the “Lack of Collaboration” between general schools and special education service providers.

Collaboration is the process of interactions between general education and special education teachers to provide instruction to an inclusive Classroom. General educator can not educate students with disabilities alone. As general educators become increasing sensitive to individual differences, they will need to support students with specialized materials and staff. The teaming of general and special Personnel has become essential. Effective Collaboration requires that Professional repertoire of both general and special educators be expanded to incorporate the use of collaborative Planning and teaching models.

### **Collaborative Service-Delivery Models:**

Collaborative arrangements are required to increase the Potential of general Schools for individualizing instruction. There is a great opportunity to use the unique, diverse and specialized knowledge each team member brings to the learning experience In order to meet the true intent of Public Laws 94-142 (The Education For All Handicapped children Act) and 101-476 (Individuals with Disabilities Education Act) which is to deliver educational services to students with disabilities in least restrictive environment, a collaborative service is essential. Several models of school based collaboration are available to educators. These include three models of indirect collaborative service delivery.

- Collaborative Problem-Solving.
- Group Problem Solving.
- Peer-Coaching

## **Collaborative Problem Solving:**

In collaborative Problem solving relationship, teachers and specialist interact on an equal basis to benefit the students so that education can occur in the most natural setting in the general education classroom. Elements essential to successful collaborative Problem solving include both interpersonal communication skills and a frame work for Problem solving. special educators have expertise in adapting curriculum, developing alternative materials and dealing with behavior challenges. in this way both participants in the collaborative Problem solving relationship bring knowledge and skills to be shared .

## **Group Problem-Solving (Inter disciplinary Team)**

Participation on interdisciplinary teams increases teacher competency for dealing with students with special needs who receive their education in inclusive settings. The interdisciplinary team format enables staff involved with a students to collaborate on a regular basis and to follow a students Progress in an organized way Team members are Perceived as equal contributors, as they from a collegial relationship. They (teachers, administrators, specialist of all kinds and Families) share a similar base of knowledge and join in exchanging experiences and ideas to solve problems of material concern. Because inclusive is impossible to do alone, collaboration among team members is the key to successful Programming for students with disabilities in the general education classroom.

## **Peer Coaching:**

Teachers who participate in the peer coaching model practice new strategies more frequently, use new strategies more appropriately, retain knowledge and skills longer and understand the purpose of teaching (Joyee & Showers, 1988). Peer coaching increaser effective teaching behaviors and enhances teaching skills. It Provides opportunities for both general and special educators to practice and master new skills. The research finding for coaching have been extremely impressive sparks and Breeder (1987) found that the major benefit of a coaching Program is the increase in the Professional relationship and collegial support that develop between the teachers.

## **Direct Service-Delivery Models:**

These include cooperative Teaching (co-teaching) students with disabilities continue to receive more of their education in general classroom settings, creating a growing demand for instructional arrangements that will insure success for all students as they are educated together. They can participate more fully with their typical peers (Adamson, Cox, & Schuler, 1989) thereby making service delivery more effective and efficient (Glatthorn, 1990).

Several Program options that ensure that both general and special educators are directly involved in the overall classroom instruction process have been identified. They are,

- Complementary Instruction.
- Supportive Learning Activities.
- Team Teaching.

## **Complementary Instruction:**

In this approach, special educator is allowed to teach the skills in the environment in which they are to be used, thus increasing the Probability that generalization will take Place (Bauwens, Friend, 1989, Bauwens & Robinson, 1995).

## **Supportive Learning Activities:**

Supportive Learning Activities are those that supplement the essential instruction content of the lesson and provide “multiple Pathway” to improve or extent learning In this approach, general and special educators determine the instructional goals and content of specific lessons and activities that best reinforce and enrich the content. The general educator assumes the responsibility of presenting the content while the special educator assists students or pulls aside small group for content enhancement such as review, extra drill or identification of main ideas.

## **Team Teaching:**

Thousand and villa (1990) defined team teaching as “ two or more members of school and greater community who distribute among themselves Planning, instruction and evaluation responsibilities for the same students on a regular basis for an extended period of time.

In team-teaching model, the special and general educator take responsibility not only for the academic subject but also for all students, with or without disabilities in the class. Planning, prestation and evaluation is done together. Teachers find that not only are the students given an opportunity to achieve to their maximum potential, but the teachers, expertise increases as well (stain back & stain back, 1992).

Scott and smith (1988) reported that teachers who work in collaborative school environment tend to enjoy work and perceive themselves as effective in the delivery of instruction. When general and special educators from a successful team for delivery of instruction, it reminds educators of their common purpose, increase their appreciation of one another, and generals ideas for a variety of ways of teaching.

## **Aims of the Study:**

The main objective of the study are as follows.

- To explore the ways how to use collaborative approach in inclusive settings.
- To describe collaborative service-Delivery Model.
- To highlight the role of special education teachers in inclusion.
- To investigate strategies & techniques that can be appropriately used by special educators as well as general education teachers education teachers.
- To find out the barriers faced by inclusive education centers.

