

Services and Facilities Available to Children with Disabilities in Special Schools of Karachi Region

DR. SHAISTA NAZ

Assistant Professor

Sindh Madrasa-tul-Islam University, Karachi

DR. NASIR SULMAN

Associate Professor

Department of Special Education

University of Karachi

ABSTRACT

The paper is based on evidence from a sample of 60 special schools drawn from each of the Karachi region areas. The survey evidence was gathered by the investigators personal visits of each school. This survey is the first large scale survey to focus on the information provided by the special schools' principal across the Karachi city. The main purposes of the survey were to the nature and type of services that special schools located in the Karachi region provide, their capacity, and current demand and identify the characteristics including the particular strengths and weaknesses, in relation to current practices.

Keywords: Disabilities, Special Schools, Services & Facilities, Survey

1. INTRODUCTION

1.1 Situation of PWDs in Sindh Province:

According to national census 1998, the population with disability in Pakistan is 3,286,630 (which are 2.49 %) of the total population. Among the persons with disability, 2.85% are male and 2.21% female.¹

At the time of Census, the highest proportion (55.6%) of the total PWDs in Pakistan was living in Punjab. Sindh had 28.3% NWFP had 11.4% Baluchistan had 4.5% and Islamabad had 0.2%. However, the prevalence rate of PWDs per 100 population was the highest in Sindh (30.5), followed by Punjab (24.8), Baluchistan (22.3), NWFP (21.2), and Islamabad (10.5). Considering sex-wise distribution of PWDs, the male: female ratio in NWFP and Punjab was 59:41, while it was 57:43 in Sindh and Baluchistan. In Islamabad, the males were 62%.

Except Sindh, the disability rate was noted more in rural than Urban areas. However, the nature of disability varies in rural and urban areas of the various provinces. For example, the percent of blinds in NWFP, Punjab and Islamabad was found to be more in rural areas, while in Sindh and Baluchistan it is more in urban areas.

Twenty-eight percent of the total PWDs 10 years and above were literates, which is expectedly lower than the percentage among the total population. The proportion of PWDs having matriculation (grade 10) and above level education was the highest in Sindh. For achievement

between matric and below degree level was also highest in Sindh (28%) followed by Balochistan and Islamabad (25%), NWFP (24%) and Punjab (20%). The degree and above education level was again reported high in Sindh (11%), followed by Balochistan (8%), Islamabad (7%), Punjab (4%) and NWFP (3%).

Table 2 shows that majority of the PWDs fall in the “other” category (53.28%) whereas physically handicapped constitute 10.56%. the other categories range from insane (6.13%), hearing impairment (6.18%), mentally retarded (7.45%), visually handicapped (7.48%), and persons with multiple handicapped (8.92%).

1.2 Provision of Special Education

In Sindh province, special education wing was established on 6 April. 2006, prior to its establishment, Bureau of Curriculum & Extension Wing, Sindh, Jamshoro use to carry out the job under the supervision of Education & Literacy Department. Special Education Department, Government of Sindh was given the status of a separate department in October 2011, while under RoB (January 2012) it was given the mandate/purview of “Special Education & Rehabilitation of Persons with Disabilities [PWDs].”²

In pursuance of Notification vide SORI(S&GAD) 2-4/021(Special Education) dated 3/1/2011 Government of Sindh, SGA&CD define the role of the department as under:

- i) Education & Welfare of physically handicapped children or persons especially deaf, dumb, blind and mentally retarded,
- ii) Rehabilitation of multiple handicapped children or persons,
- iii) Service matters, except those entrusted to the Services, General Administration & Coordination Department.

After the 18th amendment in the constitution of Pakistan, there are twelve special education institutions devolved in Sindh province, which were previously run by federal government. Now, there are 48 institutions working actively in the province which are providing the following facilities: Justified and transparent provision of facilities to the students of its special education centers/ schools/ institutes including uniform; free pick and drop facility; nutrition; school bags, books, pencils, reading / learning material at free of cost; provision of voice hearing aids / equipment; wheel chair for persons with physical handicapped; and white can for children with blindness. Finally, provide stipend to the staff who is working on voluntary basis in 19 special education centers in the Sindh province.

