

NATIONAL CONSULTATION ON INCLUSIVE EDUCATION



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DIRECTORATE GENERAL OF SPECIAL EDUCATION
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SUPPORTED BY

INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH VISUAL IMPAIRMENT (ICEVI)
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List of Acronyms

CBR	Community based rehabilitation
DG	Director General
DGSE	Directorate General of Special Education
DPO	Disable Person Organisation
EFA	Education for All
FDE	Federal Directorate of Education
HRD	Human resource development
ICAB	Islamabad Cricket Association of the Blind
ICEVI	International Council for Education of People with Visual Impairment
ICT	Information and Communication Technology
IE	Inclusive education
INGO	International Non-Government Organisation
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoH	Ministry of Health
MoSW&SE	Ministry of Social Welfare and Special Education
NGO	Non-Government Organisation
NEP	National education policy
NMITC	National Mobility Independence Training Centre
NISE	National Institute of Special Education
NPA	National Plan of Action
PFFB	Pakistan Foundation Fighting Blindness
QoL	Quality of Life
SSI	Sightsavers International
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
VI	Visually impaired
WB	World Bank

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Acknowledgements

It has been realized that while addressing issues of out of school children, the children with disabilities are not getting due attention. To meet the educational and training needs of these children, the Directorate General of Special Education (DGSE), Ministry of Social Welfare and Special Education has established Special Education Centres for all categories of children with disabilities in various parts of the country. Through the efforts of DGSE, Provincial Government and NGOs only about 25000 children throughout the country are getting education.

To provide educational facilities to the remaining millions of challenged children the only solution is introduction of Inclusive Education system in our country. This system is simple, workable and above all cost effective. To develop mechanism for implementation of Inclusive Education system, the Directorate General of Special Education organized National Consultation on 27-28 March 2006 at Islamabad with the close collaboration of Sightsavers International.

The DGSE is highly grateful to the Sightsavers International particularly the Country Representative Dr. Haroon Awan, Regional Director Ms. Nazma Kabir and representatives of ICEVI Dr. Bhushan Punani and Ms. Nandini Rawal for their technical and professional contribution during the National Consultation. The professional input of the representatives of DGSE, Ministry of Education, Provincial Government, Universities, UNICEF, UNESCO, and print and electronic Media is highly recommendable.

The patronage of Ms. Zobada Jalal, Minister for Social Welfare and Special Education, Mr. Naeem Khan, Secretary, Social welfare and Special Education, Mr. Sarfraz Ahmed Syed, Director General, Special Education, helped a lot to make this regional event, a success. The untiring efforts of Mr. Khalid Naeem, Director DGSE helped tremendously in organizing the National Consultation.

Through the deliberation of the participants, workable recommendations were formulated which will help to develop Action Plan for implementation of Inclusive Education strategies in the public and private sector at national level.

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Executive Summary

“Integration is a necessary pre - condition for inclusion but is not a solution. What we want is Inclusion, which means young people with special educational needs being placed in mainstream provision, where there is a commitment to removing all barriers to ensure the full participation of each child as a valued, unique individual”.

This is one of the key messages which came out from the National Consultation on Inclusive Education organized jointly by Directorate General of Special Education (DGSE), Ministry of Social Welfare and Special Education, Sightsavers International (SSI) and International Council for Education of People with Visual Impairment (ICEVI). The consultation took place on March 27-28, 2006 in Islamabad, Pakistan.

About the National Consultation on Inclusive Education

- 102 participants representing various stakeholders attended
- Issues on how to roll out Inclusive Education in Pakistan were discussed holistically
- Presentations were given by focal persons in the field of education and disability
- Consolidated recommendations were formulated as a result of extensive group work

The main objectives of having a national consultation were “sensitization of key stakeholders, standardization of IE approaches, cross-disability/sector learning and experience sharing”. This consultation also provided a useful forum for all stakeholders to define the direction for social inclusion. Ministries of Education, Health, Housing and Works, Finance, Planning and Development, Provincial Departments of Special Education and Social Welfare, INGOs, UN agencies, NGOs and DPOs actively participated in the consultation and provided useful input in developing the national guidelines. The speakers included persons with disabilities, professionals, policy makers, administrators, academics, and representatives of international organizations.

The two days consultation started with the inaugural address by the Director General, DGSE, which was followed by presentations by Dr. Bhushan Punani from ICEVI and Dr. Haroon Awan, Country Representative, SSI. Mrs. Zobaida Jalal, Federal Minister of Special Education and Social Welfare in her address reiterated the full support of her ministry in rolling out inclusive education in Pakistan.

After the inaugural session, the first plenary began with the presentation from the Ministry of Education regarding the Policy, Plan and Programs for Inclusive Education. Other presentations covered Introduction to Inclusive Education – Pakistan Perspective, Role of Health Professionals in Promoting Inclusive Education, Role of UN Agencies in Promoting Inclusive Education, Assistive Technology Needs and Barriers to uptake of services from a consumer perspective. Delegates from India shared their knowledge about the Key Ingredients of Inclusive Education and Assessing and calculating needs for service delivery. The representative of Federal Directorate of Education stressed that Inclusive Education cannot be seen as a specific issue, but must be regarded as an

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approach to the development of the entire school system while discussing the barriers to delivery of services from a services provider perspective.

After the plenary, participants were split into four thematic groups, in an exercise aimed at identifying the current gaps and developing the national guidelines of assigned themes. The four strategic themes were Service Delivery and Infrastructure, Human Resource Development, Advocacy, and Accessibility. The exercise continued the following day when the groups took the process further and on the basis of the needs identified, developed national guidelines on inclusive education. During these sessions, the participants presented a wide array of ideas and concepts that were considered appropriate by them under different strategic themes. These extensive group exercises were followed by group presentations and on the basis of these presentations the final recommendations for future were drawn.

The consultation undoubtedly achieved its objective as all key stakeholders gained a better understanding of how to influence the development of an inclusive approach to education. The desired outcome of this consultation is the enhancement of inclusive education initiatives and to take on board the concerns raised by various stakeholders and encourage them by showing examples of positive experiences, which demonstrate that inclusive education is the only vehicle which can deliver Education for All.

In the concluding session, the recommendations from the working group sessions were presented and adopted by the house. Mr. John Wall, Country Director, World Bank and Dr. Nazma Kabir, Regional Director, SSI reiterated their organizations' commitment and support to the recommendations of this consultation. In her remarks, Dr. Nazma Kabir complemented the participants on their high level of participation and commitment to IE.

The consultation ended with an inspiring and moving address by the Additional Secretary, Ministry of Social welfare and Special Education. He specifically acknowledged the contribution of SSI, ICEVI, Lee Foundation and all stakeholders who have directed their efforts towards the development of inclusive education and bringing forward the concerns of marginalized and currently excluded groups. He also mentioned the Government initiative of piloting the inclusive education project in 7 districts and stressed that Inclusion, as a crosscutting issue needs to be the fundamental philosophy throughout the different EFA follow-up efforts, so that the goal of 'Education for All' can be achieved.

This consultation facilitated in building the inter-sectoral and cross-sectoral consensus and developed the necessary linkages amongst various stakeholders. The whole process helped to diffuse certain apprehensions of various stakeholders and will impact on the policy and programme decisions related to the development of IE programmes.

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Background

Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion. The principle of inclusive education was adopted at the World Conference on Special Needs Education: Access and Quality (Salamanca, Spain, 1994) and was restated at the World Education Forum (Dakar, Senegal, 2000). The idea of inclusion is further supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all. Since the Dakar World Education Forum in April, 2000, Education for All (EFA) has become the main thrust of Education Sector. As per goals of the Dakar Framework for Action, education for the vulnerable children should be an integral part of the overall school system throughout world. Inclusive Education, as a crosscutting area, needs to be the fundamental philosophy of the EFA follow-up efforts, so that the goal of 'Education for All' can be achieved holistically.