## **Rationale for the Study:**

All students have right to learn together, they continue to seek ways in which students with disabilities can be included to the greatest extent possible in general education schools and classroom. When with and without disabilities are given opportunities to learn alongside each other and experience each others, gifts and talents, they become better prepared to function meaningfully in a divers society that includes all its citizens.

## **Rationale for the Study:**

Most of the general education teachers are not fully aware of special needs of children with disabilities. Therefore, the objective of inclusive education can not be achieved without involving special educators and other related service providers Special education teachers support and advice will help to general education teachers to better address the needs of students with special needs and improve classroom skills. The participation of both (general education teacher, Special educators) provide the access to new experiences / opportunities in school and beyond school.

## **Research Design:**

The basic purpose of the study was to explore how to use collaborative approach to provide services in inclusive settings for gathering information population was selected from different areas of Karachi. In order to collect data, 100 respondents including administrators and parents, were asked to fill questionnaires. Data was analyzed by using percentage methods.

**TABLE I**

### **Placement of Children with disabilities in general classroom.**

<b>Description</b>	<b>No of Responses</b>	<b>%</b>
Agreed	45	45
Disagreed	20	20
Neutral	35	35
Total	100	100

**TABLE II**  
**Children can be Placed in inclusive setting**

<b>Description</b>	<b>No of Responses</b>	<b>%</b>
Hard of hearing	15	15
Mild disabilities	40	40
Slow learners	20	20
Partially Sighted	15	15
Educable MR	10	10
Total	100	100

**TABLE III**  
**Cooperation of Parents of Children without Disabilities.**

<b>Description</b>	<b>No of Responses</b>	<b>%</b>
Yes	30	30
No	08	08
To some extent	62	62
Total	100	100

**TABLE IV**  
**Professionals integrated their effort to**

<b>Description</b>	<b>No of Responses</b>	<b>%</b>
Maximize Learning opportunities for all students	55	55
Share knowledge & skills	30	30
Generate intervention strategies	05	05
Provide Positive & constructive feed back	10	10
Total	100	100

**TABLE V**  
**Possible outcomes of Collaboration**

Description	No of Responses	%
All students have access to help	30	30
Students achievement is accelerated	40	40
General educators become more confident and empowered	10	10
Opportunities for interaction between students with and without disabilities	20	20
Total	100	100

**TABLE VI**  
**Barriers in Placement of special children in normal classroom**

Description	No of Responses	%
Inappropriate Teaching strategies	10	10
Lack of Fund	20	20
Lack of Proper Planning	40	40
Shortage of required facilities	15	15
Social attitude of Public to ward disable children with disabilities towards	15	15
Total	100	100

**Results:**

**Table I**

The results indicate that placement of children with disabilities in general classroom is possible (45%) only 20% respondents did not agree whereas 35% were neutral.

## **Table II**

The results show that only children with mild disabilities can be accommodated and benefited in inclusive settings (40%). can also be placed in general classroom (20%) whereas only few respondents agreed that Educable mentally retarded (10%) and partially sighted (15%) can be placed in normal settings.

## **Table III**

Table 3 describes the need of cooperation of parents of children without disabilities. Most of the respondents (30% 62%) agreed that cooperation of parents is required in placement of special children in inclusive settings . only few (8%) respondents did not think so.

## **Table IV**

The results indicate that professionals should integrate effort to maximize learning opportunities for all students (55%) to be successful in inclusion. They should share their knowledge intervention strategies (05%) where as other respondents focused on Positive & constructive feedback (10%). It is cleared that professionals including special educators, speech Language Pathologists, audiologist and other expert can Play a very important role to meet the needs of special children in inclusive education. Therefore, they must provide services in collaboration.

## **Table V**

Results in table 5 describe the possible outcomes of collaboration. Most of the respondents thought that students achievement is accelerated (40%) when professionals work in collaboration. Students with & without disabilities can be helped (30%). There are opportunities for interaction among students with and without disabilities (20%). According to few respondents (10%) general educators become more confident and empowered when work together.

## **Table VI**

The results show that there are many barriers in Placement of special children in general classroom, such as lack of fund (20%), Inappropriate teaching strategies(10%) shortage of required facilities (15) lack of Proper Planning (40%) and social attitude of Public toward children with disabilities (15%).

### **Conclusion:**

It was noted that there are several overriding premises concerning the inclusion. These include the fact that general education and special educators, school assessment personnel and administrators must work together to use all available means for ensuring that every Child achieves in school. The choice of the most appropriate collaborative model for a particular situation will depend in a variety of factors. Team-members are perceived as equal contributors as they form a collegial relationship Teachers, administrators, specialist of all kinds and families share a similar base of knowledge and join in exchanging experiences and ideas to solve problems of mutual concern. Inclusive is impossible to do alone, collaboration among team members is the key to successful programming for students with disabilities in the general education classroom.