In the Sindh province, Persons with disabilities face numerous challenges that result in their exclusion from the mainstream of society, making it difficult for them to access their fundamental social, political and economic rights. Many make their way through life impoverished, abandoned, uneducated, malnourished, discriminated against, neglected and vulnerable. For them, life is a daily struggle to survive. Whether they live in urban centers or in rural areas, they share these common problems. They are largely excluded from essential services and they lack the protection of the family and community, and are often at risk of exploitation and abuse. The factors contributing to this pathetic situation are many and varied but include poverty, unemployment, and social isolation, environmental, institutional, attitudinal, and economic barriers.

Special education as a service for children with disabilities cannot be isolated from the rest of education. Sletved (1981) reported in UNDP funded project, entitled "Special Education in Sindh Province" that the problems in mainstreamed education are certain to be faced in special education (p.2).³ He described some of these problems as:

- Lack of motivation among parents, teachers and supervisors;
- Unsatisfactory facilities;
- Low status of teachers and consequent lack of accountability;
- Reluctance of teachers to experiment with new methods, new educational materials and new attitudes toward children's learning.

1.3 Provincial Policy

The need and importance of special education was felt in different educational policies of Pakistan in different times. At the first time, in its report, the Commission on National Education (1959) highlighted the importance of special education. After that the Education Policy (1972) and the National Policy and Implementation Programme (1979) gave some importance to this sector. The same was also reflected in different medium-term (five-year) plans. This was felt more seriously; when the Directorate General of Special Education, Islamabad formulated a draft National Policy for Special Education in 1986 and revised it in 1988 to bring it in line with the emerging needs of special/disabled population. After that, a special education policy was launched in 1999. Finally, Government of Pakistan has launched a new National Policy for Persons with Disabilities 2002, which is dynamically being implemented.⁴

Department of Special Education, Government of Sindh is currently finalized the first draft of the policy with regard to promoting special education and providing required facilities of education to the special persons in the province. The new policy would be applicable on all the private and public organizations, departments and institutions, and would create job opportunities for a large number of special persons. The Mission of the policy will be achieved through addressing fourteen (14) core outcome areas of policy:

1. Advocacy and Awareness Creation
2. Statistics and Research
3. Prevention, Early Identification and Intervention
4. Access to Education
5. Training and employment
6. Human Resource Development
7. Barrier Free Environment
8. Specialized Facilities and Technology
9. Physical Education, Sports, Recreation and Entertainment
10. Promoting the Rights of Women with Disabilities
11. Poverty Reduction and Social Security System
12. Disaster Preparedness
13. Resource Mobilization and Coordination Mechanism
14. Policy Monitoring, Review and Implementation

Under each Core Outcome Area are the policy outlines, objectives and strategies. The implementation action plan will outline specific actions to be undertaken under each set of objectives and strategies and achieved within a specified timeframe.

2. METHODS

2.1 Sampling

The investigators designed a survey research with following salient points:

The investigators selected a cluster sample of the Karachi region – the biggest city of Pakistan and 7th biggest in the world. In order to prepare a sampling frame based on theoretical definition of the population, a list of all special schools education and rehabilitation centers was prepared. Following sources of information were used to prepare this list:

- Federal Ministry of Social Welfare and Special Education
- Provincial Department of Special Education
- Department of the District Government
- Directorates of NGOs; INGOs; institutions working for empowerment, education and training; care and welfare of the persons with disabilities
- Searching and browsing different websites on internet

Finally, a list consisted of 60 educational and rehabilitation centers for children with disabilities, was prepared (see Table-3). The investigator had a visit to each institution with an introductory letter and survey instruments. The letter explained the nature of the study, indicated that the participants' involvement was voluntary, and that the names of the participants would be used in any way in this study.

2.2 Research Instrument

During the course of the study, information was sought from all special schools of Karachi on a wide range of topics to assist in a description of these schools. Overall, segregated special schooling was the provision made available to children with disabilities and inclusive education approach in regular schools being a much more recent development. The survey comprised of following three parts:

Part I: General Information: The identification data of the institute was required including institute's name, year of its establishment, permanent address, telephone number, fax number, email and website address of the institute (if available).

Part II: Administrative Control: This section contains information like type of school which was further provided four options including model public, elite private, mainstream private and small scale private schools. The legal status of the institution was also identified either as register or not. Finally, the management process was asked under the choices of management committee, board of governors, board of trustees, by laws of the organization and any other managerial method adopted by the institute.

Part III: Facilities and Services: Finally, part III sought information about facilities and services provided by the school in dichotomous way (Yes or No).