In the field of Inclusive Education, Government of Pakistan (Ministry of Social Welfare and Special Education), INGOs, NGOs and donors have directed efforts towards the development of national capacities for policy-making and system-management, bringing forward the concerns of marginalized and currently excluded groups as well as network-building and support to the development of inclusive education. Despite these initiatives, the efforts, in general, have been fragmented and limited to small projects. During the implementation of these pilot projects, Ministry of Social Welfare and Special Education learnt that different IE approaches had been implemented by different organizations and the objective of these projects may not be achieved due to the lack of a standardized process. At different forums, it was realised that there was a need of having a national consultation of key stakeholders to discuss that "what inclusive education is" and "what could be the standard guidelines for inclusive education" in our national perspective as a broad consensus of all stakeholders is required on this issue. In order to provide a useful forum for all stakeholders to define the direction for social inclusion, Ministry of Social Welfare and Special Education organised a national consultation in Islamabad with the support of ICEVI and Sightsavers International.

Objectives of the Workshop

The main objectives of having the national consultation on inclusive education were:

- Sensitization of key stakeholders
- Standardization of IE approaches
- Cross learning and experience sharing

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Methodology

102 participants attended this meeting including the representatives of Federal and Provincial Ministries i.e. Ministry of Social Welfare and Special Education, Ministry of Education, Ministry of Housing and Works, Ministry of Planning and Development, Ministry of Health, Ministry of Finance, Departments of Special Education in Universities of Punjab, Sindh, Allama Iqbal Open University, Islamabad, members of National Steering Committee for Prevention of Blindness; World Bank, INGOs, UN agencies, NGOs, Civil Society Organisations, DPOs, participated in the consultation. (List of Participants attached as Annex 10)

Organising committee meetings were held regularly to finalise the programme, participants list, and other arrangements. (Consultation Programme attached as Annex 11) The two days consultation started with the inauguration session, followed by first plenary session. Nine presentations were made on various topics such as Policy, Plan and programmes for IE promotions, key ingredients of IE, Role of UN Agencies, Role of Health professionals, and Barriers to uptake of services from both consumer's and provider's perspectives. The speakers included persons with disabilities, professionals, policy makers, administrators, academics, and representatives of international organizations. After the plenary session, participants were split in four groups and assigned with a strategic theme for the group work. The four strategic themes were Service Delivery and Infrastructure, Human Resource Development, Advocacy, and Accessibility. These exercises aimed at identifying the current gaps and on the basis of the needs identified developed national guidelines on inclusive education. Before group exercises, participants were provided with the standard format and essential guidelines in order to organise the group discussions. Throughout the working sessions, the facilitators of each group ensured that all participants had an opportunity to contribute. (Group work presentation attached as Annex 12).

These extensive group exercises were followed by group presentations and on the basis of these presentations final recommendations for future were made.

Expected Outcomes:

- Enhancement of inclusive education initiatives and to take on board the concerns raised by various stakeholders
- Sharing of positive experiences, which demonstrate that inclusive education is the only vehicle which can deliver Education for All
- Building of inter-sectoral and cross-sectoral consensus and development the necessary linkages amongst various stakeholders
- Impact on the policy and programme decisions related to the development of IE programmes
- Published report will be used as a reference material for future interventions

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Summary of Consultation Proceedings Inaugural Session

Welcome and Introduction

The inaugural session began with a brief introduction by Mr. Khalid Naeem (Director North Region, DGSE). Following the recitation from the Holy Quran, he invited Mr. Sarfraz Ahmed Syed (Director General, DGSE) for the welcome address.

Welcome Address by Mr. Sarfraz Ahmed Syed Director General, DGSE

Mr. Sarfraz Ahmed Syed started the consultation by welcoming the participants. He gave a brief about Ministry of Social Welfare and Special Education and the first National Policy for Persons with Disabilities 2002. This policy envisions full realisation of the potential of persons with disabilities through their mainstreaming, guided by the principles of constitutional guarantees, non-discrimination, a right-based approach instead of welfare driven programmes. He mentioned that in pursuance of this policy DGSE in collaboration with Federal Directorate of Education (FDE) and Provincial Departments of Education is working on a pilot project of IE. Additionally, DGSE has initiated projects with the technical and financial support of World Bank, Sightsavers International, and Braillo Norway. The main purpose of this programme is to shift from a focus on disability to seeing inclusive education as a fundamental right of every child and a mean of achieving the Millennium Development Goal of universal elementary education. Government of Pakistan has determined that the population of children and young adults with mild to moderate disabilities, physical or intellectual, requires a more targeted effort to bring them into the basic education cycle to promote their intellectual development and active participation in society. At the end of the address, he reiterated the full support of DGSE to the initiatives of IE and to the outcomes of this consultation.

Role of ICEVI in Service Components of Inclusive Education
Dr. Bhushan Punani
Regional Chairperson, West Asia, ICEVI

Dr. Bhushan Punani gave a brief about ICEVI and its role in promoting inclusive education. International Council for Education of People with Visual Impairment (ICEVI) is a professional non-governmental organization that welcomes any group or person who wishes to support its aims. ICEVI is a global association of individuals and organizations that promotes equal access to appropriate education for all children and youth with visual impairment so that they may achieve their full potential. ICEVI's goals are:

1. To ensure access and full participation in education for all children with visual impairment and youth by 2015. To make this a reality, ICEVI is changing public attitudes, encouraging community participation, and facilitating NGOs support.
2. To promote and assist in building of local capacity to develop curriculum, to provide training and to identify and provide equipment and materials to children and youth with visual impairments and their parents, teachers and others in their communities. ICEVI is initiating programmes at all levels to strengthen local capacity by facilitating training for professionals, facilitating access to equipment, and developing distance education courses.
3. To collaborate with and make use of networks to ensure that substantially more children with visual impairment and youth receive quality and comprehensive education. This is being done through specialized ICEVI working group, representation of ICEVI in various forums, and promotion of inclusion / integration.
4. To provide information on ICEVI and its services through all possible and appropriate media to all target groups. This is being achieved by establishing better communication with world organizations, launching international campaigns, disseminating strategic plans and developing public awareness material.

He concluded his presentation by reiterating the belief of ICEVI that all children and youth with VI have basic human rights and they are entitled to a full range of educational services and to be included in the educational programmes of their communities.

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Role of NGOs in Promoting Inclusive Education ***Dr. Haroon Awan*** ***Country Representative, Sightsavers International***

Dr. Haroon Awan started his presentation by acknowledging the contribution of Ministry of Social Welfare and Special Education, Directorate General of Special Education, ICEVI, Lee Foundation, and Sightsavers International (UK) towards achieving the MDGs.

Dr. Haroon Awan talked about the great companions of the Holy Prophet (PBUH) Ibn Umm Maktum (R), Amr Ibn Al-Jamuh (R), and Julaybib (R), who had disability, but were accorded great importance as an example to the rest of the community. He said that concept of disability, in the conventional sense, does not exist in the Quran. The Quran concentrates on the notion of disadvantage created by society and imposed on individuals who may not possess the social, economic or physical attributes that people happen to value at a certain time and place. He further discussed the different approaches in progress i.e. formal versus non-formal education, educational reforms, decentralization, gender development, structural adjustments, development aid and inspired, imported or imposed policies. He stressed that for the successful implementation of these approaches process of Policy, Planning, and Execution is essential. Dr. Haroon Awan further emphasized that role of NGOs is to supplement and not supplant government efforts, to build national capacities, aid in production of materials, improve access to ICT, improve quality and increase access to education. He concluded his presentation by quoting Pablo Picasso: "There are painters who transform the sun into a yellow spot; there are others who transform a yellow spot into the sun".

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Inaugural Address Ms. Zobaida Jalal Federal Minister for Social Welfare and Special Education

“Inclusive education is not a matter of disability, but rather an issue of being a fundamental right of every child to receive education as part of National Policy of Education – 1998, National Policy for Persons with Disabilities – 2002, and achieving the MDGs.” With these words, Ms. Zobaida Jalal, Federal Minister for Social Welfare and Special Education started her inaugural address. Further, she mentioned that Government of Pakistan is making serious efforts to move towards the globally agreed MDGs relating to primary education for all children. In addition, efforts are being made for increasing the base of human development for socio-economic growth for enhancing the quality of life and reducing poverty. In this context, education of all children and young persons with disabilities becomes a right based goal.