### **Suggestions:**

- For the achievement of educational goals in providing inclusive education for all students, it will be necessary for the educational system, to undergo some major changes in Philosophy, funding and personnel allocations, teaching methods and distribution of resources.
- To seeing much physical integration with peers, related services such as speech and Physical therapy. Should be Provided in the natural instructional environment whenever possible.
- The students in an inclusive classroom should be empowered by frequent participation. They should be encouraged to utilize natural

support network, including all teachers, instructional assistants and each other. Each student's talents should be valued and their limitations accepted.

- A key role special education personnel must be to collaborate with general educator to deliver appropriate program to students with disabilities.
- Placement of special children in inclusive setting is complex and can not be implemented without a great deal of planning significant support services will have to be put in Place to assist general education classroom teachers in implementing the process.

### **References:**

1. Hegarty . S (1988) Educating pupils with special Needs in ordinary school, U.S.A Ne'Lsen.
2. Golin, A.K (1981), The Interdisciplinary Team London, Aspen Publication.
3. Cohen, E.G (1086), Designing group work: strategies for the heterogeneous classroom, New york: Harmony Books References  
Mc Cullough, L (1990) consultation-based.
4. Philips, V, & Programming: Instituting the collaborate ethic in schools.
5. CRaywid, M.A (1993) Finding time for collaboration Educational Leadership.
6. Diane M, Margaret E.K-S,D.F. Bradley, (1997) Teaching students in Inclusive settings, USA.
7. Putnam J.W (1993). The movement toward teaching and learning in Inclusive Classroom. Paul H. Brookes Publishing Co.
8. Clough, P (1991), Integration and the support service, U.K Billing & sons Ltd NFER Nelsen.
9. Wood, J (1980) Mainstreaming a Practical approach for teaching, Columbus, Merrill Pubb.Co.
10. Dyke, Rayvan, Martha Ann Stalling and kenna colley, How to build an inclusive school community, A. success story. Phi Delta kappan, volume 76, Number Feb 1995. P475-482

# **PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR SCHOOL GOING DISABLED CHILDREN**

**HUMERA AZIZ**  
**Co-operative Teacher**  
**Department of Special Education**  
**University of Karachi**

## **ABSTRACT**

*The study was designed to investigate parental involvement In the Education of their School going Disabled children”. Parental involvement is necessary for the better development of personality. If parents are involved in their children’s education they are encouraged and feel secure in the school environment because both home and school plays a very important role in the life of the child. It effects the growth therefore child wants sufficient attention from both institutions. The main objectives of the study are to findout the parental involvement in the identification and assessment process of their child. Parents of disabled children were interviewed which were randomly chosen. A questionnaire was developed which was divided into three sections. First section consists of information about disabled children. Section two consists of information about parents of disabled children section three consist of information about nature of parental involvement in home and in school. Then data was collected and the results were indicated by percentage method. During the study it was found that parents don’t involve themselves in the education of special child. Besides school also don’t allow them to be involved. Another funding was that parents of mentally retarded children appear to be involved in their children’s welfare more than the parents of hearing-impaired. And visually handicapped children At the end of the study it was recommended that school should encouraged parents to work with their special child. It is also recommended that parent education program should be organized in order to provide guideline and information for effective parenting of their disabled children.*

## **INTRODUCTION:**

The Home is a bad rock on which one society rests. This oldest of all human institutions can give individual a feelings of warmth, belongingness, affection and closeness, that are so important for the development of the self.

The society psychologist now agree that there can be no better substitute for a home for the growing child. The care that parents give to their children has marked influence on their mental and physical growth.

Parents don't know that they are prime educators and they are fully responsible for the child's progress, a need for parental involvement in the education was felt very much necessary by the people working in the field of special education.

Keeping this need in view, the present study was designed and conducted to know whether parents are involved in the education of the disabled children.

### **Objectives of the study:**

The objectives of the study generally to know about the parental involvement in the education of their disabled children in Pakistan.

The specific objective of the study are as follows:

- To find out the parental involvement in the identification and assessment process of their child.
- To find out their involvement in programme planning.
- To find out their involvement in the evaluation process.
- To find out their cooperation with the teacher and the school.
- To find out their involvement in the career planning of their child.

## **Research Method:**

Karachi region was chosen as the primary research area because the investigator has lived here, has associations with few families of disabled children which helped in exploring other families.

Parents of disabled children were interviewed which were randomly chosen.

The instrument of the study was a structured questionnaire to be used while interviewing the respondents. The questionnaire was developed on the basis of theoretical knowledge as well as the objectives of the study.

The questions were designed in such a way that it pin pointed the objectives of the study.

## **Procedure of data collection:**

After sequencing the questionnaire the investigator started collecting data through structured interview of parents of disabled children on the items of questionnaire.

The investigator took the addresses of parents of disabled children through special schools and visited the households to interviewed the parents and recorded its responses on the questionnaire.

## **Analysis of Data:**

The information gathered on the basis of responses was coded in code book leading to the preparation of summary sheet and then tables were formulated describing the frequencies and percentages. Interpretation of results were made on the basis of the percentages obtained from various tables and were analyzed.

## **Summary And Conclusion:**

In our country Special Education is just like a sun that has started rising. As it is new field, parents are not aware of education and training of

their special children as well as that the special education is different from normal education.