2.3 Interpretation of Findings

In the presentation of the findings, a number of quantitative terms are used in this paper. These terms should be interpreted as 'almost/nearly all more than means 90%', 'most indicates 75%-90%', 'a majority represents 50%-74% responses', 'a significant minority explain as 30%-49%', 'a minority represents 10%-29% answers', and 'very few/ a small number less than means below 10% responses'.

3. FINDINGS

3.1 Nature of disability to be served

Table 4 shows the nature of disability to be served by the schools. Majority of the special school in Karachi are working in the area of mental retardation (37%), followed by schools for children with sensory impairment, means hearing and visual impairment (18%), for children with developmental disabilities, means autism, Down syndrome, cerebral palsy and mental retardation (17%) and for children with physical handicap (13%). It is noted that there are some schools available who work in the area of learning disability (08%). Also, four schools are available in the city that provide educational opportunities to children with any type of disability like mental retardation, physical disability, hearing impairment and visual impairment.

3.2 Philosophical basis of special schools

It was unfortunate to observe that only three schools are presently providing inclusive education (5%). A bulk of remaining schools is still continuing to work on segregated philosophy. Results are present in Table 5.

3.3 System of education

Table 6 shows that five institutions are providing pre-primary education (08%) and twenty three percent are teaching up to primary level. Majority of the schools have curriculum either up to lower secondary level (34%) or secondary level (30%). Very few schools (05%) are providing college education and these all schools are working in the area of hearing and visual impairment.

3.4 Enrolment Frequency

Table 7 provides result about the number of children enrolled in surveyed schools. It reveals that majority of the special schools have less than 50 children (28%), followed by either hundred (23%) or two hundred children (22%). Sixteen organizations have more than two hundred children and they are actually big special schools of the city and some of them are enrolled more than 300 students (12%).

3.5 Administrative Control of the School

Table 8 indicates that eight percent organizations are funded by federal and provincial government and three schools are funded by arm forces (Navy, Army or Air force). Two schools (03%) financially and administratively run by organizations like Pakistan Steel Mills and Pakistan Airline. Majority of the special schools in Karachi are run in a private capacity (40%), followed by various NGOs (18%) or associations (17%).

3.6 Type of Special School

According to the fee structure, physical and teaching facilities – special schools of Karachi are divided by the investigator into four types. Results show that 32 percent have a fee structure which is afforded by middle class families and usually they are providing average facilities. There are seventeen special schools (28%) which located mainly in the upper class regions of the city and providing excellent services. But, there fee structure is offered by only elite class of the society. A sizeable number of schools (23%) are basically small scale private institutions which are located in both middle and lower class areas, lack basic facilities necessary to run a school of special educational needs.

3.7 Medium of Instruction

Table 10 shows the medium of instruction applied in special schools. Forty eight schools (80%) use Urdu language as medium of instruction, nine schools (15%) use English language both as medium of instruction and official purposes. A very small number of schools (05%) are using other languages (e.g., Punjabi, Pushto, Balochi or Sindhi) as medium of instruction.

3.8 Availability of Physical Facilities

Table 11 shows the availability of basic physical facilities in the institutions. The results are given below:

- Fourteen organizations (23%) have the provision of purpose built building.
- All the surveyed institutions have the provision of drinking water, sewerage system, electricity, and toilets both for students and staff.
- Thirty nine organizations (65%) have a provision of natural gas for cooking purposes.
- Forty four organizations (73%) have a provision of official telephone.
- Only twenty eight organizations (47%) have a provision of playground.
- It is surprising to note that only twelve organizations (20%) have a provision of ramp for persons with disability. This is due to fact that majority of these institutions are working in a rented building.
- Majority of the organizations (82%) have computers for office use.
- Forty seven organizations (78%) have the provision of audio-visual aids.

3.9 Arrangement of Transport

Table 12 shows the availability of transport in schools for pick and drop of children. The results indicate that majority of the schools have a transport system with a contractor and its charges paid by the parents (78%). A free transport facility is offered by only those in situation which are running by either federal government or Army forces (7%). There are nine schools (15%) which children have no facility of transport and these are basically providing remedial education.