She mentioned that an essential need is to prepare an operational plan specifying implications like provision in education mandate of the provinces, impact on other children, attitude change in the community and parents, system change involving officials at all levels in implementing and monitoring progress. The issue today is not whether most of the children and young persons with disabilities can be educated in general schools, the issue is how it should be done. She said that this consultation should address this issue in a holistic manner and develop guidelines, which can set the stage to provide IE. The National Plan of Action to implement the National Policy for Person with Disabilities has been finalised. The NPA is based on the philosophy that access, inclusion, and equalisation of opportunities for persons with disabilities cannot be achieved by isolated interventions. She said that Government is making serious effort to provide an environment by 2025 that would allow full realisation of the potential of persons with disabilities through their mainstreaming and providing them full support of the Government, private sector, and civil society. She appreciated the support of INGOs and reiterated full support of her ministry in rolling out inclusive education in Pakistan.

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Vote of Thanks Mr. Khalid Naeem Director, Directorate General of Special Education

Mr. Khalid Naeem, Director North Region, DGSE presented a vote of thanks. He thanked the Minister for enlighten vision on the subject. He remarked that this vision enables us to reorganise our thoughts and views in line with the need of time making IE possible. He thanked Secretary, MoSW&SE and Director General, DGSE for their whole heartedly commitment and leadership. He greatly appreciated the contribution of ICEVI, Lee Foundation and Sightsavers International. He acknowledged the participation of all stakeholders including MoE, MoH, MoH&W, P&D, INGOs, NGOs, DPOs, and World Bank. He particularly thanked PWDs attending this consultation as their experience, guidance, and vision will direct us from segregated to inclusive society.

Plenary Session

The plenary session was chaired by Prof. Muhammad Daud Khan, Chairman, National Steering Committee for the Prevention of Blindness. Dr. Nazma Kabir, Regional Director, Sightsavers International (UK) was requested to co-chair the session. The following papers were presented in the session:

Policy, Plan and Programs for Inclusive Education Promotions

Mr. T. M. Qureshi, Deputy Educational Adviser (Plan), Ministry of Education

(Attached as Annex 1)

Key Ingredients of Inclusive Education

Dr. Bhushan Punani, Regional Chairperson, West Asia, ICEVI

(Attached as Annex 2)

Introduction to Inclusive Education – Pakistan Perspective

Prof. Abdul Hameed, Chairman, Special Education Department Punjab University

(Attached as Annex 3)

Role of UN Agencies in Promoting Inclusive Education

Ms. Khalida Ahmad, UNICEF

(Attached as Annex 4)

Role of Health Professionals in Promoting Inclusive Education

Prof. Mohammad Daud Khan, Chairman, National Steering Committee for the Prevention of Blindness

(Attached as Annex 5)

Assistive Technology Needs

Mr. Hasan Minto, Low Vision and Refractive Errors Advisor, Sightsavers International

(Attached as Annex 6)

Assessing of calculating needs for service delivery

Ms. Nandini Rawal, Secretary, ICEVI

(Attached as Annex 7)

Barriers to Uptake of Services from Consumer Perspective

Dr. Salma Maqbool, Chairman, PFFB

(Attached as Annex 8)

Barriers to Delivery from Services Provider Perspective

Prof. Muhammad Rafiq Tahir, Director Training, Federal Directorate of Education

(Attached as Annex 9)

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Technical Sessions:

Need Assessment Exercise

The participants were divided into four thematic groups, in an exercise aimed at identifying the current gaps and developing the national guidelines of assigned themes. The four strategic themes were Service Delivery and Infrastructure, Human Resource Development, Advocacy, and Accessibility. Before group exercises, participants were provided with the standard format and essential guidelines in order to organize the group discussions. Throughout the working sessions, the facilitators of each group ensured that all participants had an opportunity to contribute. These extensive group exercises were followed by group presentations.

Development of National Guidelines Exercise

Next day the groups resumed the exercise and went a step further in developing the national guidelines for the implementation of IE. On the basis of these presentations, recommendations were made for the future. (Group work presentation attached as Annex 12)

Conclusion and Recommendations

At this workshop, the participants formulated the following conclusions and recommendations.

Need

1. There is paucity of reliable information on the prevalence and distribution of children with disability requiring special needs in education. It was recognized that the preferred method to determine the need would be a population based survey. In the interim period, pending a large and costly national disability survey, sample districts could be surveyed in the provinces that would be representative of the rural and urban population.
2. The participants suggested the development of an appropriate education management information system. This would require the establishment of resource centers at district and tehsil levels for management of data on disability. This information could be collated and analyzed at the National Library and Resource Centre with information received from the respective provinces for periodic dissemination to all key stakeholders.

Infrastructure and Service Delivery

3. The group noted that before children with disability could be enrolled in schools, they required a specific disability and educational needs assessment. At present, there is no institutionalized mechanism for such assessment. The group therefore recommended the establishment of early identification / assessment / diagnostic centers at district and tehsil levels preferably in an existing

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4. The group recognized that there are many children with disability in the pre-school age who could benefit from Early Intervention services. However, such services are rare. The group therefore, recommended that demonstration models of Early Intervention / Early Childhood Education be developed at the subdistrict level.

Human Resource Development

5. Educational needs of children with disability include different aspects like functional assessment, prescription of and access to assistive devices and development of skills for social inclusion. Therefore, they should be based on a model that includes health care, education, rehabilitation and social services through appropriately trained multi-disciplinary teams.

6. The group noted that one of the main barriers to enhancing inclusive education in Pakistan is the absence of a well structured curriculum (methodology) on education of children with special needs. The group therefore recommended that a curriculum development meeting be held to develop an appropriate training syllabus and strategies to assess the curriculum (methodology and assistive technology) with the support of Universities, Ministry of Education, Higher Education Commission, Curriculum Wing, Ministry of Social Welfare and Special Education.

7. The participants recognized the need for the development of teacher training' manuals on inclusive education for mainstream teachers and principals with the support of universities and other organizations.

Accessibility

8. While there are practical limitations to making each and every school already established disability friendly, the group recommended that in all new schools that are constructed, especially those in the earthquake affected areas, accessibility options be incorporated at the outset.

9. Lack of accessibility options in schools was identified as a key constraint in promoting inclusive education. The group, therefore, recommended that sensitization and awareness workshops on accessibility needs for the children with disability be held at provincial levels for district government, engineering council, city and regional planning departments, management staff and decision makers in the P&D departments. The participants identified the need for a manual on accessibility.

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10. Expansion of educational services or increase in coverage for children with disabilities is to a large extent dependent on the availability of appropriate assistive technology. Provinces could consider the development of local capacity for production or assembling of assistive devices if the need is indicated as this would help to reduce costs. Support from industries and NGOs could be obtained to achieve this where feasible.

Advocacy

11. The consultation process with a wide range of stakeholders on the new education policy is now well under way. The participants recommended that the new policy clearly reflect the planning and practice of inclusive education. They further added that it would be desirable to involve the Ministry of Social Welfare and Special Education in the inter-ministerial discussions so as to ensure consensus and joint agreement on the strategies.

12. The group agreed that the responsibility of "Education for All" lay with the Ministry of Education and thus inclusive education also fell under their purview. It was recommended that the Ministry of Education establish a 'Cell' to initiate and coordinate inclusive education efforts at different levels involving relevant departments and organizations. The Ministry of Social Welfare and Special Education constituted a technical arm of the government on special needs for children with disability and was recommended to proactively take up the task of advocacy and development/provision of materials and technical support.

13. The disability services in the country are offered by a diverse array of service providers at present. In order to ensure optimum and efficient utilization of existing resources, it is recommended that linkages and partnerships between these different service providers should be strengthened within each province and district. The group, therefore, recommended that regular coordination meetings and capacity development of government functionaries in Health, Community Development and Education together with other service organizations for/of the persons with disabilities take place and that disability be included as a formal agenda point in the meetings.

14. There is considerable benefit to be derived from having a national focus on disability and inclusion. The group recommended that the government constitute a National Council on Inclusion and Disability that would have as its members representatives from social welfare, special education, education, health, consumer groups, civil society, INGOs, institutional donors. The role of such a council would be to standardize approaches to inclusion, permit wide stakeholder participation and coordination, and ensure integration of disability in different sectors.