A handicapped child lacks markedly in developmental areas requiring intensive and effective education. Parental involvement in the education of special child is very important for effective and rapid progress. In the present study, it was found out in most of the cases that parents don't involve by themselves. Besides schools it was known that most of the parents are so busy that they are unable to spare any time for their disabled children.

This is the reason that the investigator was interested to study parental involvement in the education of their school going disabled children.

To achieve the desired objectives, precoded questionnaire was prepared & interview was conducted from parents of disabled children.

The results of the study reveal that most of the parents meet teachers in order to inquire about the progress of their child and consider it to be the involvement and don't want to put their efforts in the education and training of their disabled child.

Besides, parents of mentally retarded children appear to be involved in their children's welfare more than the parents of hearing impaired and visually handicap children.

Another finding was that parental involvement is more found in case of younger children.

## **DISCUSSION:**

The study was conducted to analyze the parental involvement in the education of their school going disabled children. On the basis of data collected, It can be pointed out that most of the parents are less involved in the education & training of their disabled children.

The results shows that parents are satisfied with school programming of their children because they are not aware of what their

children should learn & they don't want to criticisms on the teaching & program of their children.

Mostly parents don't participate in pre-planned meetings & PTA conferences but they do visit schools. During their meeting with teachers; they just want to inquire about the progress of their child but don't take initiative for participation in child's program.

Mostly parents don't follow the guidance & suggestions that are given to them during meetings. Parents of mentally retarded children favour their children in daily routine activities because they don't bother to spend time on their child. Where as parents of hearing impaired children either helps the child in school work or provides tutors to helpout. Parents of visually handicapped children work out on daily living skills so as to make out on daily living skills so as to make their child self independent. Majority of parents view that parental involvement is necessary for education & training of their child in both school & at home. Where as few parents emphasize that it is the responsibility of the school alone. It was found that most parents have not fixed specific duration for helping their children, but help their children when they are free from other responsibilities.

Most of the parents are aware of the vocational needs of their special child emphasizing self independence. Parents of visually handicapped & hearing impaired children mostly emphasized on higher education. On the basis of the above findings it can be recommended that school should encourage parents to work with their special child.

- Parents should be invited to come to school to spend some time & get involved in the teaching of their own children.
- School should send written report about the child's progress to their parents as well as call them for verbal discussion.
- Parent Education program should be organized in order to provide guideline & information for effective parenting of their disabled children.

## References:

1. Barger, Eugenia H, Beyond the Classroom, St. Louis: C.V Mosby 1983 285 P.
2. Marica D. Horne, Attitudes towards Handicapped Children. London, Lawrence Erlbaum Ass.1985. 265 P.
3. McConachie, Parents & Young Mentally Handicapped Children. A Review of research issue, Brookline Book. Cambridge Massachusetts,1986.
4. Patton, James R (et-al), Mental Retardation, 2<sup>nd</sup> Edition, Columbus-Charles E. Merrill, 1986-595 P.
5. Special education & Social Welfare division, Performances 1989. Published by Govt of Pakistan.
6. Turnbull, Amm.P, Families Professionals \* Exceptionality A special Partnership, Columbia Merrill Pub. Co. 1986-427 P.

# THE EFFECTS OF HEARING IMPAIRMENT ON CHILD'S PERSONALITY

**KHADIJA WAHEED**  
**Co-operative Teacher**  
**Department of Special Education**  
**University of Karachi**

## ABSTRACT

*This study was designed to investigate the effect of hearing-impairment on child's personality. The main objectives of this study were to find out personality disorders and their effect on child's personality. Five special schools from the different areas of Karachi city were chosen as the population of the study. By using the purposive sampling method A questionnaire was developed which was divided into two section. The "A" section was designed to obtain the general information about the respondent while "B" was designed to gain the specific information about the personality disorders and their effects on child's personality. Then collected data was tabulate and the results were indicated by percentage (%) method. During the study the investigator found that the hearing-impaired children are usually intelligent like their age group children. Hearing-impaired children also use to express their feelings and emotions just like other normal child. Hearing-impaired children also use to demand the same attention and attitude like any other normal child use to his/her parent. In order to overcome hearing-impaired children disability it is recommended that we should develop confidence in their personality by giving them importance and attention and to fulfill our recommendations the best choice is the friendly way.*

## INTRODUCTION:

Personality not easily defined. Basically, 'personality' refers our attempts to capture or summarize an individual's 'essence'. Personality is the science of describing and understanding persons. Clearly personality is a core area of study for psychology. No two people are exactly the same-not

even identical twins. Some people are anxious, some are risk-taking, some are phlegmatic, some highly-string; some are confident, some shy and some are quiet & some are loquacious. This issue of difference is fundamental to the study of personality.

Hearing loss makes communication with outside world difficult and an individual's personality effects adaptation of hearing loss-A psychologist & psychiatrist, both hard-of-hearing themselves bring an inside view to some of the potential psychological effects of hearing loss & the ways that clinicians can address them (Mary kaland & kate Salvatore) The potential psychological effects of hearing loss are different for children & adults, and an individual personality effects adaptation to hearing loss. In general hearing loss has been described as an invisible handicap especially in the social realm. Infact, Helen Keller once said that deafness cuts one off from people, whereas blindness cuts one off from things.