3.10 Availability of Special Services

In the Table 13 the description about each service shows the result of the survey. The presentation of results is given below:

- Nine organizations (15%) are providing some preventive services.
- Sixteen organizations (27%) are providing early intervention services.
- Fifty three organizations (88%) offer assessment services
- Twelve organizations (20%) have a unit of medical services.
- Fifty eight, almost all organizations (97%) are educating to children with disabilities.
- Thirty organizations (55%) have facilities to provide vocational education.
- Only six organizations (10%) are providing an opportunity in locating jobs and employment.
- Forty one organizations (68%) have availability of rehabilitations services.
- Thirty two organizations (53%) are socially uplifting their wards.
- Fifty three organizations (87%) are providing guidance and counseling services
- All the surveyed institutions are regularly providing sports and recreational services.
- Twenty organizations (33%) have a strong link with family members through home-based program
- A least number of organizations (7%) are offering community-based rehabilitation services.

3.11 Availability of Qualified Staff

It is promising to note that 82 percent special schools of Karachi have trained and qualified teaching staff. The reason for this availability is due to the training and educational facilities available at Department of Special Education, University of Karachi. The Department offers BS, MS and Ph. D. programs in the field of special education.

A least number of institutions are hired non-qualified teaching staff and told that, "It is a low paid job (85%)". Sixty percent of them admitted that their administrations are not interested to hire qualified people. There were variety of other reasons given by respondents to have non-qualified staff.

3.12 Availability of Professional Services

The results related to availability of professional services in surveyed schools are given in Table 16. For the treatment of disordered behavior, majority of the schools have a unit of behavior modification with a trained psychologist (72%), followed by physiotherapy (60%). Some of the institutions are also providing services related to speech therapy (37%), occupational therapy (28%), music therapy (25%) and medical treatment (20%). Only a very few schools have services like audiology (15%), psychiatric treatment (8%) and specialist for ENT (7%).

4. DISCUSSION

During the course of the survey, information was sought from all government and non-government special schools on a wide range of topics to assist in a description of these schools. The provision of education to children with disabilities in segregated special schools in Pakistan varies from region to region with different emphases being placed on this form of provision.

However, segregated special schooling was the only educational provision made for students with disability (95% according to this study), with special classes and/or units in inclusive schools being a much more recent development (5% only).

This section has given a broad description of a group of 60 special schools in Karachi city. Sixteen organizations have more than two hundred children and they are actually big special schools of the city and some of them are enrolled more than 300 students (12%). The remaining special schools have less than 50 children (28%), followed by either hundred (23%) or two hundred children (22%). The largest groups of government and non-government schools provide for the mentally retarded children (37%), followed by schools for sensory impaired children (18%) and children with developmental disabilities (17%). Majority of the schools have curriculum either up to lower secondary level (34%) or secondary level (30%). Very few schools (05%) are providing college education and these all schools are working in the area of hearing and visual impairment.

Eight percent organizations are funded by federal and provincial government and three schools are funded by armed forces (Navy, Army or Air force). Two schools (03%) financially and administratively run by organizations like Pakistan Steel Mills and Pakistan Airline. Majority of the special schools in Karachi are run in a private capacity (40%), followed by various NGOs (18%) or associations (17%). According to the fee structure, physical and teaching facilities – special schools of Karachi are divided by the researcher into four types. Results show that 32 percent have a fee structure which is afforded by middle class families and usually they are providing average facilities. There are seventeen special schools (28%) which located mainly in the upper class regions of the city and providing excellent services. But, their fee structure is afforded by only elite class of the society. A sizeable number of schools (23%) are basically small scale private institutions which are located in both middle and lower class areas, lack basic facilities necessary to run a school of special educational needs.

Forty eight schools (80%) use Urdu language as medium of instruction, nine schools (15%) use English language both as medium of instruction and official purposes. A very small number of schools (05%) are using other languages (e.g., Punjabi, Pushto, Balochi or Sindhi) as medium of instruction.

Regarding the facilities, only fourteen organizations (23%) have the provision of purpose built building. All the surveyed institutions have the provision of drinking water, sewerage system, electricity, and toilets both for students and staff. Thirty nine organizations (65%) have a provision of natural gas for cooking purposes. Majority of the organizations (73%) have a provision of official telephone. For physical activities, only twenty eight organizations (47%) have a provision of playground. It is surprising to note that only twelve organizations (20%) have a provision of ramp for persons with disability. This is due to a fact that majority of these institutions are working in a rented building. Majority of the organizations (82%) have computers for office use and forty seven organizations (78%) have the provision of audio-visual aids.