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15. Insufficient awareness of the development and socio-economic implications of disability by policy makers, planners and professionals is a major constraint in implementing programmes to promote inclusion in education. It is recommended that national action plans raise awareness and mobilize support for inclusion and disability as part of their advocacy and communications initiatives.

Closing Session

The consultation undoubtedly achieved its objective as all key stakeholders gained a greater understanding of how to influence the development of an inclusive approach to education. The desired outcome of this consultation is the enhancement of inclusive education initiatives and to take on board the concerns raised by various stakeholders and encourage them by showing examples of positive experiences, which demonstrate that inclusive education is the only vehicle which can deliver Education for All.

In concluding session, the recommendations from the working group sessions were presented and adopted by the house. Mr. John Wall, Country Director, World Bank and Dr. Nazma Kabir, Regional Director, SSI reiterated their organizations commitment and support to the recommendations of this consultation. In her remarks, Dr. Nazma Kabir complemented the participants on their high level of participation and commitment to IE.

This consultation facilitated in building the inter-sectoral and cross-sectoral consensus and developed the necessary linkages amongst various stakeholders. The whole process supported to diffuse the certain apprehensions of various stakeholders and will impact on the policy and programme decisions related to the development of IE programmes.

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Concluding Remarks by Mr. M. Noor Saghir Khan Additional Secretary, Ministry of Social Welfare and Special Education

In his concluding remarks, Mr. M. Noor Saghir Khan appreciated and acknowledged the dedication of all stakeholders which resulted in consolidated recommendations. He said that the guidelines formulated by this national consultation, if implemented with the determination that no child who can be educated in mainstream school should be in special school, would be a major achievement towards human resource development. IE is not only a passion but also the need of the time and now is the time that change takes place. He stressed that we should initiate this change today by following the guidelines developed in this national consultation. He further said that in developing countries, IE with adequate preparation and support is the key to achieve MDGs or constitutional goal of EFA. He thanked all the participants for their valuable contribution and said that MoSW&SE will look forward to their continued input and support in future as well. He specifically acknowledged the contribution of SSI, ICEVI, and Lee Foundation who have directed their efforts towards the development of inclusive education in Pakistan and bringing forward the concerns of currently excluded groups.

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Annexure 1

***Policy, Plan and Programs for Inclusive Education Promotions
Mr. T. M. Qureshi
Deputy Educational Adviser (Plan), Ministry of Education***

Mr. T. M. Qureshi started his presentation with some global facts from UN statistics and estimates regarding education and disability. Further he discussed the oscillating trends in inclusive education and the difference of inclusion and integration. He said that integrated education essentially follows the medical model of disability which sees the child as a problem and demands that the child is changed, or rehabilitated to fit the system, on the other hand inclusive education is more in tune with the social model of disability which sees the system as a problem. The school and the education system as a whole are enabled to change in order to meet the individual needs of all learners. He stressed that most fundamental pre-requisite for inclusion is reform and restructuring of mainstream schools and of the education system itself.

Mr. Qureshi mentioned that Policy and Planning Wing, MoE has initiated Review of National Education Policy 1998-2010 and NEP review team is presently at final stage of its diagnostic round. It will be followed by Sector-wide Education Plan. He said that this is high time for due consideration to IE during review of both NEP and Sector-wide Education Plan. Curriculum wing, MoE has already conveyed its intention to MoSW&SE to make necessary changes in the curriculum for facilitating IE in the curriculum review, for which a team of consultants has started its work.

He concluded his presentation with a quote by Sathi Alur (an economist involved with the cause of challenged children) "If all children grow up together there is less likelihood of resistance towards and ostracism of the disabled".

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Annexure 2

Key Ingredients of Inclusive Education Dr. Bhushan Punani Regional Chairperson, West Asia, ICEVI

Dr. Bhushan Punani shared a case study of Gujarat integrated education programme which started in 1981 with only 11 children. The Government of India provided support to this initiative during 1986 by sanctioning a grant of Rs. 65,000 for 8 children with visual impairment covered under integrated education. Today, after 17 years, this small number has increased by 4500 times with a grant allocation of Rs. 105 million!!

Today in Gujarat, there are more than 36,000 children studying under integrated education, completely supported by Ministry of Human Resource Development as well as Department of Education. The coverage has increased from only visually impaired children to children from all categories of disability. The combined approach of promoting all modes of education simultaneously has enabled the state government to ensure "Education for all." This case study establishes that promotion of inclusive education would ensure following opportunities:

- Achieving the target of "Education for all" by ensuring appropriate education to each and every child
- Sensitizing and involving the regular education system to fulfill the needs and aspirations of children with disabilities.
- Taking education to the doorsteps of child by ensuring their enrolment in the neighborhood school.
- Seeking and ensuring active involvement and participation of parents, members of family and community in promotion of education of the child.
- Making special education affordable, economical and cost effective so that all children with disabilities may be ensured education.

He mentioned that we are at a historic juncture today! The United Nations is on the verge of evolving and adopting the "Convention on the Fundamental Rights of Persons with Disabilities". The guiding principle for this convention is that human rights are universal and according to their nature thus include all human beings, among them persons with disabilities. All people, disabled and non-disabled, are born equal and have the same inalienable rights to life and development, education and work, and the right to self-determination, independent living, self-representation, inclusion and access to active participation as equal citizens in all aspects of society and community life. However, merely adoption of approach on inclusive education may not ensure appropriate education to each and every child with disability. It would require establishing a system for monitoring of progress, allocation of adequate resources, adoption of the policy by different stakeholders and different State machineries, promoting educational approaches under the auspices of education system, and above all, considering education – a matter of human right, a fundamental right.

Annexure 3

***Introduction to Inclusive Education – Pakistan Perspective
Prof. Abdul Hameed
Chairman, Special Education Department Punjab University***

In his presentation, Prof. Abdul Hameed shed light on Millennium Development Goals and Pakistan, international commitments, and Pakistan's role as signatory of these declarations. He further discussed the factors which reduce the participation of children with disabilities. The dream of 100% enrollment as perceived in the MDGs cannot be realized without addressing the educational needs of children with disability and other conditions. Special schools, in spite of all their benefits, have failed to meet the educational needs of these children. The cost of special education is Rs.29000 per child per year as compared to Rs.2000 for a child studying in an ordinary school. The cost effective solution would be to transform the primary school functioning at the doorstep of each child into open and welcoming to all through IE. He further talked about the implementation process of IE. He emphasized that new Education Policy should state that:

- Every primary school, both in public and private sectors, should be open and welcoming for all children irrespective of their physical, intellectual, emotional, social, linguistic or other conditions. All schools should be child friendly.
- If school, in spite of all good efforts, fails to handle/educate the child with disability, the child can then be referred to the nearest special education school/centre for new placement with justification for such placement.
- The ordinary school should be improved to cater for the educational needs of the children with disabilities and other marginalized groups.
- The minimum essentials for school improvement include adaptations in physical, social, psychological and educational environment of the school, teachers' training on special/inclusive education, teaching kit and other assistive devices, and flexibility in curriculum and evaluation.

Annexure 4

Role of UN Agencies in Promoting Inclusive Education
Ms. Khalida Ahmad
UNICEF

Ms. Khalida Ahmad delivered a presentation titled “Role of UN Agencies in Promoting Inclusive Education”. She began her presentation with a brief regarding the current status and educational of Pakistan. She shared that since 1990 the UN agencies (UNICEF & UNESCO) have actively been advocating and supporting projects for “Education for All” and “Universal Primary Education”. She further explained the implementation, challenges and impact of these initiatives. Universal Primary Education: UNICEF supported projects in six districts to achieve Universal Primary Education (UPE) in Punjab. This means that all children at the age of 5 are to be enrolled and complete 5 year primary education. 7% children could not be enrolled in the UPE project. Mostly these children were working at brick kilns and with disabilities. The UPE challenged to have:

- Accurate data of children between age 5-10 for 100% enrollment.
- Mobilize communities/ parents to send their children to schools.
- Teachers have to ensure that once children enroll they stay, learn and complete primary education

In the UPE project, a teacher has to address a diverse group of children (ages and abilities). To make learning appropriate, interesting and meaningful for all children following methodologies were introduced “joyful learning”, “Child- friendly”, Gender sensitive teaching and learning” throughout the country. This project is being implemented in 22 districts. A child- centered teaching and learning processes are being introduced to create a child-friendly learning environment. Based on the learnings from these initiatives she mentioned the followings as key challenges:

Policy

- Clear policy frame work for inclusive education.