Researchers, who have studied the effects of hearing impairment on human psychology, universally agree that no other physical handicap can have so much effect on personality of people as hearing impairment the reason why people affected manifest a change in personality and others do not, lies in the strength of the individual & his mental, spiritual, and economic resources to triumph over adversity and to make the most of his / her ability to find self fulfillment, economic security, and the joy of living.

Hearing loss is challenging at any age, but it poses unique issues for the young child. Having a hearing loss does not mean a child will develop psychological problem? It is a combination of psychological, biological and social factors that make a child more at risk than the general population. There are many reports suggesting that deaf children are not as socially mature as hearing children (Mkylebust, 1964; Badford and Hardy 1979). Some of the more commonly noted secondary aspects of hearing loss include communication & behavioral problems, self-esteem & image problems & depression & introversion.

Bevy's Critchfield, PhD, the director of DMH Deaf services, explains, "We must be aware of how deaf people, especially children, perceive the world. Because of their life experience, because their world visual, because they miss so much information that passes between people and because they often can't communicate with parents (surprisingly, many

of whom do not learn sign language) their perceptions of the world, their emotional development and social skills are different and can become impaired”.

### **SCOPE OF THE STUDY:**

The study will help in identifying different characteristics of hearing-impairment children and hence developing confidence in them. The study will also helping examining special needs of hearing-impaired children, to develop their personality. The finding will help parents of hearing-impaired children and will treat them with a deep sense of child psychology. The teachers and professionals (special educators, speech therapist, audiologist) will perform their duty with a thorough sense of responsibility that they have to play a more important role to bring out inner qualities and hidden talents of hearing-impaired children. The study will help community to change its attitude toward hearing-impaired children. The findings of the study will help government in designing and reviewing policies related to special persons.

### **OBJECTIVES:**

The objective of the study was to explore the personality disturbances of hearing-impaired population. The main objectives include:

1. To investigate the perceptual, cognitive, emotional, social and language characteristics of hearing impaired.
2. To study the distinctive personality disorders among hearing-impaired children.
3. To examine the special needs of hearing-impaired children's with special emphasis on personality.
4. To find out those methods by which we can develop confidence in their personality.
5. To find out the role of family and teachers in developing child's personality.
6. To find out effects of social attitudes on their personality.

## **ASSUMPTIONS:**

1. Hearing-impaired children have an inferiority complex since their early childhood.
2. Hearing-impaired children are friendly & cooperative in nature.
3. The hearing-impaired children participate in all social gatherings.
4. The hearing-impaired children are usually intelligent like their age group children.
5. Hearing –impaired children are eager to enhance their language.
6. Not all hearing-impaired children do have completely disturbed personality.

## **RESEARCH METHODOLOGY:**

The present study was conducted the selected institutions of Special Schools for hearing-impaired children. Purposive sampling method was used for selecting the sample from the population. The instrument of the study was structured questionnaire developed on the basis of the objectives the study and by the help of checklist. The questionnaire was divided into two parts, which contains general information and specific information. The first part of the questionnaire i.e. general information of the respondents was gathered, which includes age, sex, school, the source of identification of hearing loss and age of identification of disability. The second part of the questionnaire consist information about associated problems of the study.

## **PROCEDURE:**

The study was conducted in different areas of Karachi. In the light of objectives and assumption, a questionnaire was developed. It was first pre-tested on a smaller number of samples. Later, it was fully developed & finally used in the study. After pre-testing, corrections were made and language was simplified. Then the questionnaire was circulated to the sample described above and the data was collected.

## **DATA COLLECTION AND ANALYSIS:**

Assumptions were tested through percentage method and the result was interpreted and findings were compiling to give a clear picture of the study.

## **RESULT AND DISCUSSION:**

The overall results indicate that perception of the maximum number of the children comprehend according to their surroundings. Cognition of the maximum number shows that most of the children comprehend in the classroom. More over it is found that all hearing-impaired children do take care of personal goods. The research indicate that emotionally hearing-impaired children do not show peevish generally, they do shout while playing and expect more than normal comparing to their sibling. It is proved that hearing-impaired children are more social as they pay regards and wish to the visitors. Further more they fully participate in-group activities. The maximum number of hearing-impaired children communicates by sign language and by speech and on other end the siblings; relatives and other people understand hearing-impaired children conversation and communication completely.

During research it is surprising found that many hearing-impaired children are revengeful, as many do not take revenge at all. They do not have any inferiority complex before normal. The maximum number shows always-mistrustful attitude towards others.

While discussing the special needs of hearing-impaired children it is found that the maximum of the parents do realize the anger of the their children and parents do try to compensate him / her. The research indicates that change in personality by joining special school is remarkable as they become confident. If any change in the child personality is found parents do discuss with the teacher. And side-by-side if a change is found by the teacher in the child personality they do discuss with parents.