In the domain of services, the results indicate that majority of the schools have a transport system with a contractor and its charges paid by the parents (78%). A free transport facility is offered by only those in situation which are running by either federal government or Armed forces (7%).

There are nine schools (15%) which children have no facility of transport and these are basically providing remedial education. Only 15% are providing some preventive services, 27% are providing early intervention services, 88% offer assessment services, 20% have a unit of medical services, 55% have facilities to provide vocational education, only six organizations (10%) are providing an opportunity in locating jobs and employment, 68% have availability of rehabilitations services, 53% organizations are socially uplifting their wards and fifty three organizations (87%) are providing guidance and counseling services. All the surveyed institutions are regularly providing sports and recreational services, 33% have a strong link with family members through home-based program and a least number of organizations (7%) are offering community-based rehabilitation services.

There are still a significant number of teachers in both non-government and government special schools without qualifications (18%). In general, an improvement in the facilities is suggested for many schools; few have therapy areas or adequate facilities for vocational rehabilitation, or a teaching aids resources. The resource areas capable of being used for many aspects of the curriculum common to special schools are typically lacking. A number of special schools sought higher teacher-student ratios. While the schools generally appear to offer training in functional academic skills and daily living skills, the availability of activities likely to enhance the transition from school to adult life is low. Finally, there is need for increased allied health staff to assist in the overall school program for children with disabilities, especially psychologists and therapists, but also including instructors for Braille, mobility and orientation, sign language and auditory-verbal skills.

Actually, Pakistan has been a late starter in planning and actual working of programs of professional assistance to handicapped children. In terms of quantity, it is not possible for the government and even for the non-government organizations to be able to cater the needs of a large number of children. Provision for special education is complicated by the dual nature of educational provision in Pakistan. One is regular education program for normal children and other is special education for disabled children. The administrative structure varies from that in the regular sector. At the federal level, provision for special needs is presently the responsibility of the Ministry of Social Welfare and Special Education. Under this Ministry, there have been established 'model' schools throughout the provinces as example of "good practice" for Provincial Ministries to follow.⁶

In contrast to thinking and practice in developed countries' educational systems, Pakistan maintains a category based system of handicapped. There are five such categories; hearing impairment, visual impairment, mental retardation, physical and multiple handicaps. Whereas other developed countries' educational systems have put in place well resource support systems for all pupils with special educational needs; Pakistan has much ground to cover.⁷

Shaista (2010)⁸ commented on the history of special education in the country that "a feature of the Pakistan education system is the contribution made to the sector by the NGOs. An immediate priority for the newly formed nation of Pakistan in 1947 was that of nation building. From the beginning, educational provision for children with disabilities was limited. NGOs flourished to fill the vacuum although the concentration of their activities tended to be in the urban areas. These NGOs are focusing their activities on the education and rehabilitation of individuals with disabilities. These operate at national, provincial and district level."

The continuing nature of priority needs across the social sectors, coupled with chronic economic crises means that the laudable aims of the national policy are still far from being realized (Shahida, 2004).⁹ The goals set for the regular educational system still await realization. If there is to be growth in quantity and quality of provision in real terms, it will require the active cooperation of agencies at federal, provincial and NGO levels. Nasir (1998)¹⁰ suggested that the extent to which this is currently happening in the sub sector is a matter of concern. It is first necessary to address a major stumbling block in the process of planning provision, namely the absence of reliable data.

Integration of disabled children within the regular educational system has been found to be almost non-existent, especially amongst mentally retarded. There are two main reasons reported by Sabiha (2009)¹¹ for lack of integration. Firstly, disabled children one either left at home or, if they are “fortunate”, is put into a special institution which caters for their particular disability. Here they are amongst others also suffering from the same disability and, while they may learn to adjust with these, they are cut off from other, normal children, which decrease chances of subsequent successful integration. Secondly, regular educational institutions themselves discourage integration, on the plea that disabled children need specialized care or training materials, for which they have neither trained personnel, nor funds, no time to spare. It is not considered possible to work for their integration, either in the overburdened, short supply, regular education system, or in employment prospects. In developed countries, where there is universal education and comparatively less unemployment, there are greater prospects of successful integration, which is not presently the case in Pakistan.