Strengthening of Provincial / District Training Institutes

- As a first step build the capacity of training institutes on inclusive education, development of appropriate training material and reporting mechanism for achieving targets

Mechanism for Coordination

- Setting-up a coordinating mechanism with Health, Education, Social welfare, Special Education and the private sector for inclusive education.

Partnership with Communities

- Community awareness mobilization, Parental education, and preparing children for school

Annexure 5

***Role of Health Professionals in Promoting Inclusive Education
Prof. Mohammad Daud Khan, Chairman, National Steering
Committee for the Prevention of Blindness***

Prof. Mohammad Daud Khan started his presentation with the brief description of essential elements of national success; respect for law and beauty of order lead to peace, prosperity and progress which result into a healthy and educated nation. Law in the hands of out-laws will only lead to ignorance and disease. He stressed that the only solution which can lay the road map for a prosperous and healthy Pakistan is Education. Prof. Daud Khan said that 1990 declaration of Education for All by 2015 seek the right of education for all regardless of individual differences. Almost 90% of children with disabilities are unable to access education. He further discussed the impact of disease and disability. He said that with the passage of time, the historic disease focused approach of health professional has been converted into modern public health approach. Integration of services such as education, health care, rehabilitation, social welfare, CBR can play a pivotal role in promoting IE.

He mentioned that avoiding risk factors and prevent disease is primary prevention; secondary prevention is to treat disease and prevent disability; and finally rehabilitation through Inclusive but Assisted Education, training and re-training to enable the affectee to avail useful employment opportunities. The aim should be restoring dignity and quality of life. The main challenges are:

- Cost
- Coverage
- Coordination
- Quality
- Accessibility
- Acceptability
- Social Discrimination
- Numbers and Distribution
- Equity and Justice
- Societal Responsibility and Political Commitment

He emphasized that these challenges can be over-come through advocacy for enhanced political commitment, civic society responsibility and committed and coordinated approach.

Annexure 6

Assistive Technology Needs

Mr. Hasan Minto

Low Vision and Refractive Error Advisor, Sightsavers International

The importance of assistive technology and how it can make the life of an individual with disabilities independent was explained by Mr. Hasan Minto. He stressed that assistive technology increase the ability of an individual with disabilities to pursue education and vocations by creating an enabling environment through technology support and bringing about an environment and attitudinal change. The definition of assistive technology is "...any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities...".

Assistive technology devices can be classified according to levels of technology and life skill areas. Devices are classified into levels according to the technological difficulty of the devices themselves as well as the level of technical training that the user requires to implement the equipment. Assistive Technology is a continuum of tools, strategies, and services that match a person's needs, abilities and tasks. It can be divided in four categories: no tech, low tech, mid tech and high tech. Assistive technology services includes evaluation of the needs of an individual with a disability, a functional evaluation of the individual in the individuals customary environment; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing of assistive technology services; coordinating services with assistive technology devices and using other therapies or interventions such as those associated with existing education and rehabilitation plans and programs.

Mr. Hasan Minto also shared two different case studies: in one case AT worked successfully and improved the quality of life tremendously, but in other case it didn't worked as effectively as anticipated due to different barriers. He concluded his presentation with the following saying "The real miracle of technology may be the capacity it has to remove previously insurmountable barriers faced by persons with disabilities."

Annexure 7

Assessing of calculating needs for service delivery
Ms. Nandini Rawal
Secretary, ICEVI

Inclusion is term that all of us have been passionately advocating for the past many years, the ultimate goal of any rehabilitation plan for persons with disabilities and this is the word that fills us some of us with dread, confusion, and doubts about its efficacy and success. Ms. Nandini Rawal provided a brief description of inclusive education. She mentioned that underlying values of an educational system are ABC (Acceptance, Belonging, and Community) and 4Rs (Reading, Writing, Arithmetic, and Relationships). Children with disabilities are as much in need of such values as non-disabled children. It acknowledges that all children can learn and it is about enabling the education system to respond to diversity.

Inclusive Education is about removing the barriers that exclude people from the education system. An inclusive education system ensures that all children in a given community, whatever their learning needs, speeds, age, gender, ethnic background, economic status, can be fully included in the mainstream system. This involves making some changes to the whole system and structures of education to enable this to happen. An inclusive education system locates the problem not with the child but supports and enables the system, the curricula, the methodologies, to be flexible and focus on all children's learning needs. It is a dynamic process, based on principles that need to be implemented practically according to the local context and situation.

It is a strategic approach designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education, at least at the elementary level, and enhancing access, participation and learning success in quality basic education for all.

She expressed that for an effective and efficient IE system, following are the critical strategies:

- Need for National Consensus on Inclusive Education
- Development of Policy on Education and Inclusive Education
- Dissemination of Information
- Setting up of infrastructure for Inclusion
- Sensitization of Bureaucracy
- Survey of disabled children in the country
- Recognition and initiation of Teacher Training Courses
- Preparing material on Inclusion
- Training of regular school teachers in dealing with children with disabilities

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Annexure 8

Barriers to Uptake of Services from Consumer Perspective Dr. Salma Maqbool Chairman, PFFB

“Children that learn together, learn to live together”

Dr. Salma Maqbool started her presentation with a quotation by Dr. Chris Kliewer, Associate Professor, Special Education University of Northern IOWA:

“Inclusion involves all kinds of practices that are ultimately practices of good teaching. What good teachers do is to think thoughtfully about children and develop ways to reach all children. Ultimately good teaching is a relationship between two people; teachers get good results because they enter into that relationship. Inclusion is providing more options for children as way to learn. It’s structuring schools as community where all children can learn. But, there’s no recipe for becoming an inclusive teacher or an inclusive school. It’s not a mechanized format”.

While discussing the barriers to uptake of services from consumer perspective, she described the followings as key barriers:

- The existing segregationist policy at the Federal level towards initiating the inclusive system of education to enhance the basic education of children with disabilities. The prevalence of the institutional attitude of neglect, disregard and disinterest at all levels due to lack of awareness about academic and economic benefits of inclusive education.
- Lack of sufficient background knowledge and skills by policymakers at various levels to initiate and implement inclusive education.
- Lack of flexibility in the standardization of curriculum and evaluation rules at school level to cater for the needs of the children with disability in an ordinary school.
- Lack of teaching resources for inclusive education available at federal, provincial or district level. The responsibility for the production of such material is not even assigned to any organization.
- Lack of training programmes on inclusive education in teacher training institutions in special education and normal educational system.
- Non-existence of political will and movement of legislation for including the children with disabilities with special needs in an ordinary school for their better education.
- Lack of motivation of Electronic and Print Media to act proactively for the promotion of the inclusive system of education.

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Annexure 9

Barriers to Delivery from Services Provider Perspective Prof. Muhammad Rafiq Tahir Director Training, Federal Directorate of Education

Prof. Muhammad Rafiq Tahir gave a brief about the role of Federal Directorate of Education (FDE) Islamabad, which was established as an attached department of Ministry of Education in 1967 with the prime responsibility of providing educational facilities at various levels in Islamabad Capital Territory (ICT) comprising both urban and rural areas. Discussing the topic, he mentioned that IE ensure that all children regardless of gender, abilities, disabilities, socio-economic, cultural, and ethnic backgrounds are treated with dignity and respect; have equal access to education, health services, work and all other aspects of life. They are enabled to develop their full academic, physical, emotional and social potential; have access to learning material in appropriate media and technical devices; and develop confidence in their own abilities, skills and future prospects. When children with disabilities are educated alongside children without disabilities, in a practice known as inclusion, children are offered an equal opportunity to be recognized on the basis of merit, regardless of their cognitive, physical, social, or emotional challenges. In inclusive classrooms, children become aware of the range of human potential, which helps them to develop sensitivity and an appreciation for the human experience.