The encouragement on child's success definitely brings a positive impact. These children do work according to their age and efficiency. They make friends easily. Large number of hearing-imparted children does always participate in functions and events and further more they do always

participate at amusement place in large number and so as bazaars and market.

The neighboring children generally have friendly attitude with the child and on. Other hand neighboring children do never play with large number of hearing impaired children.

## **RECOMMENDATIONS:**

The following recommendations are made after reviewing the results:

1. Give them confident.
2. Give them importance & attention.
3. Try to frank with them in order to make their personalities more confident.
4. Give them time to understand their real problem don't let down them by ignoring them or giving them less importance.
5. Don't ignore them take them with you whenever you go in this way they learn new things by noticing them.
6. The standard of education should be best especially the teachers should skilled.
7. Don't try to let them feel their lack of hearing.
8. We should help those hearing impaired children who want to try to speech by the developing their speech.
9. There should be classes for the development of speech.
10. If we want to help them then it shouldn't be only a tongue service there should be some proper setups for them, funds should be spend in proper and real way.
11. The techniques of behavior modification should be used to control their aggressive behavior.
12. The trainers should inculcate charming manners in hearing-impaired children so they can become lovable in the society.

## **REFERENCES:**

- 1 As bereft, M.H fundamentals of Cognition. New York long man, 2004.
2. Bolahey, B. Psychology. 8<sup>th</sup> Boston McGraw Hill, 2003.

3. Bisch of Berger, F.A.W, Non Verbal Perceptual and Cognition Processes In Children With Language Disorder Toward A New frame work for Clinical Intervention, New Jersey.
4. Conn, S.R.Rieke, M.L, The 16PF 5<sup>th</sup> Technical Manual-Champagne, Illinois Institute for Personality and Ability Testing, Inc. 1994.
5. Krishma, B. Psychology New Delhi Discovery Publisher, 2004.
6. Stern berg .R.J, Introduction to Psychology. Fort Worth Harcourt Brace College, 1997.
7. Susan, Nolen H. Abnormal Psychology. 3<sup>rd</sup> Boston McGraw Hill, 2003.
8. [www.psychology.org](http://www.psychology.org)
9. [www.quetia.com](http://www.quetia.com)

# Community Based Rehabilitation at Gross Root Level:

Dr Shagufta Shahzadi and Humera Aziz  
Department of Special Education  
University of Karachi.

## *Abstract*

*World Health Organization (WHO) estimated that 90 percent of persons with disabilities were totally neglected in developing countries 1976, and introduced the community-based Rehabilitation (CBR) strategy as part of its goal to accomplish "Health for all by the year 2000". Whilst the year 2000 has gone by, yet the needs of persons with disabilities (PWD) remain largely unmet in developing nations, even though there has been a large increase in the number of countries, which have decided to adopt the CBR approach. However, often such projects remain limited to "pilot" areas and in spite of national policies for implementing CBR, a lack of resources hinder their actual implementation.*

## **Introduction:**

People with disabilities are estimated to form 7-10 percent of the population in any country, and around 2 percent need some form of rehabilitation services. Yet only 0.01 percent to 0.02 percent of the population in developing countries actually get such services. There are presently about 200 million moderately and severely disabled people in developing countries, where disabilities are mostly poverty related. The incidence of disability has always been on the increasing trend, and about 60 percent of disabilities could have been prevented (WHO Expert Committee, 1981; Murthy, 1992).

In bringing about positive impact on the situation of people with disabilities, at least three approaches have been practiced, namely: Institutional Based Rehabilitation, Extension of Institutional Based

Rehabilitation, and Community Based Rehabilitation (CBR). While the rehabilitation gap cannot be closed in any quick or easy way, CBR is considered one of the most practical and efficient rehabilitation approaches (Handojo, 1991; Helander, 1988).

CBR is defined as "*a system which envisages using existing resources of manpower and material within the community to promote integration of disabled people in all spheres of life and activity*" (Thomas, 1990, page 3)." The Community-Based Rehabilitation strategy is an effort to design *a system for change*---for improving service delivery in order to reach all in need, for providing *more equal opportunities* and for promoting and *protecting the human rights* of disabled people" (Helander, 1993, page 5).

In 1976, member countries of the World Health Organization (WHO) decided to include rehabilitation in the goal "*Health for all by the year 2000*" (Helander, 1980). Recognizing that people with disabilities in developing countries have a large need for rehabilitation and have very limited access to rehabilitation facilities, *WHO has developed community-based rehabilitation programs* designed to integrate with programs for primary health care.

Since then CBR as a tool for government and non-government intervention has been expanding very rapidly all over the world. People with disabilities, their families, and their communities have benefited from CBR. CBR practices in countries with vast differences in race, culture, language, socio-economic-political development, and religious belief have provided a collection of diversified and rich experiences.

In 1979, a *manual published by WHO proposed a simple demystified set of technologies for the community and family levels* (Helander, 1980). In 1989, a revised version of the manual entitled "*Training in the community for people with disabilities*" appeared. There has been much practice and discussion about the concept, objective, methodology research of CBR during these years.