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ANNEXURE

Table 1: Disability Prevalence by Province / District 1998 Census

Province / District	Male	%	Female	%	Total	%
Punjab	1,073,840	2.8	752,783	2.1	1,826,623	2.5
Province Population	38,094,367	---	35,526,923	---	73,621,290	---
Sindh	530,600	3.3	398,800	2.8	929,400	3.1
Province Population	16,097,591	---	14,342,302	---	30,439,893	---
N. W. F. P.	221,983	2.4	153,465	1.8	375,448	2.1
Province Population	9,084,849	---	8,651,063	---	17,735,912	---
Balochistan	83,420	2.4	63,001	2.1	146,421	2.2
Province Population	3,506,506	---	3,059,379	---	6,565,885	---
FANA	12,235	2.6	9,470	2.2	21,705	2.5
District Population	461,465	---	422,334	---	883,799	---
Azad Jammu & Kashmir	46,196	3.1	34,137	2.3	80,333	2.7
District Population	1,495,299	---	1,477,202	---	2,972,501	---
National	Male	%	Female	%	Total	%
Population with Disabilities	1,918,705	2.8	1,373,350	2.2	3,292,055	2.5
Total Population	68,873,686	---	63,478,593	---	132,352,279	---

Source: Population Census Organization

Table 2: Disability Prevalence in Sindh Province According to 1998 Census

S. No	Category	Percentage
1	Physically Disabled	10.56%
2	Mentally Retarded	7.45%
3	Cross Disability/ multiple disabilities	8.92%
4	Visually Impaired	8.6%
5	Hearing Impaired	6.18%
6	Other disabilities (not classified)	53.28%

Source: National Policy for Persons with Disabilities - 2002, Islamabad

Table 3: List of Surveyed Schools

S. #.	Institution	Category
1.	St. Marry School for the Deaf	Small Level Private Special School
2.	Association for Children with Emotional & Learning Problem (ACELP)	Elite Private Special School
3.	Autism Institute	Elite Private Special School
4.	Pakistan Navy Special Education Centre, Karsaz	Model Public School
5.	Markaz-e-Umeed	Small Level Private Special School
6.	Blessing Home	Mainstream Special School
7.	Darul Sukoon	Mainstream Special School
8.	Al-Shifa	Mainstream Special School
9.	Remedial Clinic	Mainstream Special School
10.	Aziz Begum Memorial Centre	Mainstream Special School
11.	Manzil Centre for MR Children	Mainstream Special School
12.	Ujala Centre for MR Children	Elite Private Special School
13.	Bulkhi Memorial School for MR Children	Mainstream Special School
14.	Milestone	Elite Private Special School
15.	Institute of Behavioral Psychology	Elite Private Special School
16.	Special Children Education Centre	Small Level Private Special

		School
17.	DEWA Academy for Deaf Children	Mainstream Special School
18.	Ida-Rieu School for Deaf & Blind	Mainstream Special School
19.	Al-Umeed Rehabilitation Centre (AURA)	Mainstream Special School
20.	Anjuman-e-Behbooday Samatay Atfal (ABSA)	Mainstream Special School
21.	Quaideen Special Education Centre	Model Public School
22.	Pakistan Association of Blind (PAB) Residential & Training Centre	Mainstream Special School
23.	National Trust for Disabled (NTD) Centre	Model Public School
24.	Vocational Training Centre for Disabled (VTCD)	Model Public School
25.	Noor Fatimi Rehabilitation Centre	Small Level Private Special School
26.	Iqbal Memorial Centre	Small Level Private Special School
27.	Darul Khusnud Centre	Mainstream Special School
28.	Danishgah Centre	Elite Private Special School
29.	Karachi Vocational Training Centre (KVTC)	Elite Private Special School
30.	Ma-Ayesha Memorial Centre	Mainstream Special School
31.	Batool Rehabilitation Centre	Mainstream Special School
32.	Imran Rehabilitation Centre	Mainstream Special School
33.	SRCC	Mainstream Special School
34.	Deaf Reach Centre	Small Level Private Special School
35.	Darul Mussarat	Mainstream Special School
36.	Shaheed-e-Millat Special Education Centre	Model Public School
37.	Centre for Assessment & Remedial Education	Mainstream Special School
38.	Adult Blind Centre	Mainstream Special School
39.	Day Home Society	Small Level Private Special School
40.	Special Education Centre for Physical Handicap	Small Level Private Special School
41.	Federal Government Centre for Physical Handicapped	Model Public School
42.	SCINOSA	Mainstream Special School
43.	Korangi Centre for the Deaf	Mainstream Special School
44.	RCMHC, Gulberg	Model Public School
45.	RCMHC, Lyari	Model Public School
46.	RCMHC, Pak Colony	Model Public School
47.	RCMHC, Gadap	Model Public School
48.	RCMHC, Landhi	Model Public School
49.	Islamic School for the Deaf	Mainstream Special School
50.	Sahara Welfare	Small Level Private Special School
51.	Karachi School for the Deaf	Mainstream Special School
52.	International School Services (ISS)	Elite Private Special School
53.	Community Based Rehabilitation	Mainstream Special School
54.	Bhamani Welfare	Small Level Private Special School
55.	Horizon Centre	Mainstream special school
56.	Pakistan Steel Special Education Centre	Model Public School
57.	Army Special Education Centre	Model Public School
58.	Spell Bound Centre	Mainstream special school
59.	Pakistan Navy Special Education Centre, Maripur	Model Public School
60.	Remedial Education Academy for Dyslexia (READ)	Elite Private Special School