He mentioned that FDE and DGSE signed 03 Pilot IE Projects supported by International Development Partner (IDP) Braillo, Norway, Sightsavers International (SSI), World Bank (WB) and Directorate General of Special Education. The main barriers to uptake the services are:

- Lack of political commitment
- Lack of awareness about inclusive education
- Inappropriate social environment
- Lack of inclusive classrooms
- Lack of focused training programmes for teachers and head teachers
- Non-availability of instructional material for IE
- Parents attitude
- Family non-corporation of children with special needs
- Community attitude toward children with special needs
- Infrastructure of school building
- Curriculum of mainstream school
- Non-availability of effective human resource (professionals/volunteers)
- Financial resources
- Role of media for attitudinal change of society
- Accessibility to school in rural areas

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Prof. Muhammad Rafiq Tahir shared the outcomes of different innovative projects initiated by FDE with the support of UNICEF (Child Friendly Schools), USAID (Children Resources International and ESRA Plus). He said that these projects enhanced the motivation and commitment level of teachers. Other key learnings are as follows:

- Classroom become more interactive and friendly
- Community participation has increased
- Creative Learning Environment become the basic role of the school
- Student Confidence has built up
- Dropout ratio is significantly decreased
- Participation rate in schools has increased
- Overall results has been improved

He said that FDE strongly recommend that IE must be the part of the main stream schools at Federal, Provincial, and District level. He suggested that for this purpose an Inclusive Education Cell may be established in the Ministry of Education. Ministry of Social Welfare and Special Education should be responsible to provide all technical support for effective execution of Inclusive Education in main stream schools, which includes training of teachers, head teachers, special instructional material and other related equipments for children with special needs. Close coordination/collaboration between education department and special education department at Federal, Provincial and District level is vital for successful implementation of IE.

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Annexure 10

List of Participants

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1.	Mr. Sarfaraz Ahmed Syed Director General Directorate General of Special Education
2.	Mr. Khalid Naeem Director (NR) Directorate General of Special Education
3.	Mr. Muhammad Fazil Cheema Director (SR) Directorate General of Special Education
4.	Mr. Mubark Ahmad Director (CR) Directorate General of Special Education
5.	Mr. Mustaqeem Siddiqui Director (Admin) Directorate General of Special Education
6.	Mr. Muhammad Ashraf Malik Director (Project) Directorate General of Special Education
7.	Mr. Aftab Ahmad Deputy Director (NR) Directorate General of Special Education
8.	Ms. Fouzia Kausar Deputy Director (CR) Directorate General of Special Education
9.	Ms. Musarrat Abid Deputy Director NTCSP, Islamabad.
10.	Mr. M. Arif Malik Principal Al-Farabi Special Education Centre
11.	Ms. Rubina Anjum Principal Al Maktoom Special Education Centre for VI.

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17.	Mr. Nasiruddin Qureshi Director NTD
18.	Dr. Abdul Majeed Rajput Director General Ministry of Health
19.	Mr. Pervez Iqbal Former Director DGSE
20.	Mr. Mumtaz Hussain Malik Director NCSW
21.	Brig. Muhammad Sarfraz Khan Pakistan Baitul Mal, Islamabad
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29.	Mr. Abdul Khaliq Solangi Principal /Provincial Coordinator Special Education Centre for PH, Karachi
30.	Ms. Asyia Shahid Director /Provincial Coordinator VCD, Lahore
31.	Ms. Salma Qureshi Vice Principal/Provincial Coordinator, VTCD, Quetta
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55.	Ms. Sadia Mohsin
56.	Dr. Salma Maqbool Chairperson PFFB, Islamabad.
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69.	Ms. Nandini Rawal Secretary ICEVI
70.	Dr. Nazma Kabir Regional Director Sightsavers International, UK
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102.	Ms. Rahila Ambreen Al-Farabi Special Education Centre, Islamabad

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Annexure 11

**NATIONAL CONSULTATION ON INCLUSIVE EDUCATION
Islamabad 27-28 March, 2006
Holiday Inn, Islamabad**

Programme

27th March, 2006

9:00-9:30 am	Registration
9:30-10:30 am	Inaugural Session
9:25 am	Guests to be seated
9:30 am	Arrival of Chief Guest
9:35 am	Recitation from the Holy Quran – Qaria Nusrat Dastagir, Al-Maktoom Special Education Centre
9:40 am	Welcome and Introduction - Mr. Sarfraz Ahmed Syed, Director General, Directorate General of Special Education
9:50 am	Role of ICEVI in Service Components of Inclusive Education - Dr. Bhushan Punani, Regional Chair ICEVI, West Asia
10:00 am	Role of NGOs in Promoting Inclusive Education Dr. Haroon Awan, Country Representative, Sightsavers International, Pakistan
10:10 am	Inaugural Address – Ms. Zobaida Jalal Federal Minister for Social Welfare and Special Education

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10:25 am Vote of thanks - Mr. Khalid Naeem
Director, DGSE

10:30-11:00 am Refreshments

11:00-01:30 pm Plenary Session

Presentations

11:00-11:10 am Policy, Plan and Programs for Inclusive Education Promotions -
Mr. T.M. Qureshi, Deputy Educational Adviser (Plan), Ministry of
Education, Islamabad

11:10-11:20 am Key Ingredients of Inclusive Education -
Dr. Bhushan Punani, Regional Chair ICEVI, West Asia

11:20-11:30 am Introduction to Inclusive Education – Pakistan Perspective
Dr. Abdul Hameed, Chairman, Dept. of Special Education, University
of Punjab, Lahore

11:30-11:40 am Role of UN Agencies in Promoting Inclusive Education -
Ms. Khalida Ahmed, Program Officer, UNICEF, Islamabad

11:40-11:50 am Role of Health Professionals in Promoting Inclusive Education -
Prof. Muhammad Daud Khan, Chairman, National Steering
Committee for Prevention of Blindness

11:50-12:00 nn Assistive Technology Needs -
Mr. Hasan Minto, Sightsavers International, Islamabad

12:00-12:10 pm Assessing of calculating needs for Service delivery -
Ms. Nandani Rawal, Secretary, ICEVI

12:10-12:20 pm Barriers to uptake of services from consumer perspective -
Dr. Salma Maqbool Chairperson, Pakistan foundation Fighting
Blindness

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12:20-12:30 pm Barriers to delivery from services provider perspective –
Prof. Muhammad Rafiq Tahir, Director Training
Federal Directorate of Education, Islamabad

12:30-1:30 pm Discussion

1:30-2:30 pm Prayer-Lunch Break

2:30-4:30 pm Technical session /group work – Need Assessment

28th March 2006

9:00-10:30 am Technical session / group work - To develop national guidelines

10:30-11:00 am Coffee/Tea break

11:00-1:00 pm Plenary II

Presentation of recommendations from each group along with question/ answer

1:00-2:00 pm Prayer/lunch break

2:00-3:00 pm Concluding session

1:55 pm Guests to be seated

2:00 pm Arrival of Chief Guest

2:05 pm Recitation from the Holy Quran – Qari Muhammad Saddique,
Al-Maktoom Special Education Centre

2:10 pm Presentation of consolidated recommendations
Mr. Khalid Naeem, Director DGSE

2:30 pm Remarks
Mr. John Wall, Country Director World Bank

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2:40 pm	Remarks Dr. Nazma Kabir, Regional Director SAC, Sight Savers International UK
2:50 pm	Concluding Remarks Mr. Noor Saghir Khan Additional Secretary, Ministry of Social Welfare and Special Education
3:00 pm	Vote of thanks Mr. Sarfraz Ahmed Syed, Director General Directorate General of Special Education
3:10 pm	Refreshments