In 1992, the *United Nations Development Program in Geneva* hosted a discussion forum. Helander presented his latest definition of CBR

at the Geneva forum. *"Community-based rehabilitation is a strategy for improving service delivery, for providing more equitable opportunities and for promoting and protecting the human rights of disabled people"* (UNDP, 1993, page 1). It calls for the full and co-ordinated involvement of all levels of society.

In 1993, *"Prejudice and Dignity-An Introduction to Community-Based Rehabilitation"* was published by Hollander (1993), UNDP. It discussed and analyzed background, definitions, principles, technology management, system of CBR, reviewed evaluation techniques, and described a plan of action for CBR in the future.

Since the early days of CBR experimentation, the Asia and Pacific Region has been at the forefront in the field of CBR and made significant contributions to the world. The Asia and Pacific Region with over 50 countries and territories, is the home of 57 percent of the world's population. Most people with disabilities live in the region's developing countries.

*Not surprisingly, CBR has been looked upon as a solution to achieving practical and efficient rehabilitation approaches.*

In order to further promote the development of CBR in co-ordination with the social and economic development of this region, *there is a need to develop a set of comprehensive guidelines for CBR evaluation.* Such guidelines should be scientific, practical, easy to use, and should cover various aspects and stages of the practice.

In 1993, during *"the Seoul Conference on Rehabilitation Manpower Development and Networking in the Asia and Pacific Decade of Disabled Persons 1993-2002"*, the Rehabilitation Action Network for Asia and the Pacific Executive Committee submitted a proposal entitled *"The Research Project-Guidelines for CBR Evaluation"*, and received finding support from the Hong Kong based RI Regional Secretariat for Asia and the Pacific and the Japan based Regional NGO Network for the Asia and Pacific Decade of Disabled Person 1993-2002.

In December 1993 a research team was established on the design and implementation of the project, which consisted of members from *Malaysia, Hong Kong, Korea, Singapore, Japan, Indonesia and China*.

The members of the research project have extensive involvement in CBR and rehabilitation services. A plan of the research project was drafted, which consisted of several aspects including the sponsor, research member, aim, objectives, methodology, outcome and procedure.

In order to invite more suggestions and comments, copies of the plan had been sent to people who have been involved in CBR or rehabilitation services from inside and outside the region. Collection and analysis of literature relating to subject is an essential and basic work in any research project.

The researchers have paid special attention to the replenish of literature, so as to have a better grasp of the latest reference materials. So far, more than 30 pieces of information on the evaluation of CBR have been collected and reviewed.

In August 1994, *ILO, UNESCO and WHO* drafted a joint position paper "*Community-Based Rehabilitation For And With Disabilities*" (ILO et al., 1994). It made a statement on the concept, objective, methods, sustainable, interagency collaboration on CBR. The present guidelines for evaluation of CBR have taken note of the views from the joint position paper.

The researchers consulted with members of the research team, as well as experts who are from *WHO, UNICEF, UNDP, RI, RNN, etc*. In September 1995, a seminar on *OMAR (OMAR IN REHABILITATION*.

*A Guide on Operations Monitoring and Analysis of Results*. It provided a good opportunity for the researchers to get access to updated knowledge. A useful exchange of ideas on evaluation of CBR was carried with Ture Jonsson, Senior Program Officer, UNDP Inter-Regional Program for Disabled People (IRPDPP) (Jonsson, 1994).

This research project has been launched to meet a specific need of CBR development, and has practical significance. The Guidelines would be a useful reference tool for evaluation in CBR practice. (Report on the mid-point review of the Asia and the Pacific Decade of Disabled Persons, 1993-2002.)

## **STRATEGIES FOR COMMUNITY-BASED REHABILITATION:**

"Community Based Rehabilitation (CBR) is a strategy for enhancing the quality of life of disabled people by improving service delivery, by providing more equitable opportunities and by promoting and protecting their human rights.

It calls for the full and co-ordinated involvement of all levels of society: community, intermediate and national. It seeks the integration of the interventions of all relevant sectors - educational, health, legislative, social and vocational - and aims at the full representation and empowerment of disabled people. It also aims at promoting such interventions in the general systems of society, as well as adaptations of the physical and psychological environment that will facilitate the social integration and the self-actualization of disabled people.

*Its goal is to bring about a change; to develop a system capable of reaching all disabled people in need and to educate and involve governments and the public.* CBR should be sustained in each country by using a level of resources that is realistic and maintainable.

At the community level, CBR is seen as a component of an *integrated community development program*. It should be based on decisions taken by its members. It will rely as much as possible on the mobilization of local resources.

*The family of the disabled person is the most important resource.* Its skills and knowledge should be promoted by adequate training and

supervision, using a technology closely related to local experience. The community should support the basic necessities of life and help the families who carry out rehabilitation at home. It should further open up all local opportunities for education, functional and vocational training, jobs, etc.

The *community needs to protect its disabled members to ensure that they are not deprived of their human rights*. Disabled community members and their families should be involved in all discussions and decisions regarding services and opportunities provided for them.