Table 4: Nature of Disability to be Served

Nature	Frequency	Percentage
Mental Retardation	22	37
Developmental Disability	10	17
Sensory Impairment	11	18
Physical Handicap	08	13
Learning Disabilities	05	08
All four major Disabilities	04	07
Total	60	100

Table 5: Philosophical Basis

Philosophy	Frequency	Percentage
Segregated Special Education	57	95
Inclusive Education	03	05
Total	60	100

Table 6: Educational Level of School

Level	Frequency	Percentage
Pre-Primary	05	08
Primary	14	23
Lower Secondary	20	34
Secondary	18	30
College Education	03	05
Total	60	100

Table 7: Number of Children Enrolled

Number of Children	Frequency	Percentage
Less than 50	17	28
51 – 100	14	23
101 – 200	13	22
201 – 300	09	15
More than 300	07	12
Total	60	100

Table 8: Administrative Control

Type of Administration	Frequency	Percentage
Federal Government	05	08
Provincial Government	05	08
Arm Forces	03	06
Organization	02	03
NGOs	11	18
Association	10	17
Private School	24	40
Total	60	100

Table 9: Type of School

Type of School	Frequency	Percentage
Model Public School	10	17
Elite Private School	17	28
Mainstream Private School	19	32
Small Scale Private School	14	23
Total	60	100

Table 10: Medium of Instruction

Medium of Instruction	Frequency	Percentage
Urdu Medium	48	80
English Medium	09	15
Other Medium of Instruction	03	05
Total	60	100

Table 11: Availability of Physical Facilities (N = 60)

Physical Facilities	Frequency	Percentage
Purpose Built	14	23
Drinking Water	60	100
Sewerage System	60	100
Natural Gas	39	65
Telephone	44	73
Toilets	60	100
Playground	28	47
Ramp	12	20
Computers	49	82
Audio-Visual Aids	47	78
Total	60	100

Table 12: Availability of Transport

Availability	Frequency	Percentage
Free of Cost	04	07
Available but Fee Paid Parents	47	78
Not Available	09	15
Total	60	100

Table 13: Availability of Services (N = 60)

Type of Services	Percentage
1. Prevention of Disabilities	15
2. Early Intervention	27
3. Assessment	88
4. Medical Treatment	20
5. Education	97
6. Vocational Training	55
7. Employment	10
8. Rehabilitation	68
9. Social Uplift	53
10. Guidance and Counseling	87
11. Sports and Recreation	100
12. Home-Based Program	33
13. Community-Based Rehabilitation	07

Table 14: Qualified Teaching Staff

Responses	Frequency	Percentage
Yes	49	82
No	11	18
Total	60	100

Table 15: Reasons of Non-Availability of Qualified Staff (N = 60)

Reasons	Percentage
Low Pay Scale	85
Demotivated Administration	60
Center Politics	27
Brain Drain	20
Miscellaneous	12

Table 16: Professional Services (N = 60)

Type of Services	Frequency	Percentage
Physiotherapy	36	60
Occupational Therapy	17	28
Behavior Modification	43	72
Speech Therapy	22	37
Music Therapy	15	25
Audiology	09	15
ENT Specialist	04	07
Psychiatrist	05	08
Medical Doctor	12	20