Group Presentations

Services Delivery and Infrastructure

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Service Del. & Infrastructure	Desirable goals	Current Gaps	Key Objectives	National Guidelines for Development	Expected Outputs	Responsibility
<p>Early Identification Assessment Centre</p> <p>Existing services only available in limited number in urban areas</p>	<p>100% coverage in next 10 years</p>	<p>No coordination between hospitals and concerned departments</p> <p>Lack of equipment</p> <p>Lack of awareness among parents, teachers and NGOs</p> <p>Trained human resource? Low priority</p>	<p>Identification of needs of children with disabilities: preventive, promotive, curative, and rehabilitative</p> <p>Working with medical professionals for pre, peri and post natal care</p>	<p>National program for Inclusive Education</p> <p>Legislation for early need identification</p> <p>Incentives for parents</p> <p>Resource allocation in medium and long term plans</p> <p>Research</p>	<p>Increase the coverage by 50% in next five years</p> <p>Minimize the effects of disability by 20% in next five years</p> <p>Reduce the incidence of disability by 20% in five years</p> <p>Promote and increase coordination</p>	<p>Ministry of Education, Ministries of Health, Special Education and Social Welfare.</p> <p>District Government / NGOs</p> <p>Public-Private partnership?</p>
<p>Statistical data</p> <p>Referral to Medical and Educational Institutions, establishment of multi professional team</p> <p>Existing services</p>	<p>Needs to be updated</p> <p>Training of mothers</p> <p>Reduce the incidence of disability</p> <p>Establishing services at district level – audiometry.</p>	<p>Data is incorrect</p> <p>No coordination among health and education ministry</p> <p>Lack of awareness, guidance and counseling</p>	<p>Establishment of appropriate management information system</p>	<p>District based research studies</p> <p>No guidelines for census</p> <p>Legal definition of, impairment and handicap</p>	<p>Establishment of resource centre at district level</p> <p>Compilation of data at national level</p> <p>Publication of six monthly and annual reports for dissemination</p>	<p>Federal Bureau of Statistics</p> <p>Provincial department of special education and social welfare</p>

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<p>School Admission</p> <p>Existing Services</p> <p>Schools are available</p>	<p>Enrollment of special students in regular schools</p> <p>Education Ministry has to undertake this task in consultation with concerned ministries</p>	<p>Rigid/merit policy</p> <p>Lack of coordination between line departments</p>	<p>Equal and equitable access to schools for children with disabilities</p>	<p>Incentives to parents and teachers</p> <p>Appropriate Legislation for private schools</p>	<p>Ensure 2% quota in all schools including private, private and not for profit</p>	<p>Parents. Ministry of education, law department</p>
<p>School Environment:</p> <p>Attitudinal change</p> <p>School building</p> <p>Curriculum</p> <p>Assessment of students</p> <p>Execution of services</p> <p>Evaluation of services</p> <p>Trained Teacher</p> <p>Assistive devices</p> <p>Existing Services</p> <p>Not adequate</p>	<p>Accessibility</p> <p>Child friendly environment</p> <p>Attitudinal change at all levels</p> <p>Reactivation of school counsels</p> <p>Development of standardized</p> <p>Assessment and evaluation tools</p> <p>Establishment of production fitting and distribution of disability specific assistive devices</p>	<p>Buildings/classrooms are not disability oriented</p> <p>Limited Financial allocation</p> <p>Insufficient involvement of community / stakeholders</p> <p>Capacity building</p> <p>Assurance of sustainability</p>	<p>Promote a least-restrictive and enabling environment</p> <p>Demonstration of successful practices</p>	<p>Ensure policy implementation</p> <p>Induction of chapters/curriculum in civil engineering on barrier free physical environment</p> <p>Budget allocation</p> <p>Right based education</p> <p>Curriculum adaptation</p>	<p>Child friendly inclusive schools</p> <p>Promotion of conducive learning environment</p>	<p>MO education, MO SE, MO SW, Pakistan Engineering Council, School management, School teachers</p>

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Community Approach / Follow Ups	A few isolated example at Federal and other provinces exist	Empowerment, awareness among parents. Promoting parent partnership and participation, motivation	Lack of orientation, capacity building and empowerment of parents	Involvement of community Promote community awareness	Adoption of CBR as a National Programme	MO SW and Special education, MO Education, Line Departments, Private Sector, NGOs
Resource Centres Existing Services Infrastructure available at Federal Govt and Punjab	There should be composite Resource Centres at the Tehsil level providing all disability specific services	Functional at provincial level	Provision of services Dissemination of information and promotion of education	Establishment of resource centres at Tehsil level (Bottom to Top)	Barrier free access to services, information and education/knowledge Use of technology resource centres in education	MO Information and Technology, MO SW & SE, MO E, School Administration and Tehsil Administration
Advocacy & Social Communication Centres Existing Services Exist to some extent	Establishment of centres at District, Provincial and federal level	Mentioned in policy but not implemented PTA existing but no networking among parents/ other stakeholders	Use of law in legal interventions for promoting IE	Sensitization of Judiciary and framing of appropriate rules	Right to education as a tool for ensuring I.E.	Ministry of Law
National Coordination Cell / Council on I.E.	To Ensure National Coordination to promote and ensure I.E.	Not Existing	Ensure implementation of above mentioned objectives	Immediate action at Federal and Provincial level	Coordination between Universities, different Ministries, Provincial Departments, NGOs	Federal Govt.

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Advocacy: Need Assessment

Existing Services

- o National policy for persons with disabilities y exists but needs effective implementation with reference to services.
- o Parents of normal children are apprehensive about inclusive education
- o Due to social stigma, ownership by the family of children with disability is still an issue
- o In-sufficient diagnostic and rehabilitative services for children with special needs at early stage
- o with diffusion of responsibilities at local level community leaders is unable to perform the interface services
- o No regular interaction for collaboration between concerned ministries/departments
- o No mechanism for building trust between public private sectors
- o No operational mechanism for research exists to promote inclusive education.

Current Gaps:

- o Lack of commitment among policy makers/implementers
- o Lack of awareness among parents of main stream school children
- o Lack of counseling in household with disabled children
- o Lack of early intervention
- o Lack of commitment in community leaders
- o Lack of ownership and collaboration between concerned ministries/departments
- o Lack of public private partnership
- o Lack of coordination/cooperation among concerned professionals
- o The "will" for inclusive education is not there among masses

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Advocacy: Development of National Guidelines

Advocacy	Key Objectives (what do we want to achieve)	National guidelines for development	Expected output (what results or outputs do we expect)	Responsibility (who is going to do it)
	<ul style="list-style-type: none"> • Extensive publicity of national policy for persons with disabilities for awareness and implementation • Lobbying required to constitute a body to promote inclusive education with representation from ministries of education and special education along with other stakeholders. • There is need for teachers from main stream schools to get oriented in special education 	<ul style="list-style-type: none"> • Setting up a national advocacy campaign committee comprising of representatives of public & private sectors • Its task would be to formulate a time bound and targeted agenda involving relevant specialists to reach out to the schools, institutions & communities to take the message of inclusive education from the grass roots • A model training outline be developed and disseminated to 	<ul style="list-style-type: none"> • National campaign committee should be in place by 30th June 2007. • A consolidated committee of representatives totally committed and institutionalized for systematic follow up. • Schools, institutions and committees would have focal committees with 	<ul style="list-style-type: none"> • Representatives from ministry of education, special education and national steering committee for blindness and other disabilities. • Above mentioned committee may also take the responsibility of monitoring and follow up of this body. • Curriculum wing in ministry of education in collaboration with DG Special education-Curriculum