The *community will need to select one or more of its members to undergo training in order to implement the program*. A community structure (committee) should be set up to *provide local management*. At the intermediate level, the government should provide *a network of professional support services*.

Its personnel should be involved in the *training and technical supervision of community personnel, should provide services and managerial support, and should liaise with referral services*.

The CBR system should *seek to draw on the resources available both in the governmental and non-governmental sectors*.

At the national level, CBR seeks the involvement of the government in the leading managerial role like *planning, implementing, coordinating, and evaluating* the CBR system. This should be done in co-operation with the communities, the intermediate level and the non-governmental sector, including organizations of disabled people.

Community based rehabilitation (CBR) is a response, in both developed and developing countries, to *the need for adequate and appropriate rehabilitation services*, to be available to a greater proportion of the disabled population. Its *aims are to rehabilitate and train disabled individuals*, as well as to find ways to integrate them into their communities.

In CBR, the disabled person, the family, the community, and health professionals collaborate to provide needed services in a non-institutional setting, and in an environment or community where services for disabled persons are seriously limited or totally absent.

Its essential feature is its *focus on partnership and community participation*. Approaches to the implementation of CBR are many and are determined by a variety of social and demographic factors. Introducing rehabilitation services at a local or community level removes many obstacles to care which are associated with institutions. The difficulty of travel and its expense are eliminated or reduced to a minimum. The individual is not isolated from the community; family members and community volunteers are part of the rehabilitative process.

All participants can see what the disabled person has achieved. This can help integrate the person into the community, a community which values the unique contribution which the person is able to make.

In developed countries, the CBR model responds to the shift away from *institutional care to home-based care, and to health-care* restructuring in light of reduced funding. In the developing world, CBR provides the focus for training a new corps of health and social personnel.

#### **RECOMMENDATIONS TO PROMOTE CBR AT GROSS ROOT LEVEL:**

1. Integrate disability into overall national development plans, programs and projects introducing community based rehabilitation be encouraged for poverty alleviation and promote multi sectoral coordination of institutions at all levels.
2. Allocate on budget and other resources for implementation of CBR projects particularly for persons with disabilities.
3. Emphasize the critical role of partnerships among the public and private sectors and civil society to ensure effective and sustainable CBR programs.

4. Support capacity-building of persons with disabilities and their organizations;
5. Increase efforts at disability sensitizing of society especially law and policy makers, employers, media and major stakeholders.
6. Develop and promote accessible environments including physical, information and communication accessibility in order to provide persons with disabilities with opportunities for equal and full participation in all aspects of life;
7. Promote and strengthen community approaches including Community-Based Rehabilitation (CBR) based on the social model as an important component of a key for effective community based rehabilitation.
8. Promote disability inclusion on international and regional cooperation.

## REFERENCES

1. World Health Organization (WHO). *Resolution On Disability. Prevention And Rehabilitation* (A29.68). Geneva: WHO, 1976.
2. World Health Organization (WHO). *Status of Rehabilitation in 26 Countries of Africa*. Geneva: WHO, 2001.
3. ILO, UNESCO, UNICEF, UNHCR & WHO. *Joint Position Paper on CBR with and for People with Disability*. Geneva: WHO, 2002.
4. Helander E, Mendis P, Nelson G, Goerdts A. *Training in the Community for People with Disabilities*. Geneva: WHO, 1989.
5. Deepak S, Sharma M. Volunteers And Community-Based Rehabilitation. *Asia Pacific Disability Rehabilitation Journal* 2001; 12(2): 141-148.
6. Bandura A. *Social Foundations of Thought And Action: A Social Cognitive Theory*. Englewood Cliffs, N.J.: Prentice Hall, 1986.
7. Bandura A. *Self-Efficacy. The Exercise Of Control*. New York: W.H. Freeman and Company, 1997.
8. Statistical Package for Social Sciences (SPSS), Version 10.0. Chicago, IL, 1999.

9. Baranowski T, Perry CL, Parcel G. *How Individuals, Enviornments, And Health Behavior Interact. Social Cognitive Theory*. In: Glanz K, Timer BK, Lewis, FM eds. Health Behavior And Health Education. Theory, Research, And Practice. (3rd ed.). San Francisco, CA: Jossey-Bass, 2002: 165-184.

10. Werner D. *Strengthening The Role Of Disabled People In Community-Based Rehabilitation Programmes*. In: O'Toole B. & McConkey R., eds. Innovations in Developing Countries For People With Disabilities, Chorley UK, AIFO & Lisieux Hall Publications, 1995.

11. Mcglade B., Aquino R. *Mothers Of Disabled Children As CBR Workers*. In: O'Toole B. & McConkey R., eds. Innovations in Developing Countries For People With Disabilities, Chorley UK, AIFO & Lisieux Hall Publications, 1995.

12. **UNESCAP Workshop on Community-Based Rehabilitation and Poverty Alleviation of Persons with Disabilities, Bangkok, Thailand, 5 July 2005.**

---