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<ul style="list-style-type: none"> • Extensive publicity of national policy for persons with disabilities for awareness and implementation • Lobbying required to constitute a body to promote inclusive education with representation from ministries of education and special education along with other stakeholders. • There is need for teachers from main stream schools to get oriented in special education • Promoting the utilization of all means of communication in order to sensitize and mobilize 	<ul style="list-style-type: none"> ▪ Setting up a national advocacy campaign committee comprising of representatives of public & private sectors ▪ Its task would be to formulate a time bound and targeted agenda involving relevant specialists to reach out to the schools, institutions & communities to take the message of inclusive education from the grass roots ▪ A model training outline be developed and disseminated to provincial governments and national NGOs to be adapted and replicated as required ▪ the provincial governments to commit ownership as sponsors and implementers in collaboration with relevant stake holders 	<ul style="list-style-type: none"> ▪ National campaign committee should be in place by 30th June 2007. ▪ A consolidated committee of representatives totally committed and institutionalized for systematic follow up. ▪ Schools, institutions and committees would have focal committees with an approved agenda of taking the message to target population groups ▪ Training of provincial governments both from ministry of education and social welfare will results as a part of the approved 	<ul style="list-style-type: none"> ▪ Representatives from ministry of education, special education and national steering committee for blindness and other disabilities. Above mentioned committee may also take the responsibility of monitoring and follow up of this body. ▪ Curriculum wing in ministry of education in collaboration with DG Special education- Curriculum section. ▪ National Institute of Special Education (NISE) will be responsible to provide support to line departments of public sector agencies with special training
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Accessibility: Need Assessment

Accessibility	Existing Services/Policy	Desirable Goals	Current Gap
Physical/structural Barriers	<p>Declaration of disabled friendly cities</p> <p>A few public buildings</p> <p>A few models (melody market, F 9 park)</p>	<p>Truly accessible houses, schools, side walks, public buildings</p> <p>Attendants for PWD</p> <p>Mobility</p> <p>Civil engineers with knowledge of accessibility</p>	<p>Direct link of children to services</p> <p>Coverage</p> <p>Toilets, ramps, lighting</p> <p>Technology</p> <p>Knowledge</p> <p>Curriculum of civil engineering to include accessibility issues</p>
Social/attitude	<p>Special schools</p> <p>Isolated groups</p>	<p>Inclusive schools</p> <p>Willing parents – disabled, non-disabled children</p> <p>Books include PWD as role models</p> <p>Empowerment of PWD</p>	<p>Isolation</p>
Legal/legislative	<p>Policy 2002</p> <p>Quotas for jobs</p>	<p>Legal act</p> <p>Competition on level playing field</p> <p>Accurate information on PWD</p> <p>Use of appropriate, internationally accepted definition</p>	<p>Legal obligation and enforcement</p> <p>Budget</p> <p>Mobility</p> <p>Real data</p>

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Communication	Hearing impaired sign language Visually impaired braille presses	Full range of services and technology for hearing and visually impaired Affordable technology Training of teachers in sign language and braille	Coordination between MoE and MoSE Optional subject for teachers in sign language and braille
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**NATIONAL CONSULTATION
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Accessibility: Development of National Guidelines

Accessibility	Key Objectives (what do we want to achieve)	National Guidelines for Development	Expected Output (what result or output do we expect)	Responsibility (who is going to do it)
Physical/ structural barrier	<p>Truly accessible houses, schools, side walks, public buildings, and transport</p> <p>Attendants for PWD Mobility</p> <p>Civil engineers with knowledge of accessibility</p>	<p>Legislation should be made for accessibility new buildings</p> <p>Reform the curriculum of civil engineers/architects</p> <p>Modification in existing infrastructure to make it more accessible</p> <p>All new constructions must be accessible</p>	<p>Development of manual on accessibility</p> <p>ramps, portable ramps for vehicles, high contrast large print signs, Braille strips, blinking lights, remove barriers from the footpath</p> <p>More participation in schools and public life</p>	<p>M/o Education</p> <p>M/o SW and SE</p> <p>M/o Law</p> <p>Provincial and District Governments</p>
Social/attitude	<p>Inclusive Education in all schools</p> <p>Training of Teachers on Inclusive education system</p> <p>Willing parents – disabled, non-disabled children</p> <p>Curriculum including sPWD as role models</p>	<p>Modification in teachers training curriculum</p> <p>Federal/Provincial Govt. engage with DPO</p>	<p>Teachers feel confident about managing classroom</p> <p>Students treated better</p> <p>Parents are motivated to give equal attention their children with special needs</p>	<p>M/o Education</p> <p>M/o SW and SE</p> <p>NGOs</p> <p>PTA</p>
Legal/legislative	<p>Empowerment of PWD</p> <p>Legal act</p> <p>Understanding Internationally accepted definition</p>	<p>Enforceable laws</p> <p>Comprehensive Act</p> <p>Hand outs</p>	<p>Phased law on accessibility</p> <p>Rise in education attainment of PWD</p>	<p>Ministry of Law</p> <p>M/o SW and SE</p> <p>DPOs</p>

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Communication	<p>Full range of services and technology for hearing and visually impaired</p> <p>Adaptation of available devices in Affordable technology</p> <p>Training of teachers in sign language and Braille</p>	Attract Business Community to Invest in these areas	Good quality Wheel chairs, Hearing aids, Brail Typewriters, CC TVs and other assistive devices will be easy to access	M/o SW and SE M/o Industries and Production
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Human Resource Development: Need Assessment

Existing Services:

- o Regular education teachers
- o Special education teachers
- o Non-formal & informal teachers
- o Rehabilitation personnel
- o Rehabilitation professionals
- o Other stake holders

Desirable Goals:

- o Training of mainstream education teachers
- o Special education teachers to be used as resource teachers or master trainers
- o Community workers to be trained in resource development
- o New rehabilitation personnel and professionals to be prepared
- o Capacity building of rehabilitation professionals and other stakeholders
- o Develop positive attitude among other stakeholders
- o Development of outreach programmes

Current Gaps

- o Insensitivity of mainstream teachers towards persons with disabilities
- o Lack of linkages and networking among stakeholders
- o Lack of training in special education needs amongst religious teachers
- o Lack of knowledge and skills special education needs amongst mainstream teachers
- o Lack of outreach programmes
- o Lack of recreational activity staff
- o Lack of awareness at national level

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Human Resource Development: Development of National Guidelines

HUMAN RESOURCE	KEY OBJECTIVES	NATIONAL GUIDELINES	EXPECTED OUTPUT	RESPONSIBILITY
<p>EARLY CHILDHOOD</p> <ul style="list-style-type: none"> Parents/carers Community Based Organisations Counsellor Itinerant Teacher Community Worker 	<ul style="list-style-type: none"> To train personnel who can prepare children for inclusive setup Train Community Based Organisations for interventions 	<ul style="list-style-type: none"> Public awareness through media and other sources Parental training Training of professionals and para professionals Training of Community Based Organisations/NGOs at grass-root 	<ul style="list-style-type: none"> Empowered parents A cadre of trained human resources for early childhood care and inclusion; Capable Community Based Organisations Sensitized Communities 	<ul style="list-style-type: none"> Ministry of Social Welfare & Sp. Education Ministry of Education Ministry of Health Local Administration & Government Civil Society/Community Based Organisations
<p>SCHOOL YEARS</p> <p>Regular Teachers trained in special needs; Professionals; Resource Teachers; Community Based Organisations NGOs</p>	<ul style="list-style-type: none"> To train personnel who can ensure inclusive education for children; To build capacity of CBOs/NGOs at grass-root for implementing programmes 	<ul style="list-style-type: none"> Implementation of legislation and policy; Restructuring of Teachers' training programmes; Adaptation of Professional Training; Sensitization of Professionals. Include CBOs/NGOs in programmes Refresher courses for professionals for disability management Enhance and adapt present resources 	<ul style="list-style-type: none"> Trained personnel available for ensuring inclusive education Trained Community Based Organisations for imparting village level programmes Establishment of inclusive schools 	<ul style="list-style-type: none"> Ministry of Social Welfare & Sp. Education Ministry of Education Higher Education Commission Civil society organisations Donors Community Based Organisations
<p>POST SCHOOL PERIOD</p> <ul style="list-style-type: none"> Vocational trainers Counsellors Employment Officers Job counsellors CBOs Community 	<ul style="list-style-type: none"> To train personnel who can ensure inclusive vocational training to young adults and integration into society 	<ul style="list-style-type: none"> Implementation of Policy & Legislation for equal opportunity for Disabled persons 	<ul style="list-style-type: none"> Trained personnel available for imparting vocational skills Equal job opportunity available for all 	<ul style="list-style-type: none"> Ministry of Commerce, Industry & Law, Chamber of Commerce National Committee for monitoring policy implementation Civil Society Organisations CBOs Job Placement Officers