

Educational Policies Vis-À-Vis Implementation and Challenges in The Case of Physically Disabled Children in Balochistan, Pakistan:

By

¹Dr. Mumtaz A. Baloch ²Amina Aziz Mengal

Abstract:

This article aims at to review the policies and gaps including the socioeconomic and institutional factors that affected the enrollment of disabled children and caused dropouts. It provides insights to scrutinize the gaps in policies, socioeconomic, and institutional factors with specific concern in enrollment and dropout of disabled children in Pakistan, and Balochistan in particular. The findings of this study revealed that the old-age centralized policies and a number of socio-economic and institutional factors seemed to have significantly affected the enrollment and quality education in the case of physically disabled children. There were only a few schools functional in entire Balochistan. For example, in entire province (Balochistan) there are only two schools for disabled children, established in Quetta city. In the other 31 districts, an estimated population of 300,000 people of each district there were no schools for the disabled children. The findings of this study revealed that there is a great distinction between the policy and practice in the case of physically disabled children in Quetta, Balochistan. Consequently, such children seemed to have been out of schools. Dropout after class eighth grade is almost 100%, as there are no high schools available for physically/disabled children, in Balochistan. The concerned organizations and authorities need to develop and ratify specific policies, provide required facilities to the schools including sufficient budget, streamline the academic planning, and an effective monitoring and evaluation system. Only awareness and motivation could not help in improving the enrollment rate and decreasing the dropout in the case of physically disabled children. There is an urgent need to provide the required

¹Associate Professor at the Department of Social Work, University of Balochistan, Quetta, Pakistan Email: mumtaz@alumni.ait.asia

²M.Phil. scholar in Education, University of Balochistan, Quetta Pakistan

facilities to the schools. Almost all students needed assistive equipment, effective physical therapy as well as regular medical facilities. Such measures can improve the enrolment and rehabilitation of children.

Keywords: Education policy; Practices; Physically Disabled Children; Challenges; Balochistan

Background:

Educating children with disabilities is a great investment and one of the key element sectors to reduce discrimination against children (DFID, 2011)). Professor Hawking says, “*Disability need not be an obstacle to success. I have had motor neuron disease for practically all my adult life. Yet it has not prevented me from having a prominent career in astrophysics and a happy family life* (WHO, 2011). Education also provides skills, uplifts productive activities and helps in revamping the potential of disabled children to become active member of society that eventually helps in alleviating poverty; and overcome social problems (DFID, 2011). “Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live” (Article 24 United Nations Universal Declaration of Human Rights), stated by Hameed (2003). Education for special children in developed countries started in 16th century) but in 20th century it took a remarkable turn in the pace of development. Different “Special education programs” and nationwide surveys conducted by the USA office and in result, large number of disabled children moved towards education (Akbar, 1995).

According to a world report 2011 on disability, there is approximately one billion people in the world living with a disability, with at least one in ten being children and 80% living in developing countries. It is estimated, 90% of disabled children are in South Asian countries namely, Pakistan, Bangladesh, India, and Srilanka, and the highest majority of these children are not enrolled in school; consequently, they often remain dependent on family and society (UNICEF, 2014). There are “1.4 million persons with disabilities in Pakistan were the children of school going age, most of whom do not have access to either inclusive or special school due to limited capacity in existing facilities” (<http://www.dailytimes.com.pk/national/08-May-2011>). Disabled children are often marginalized, discriminated and deprived from all the social needs and benefits of society (UNISEF, 2014). At provincial level in Pakistan, the Government of Panjab, Sindh, Khyber Pakhtunkhwa and Balochistan have taken steps to enrich the education for disabled children such as the Government of Panjab has recently established a separate department for disabled children. The Government of Sind has established

a separate wing in education department which controls 16 separate schools for disabled while in the provinces of KPK 20 and 4 special schools are established both for physical and other special children (Hameed, 2003). However, ineffective and unspecific policies for disabled children, socio-economic problems such as cost of uniform transportation, social stigma, parents' negative attitude to disability and their resistance to include children in education are the barriers to educating children with disabilities (DFID, 2011).

Right to education for disabled children is a global concern (Vilot, 2014). Globally, it is estimated that one (1) billion people of the world are those disabled who are often deprived from the basic right of education (www.campaignforeducation-org). Deprivation of education reduces the potential and productivity of disabled children which robs their fundamental rights and benefits of future and also results in making them the most discriminated and stigmatized members of society (DFID, 2011). There are lots of obstacles in ways of disabled children to be enrolled and complete their education (Vilot, 2014). Different factors such as inapplicable legislations, deficient policies and meager required resources, socio-economic problems such as, unawareness, stationary expenses and low income status of parents entailed school fee. Additionally, institutional factors include inadequate school building, lack of transportation facility, inappropriate curriculum and teaching pedagogy, untrained teachers, misbehavior and negative attitude of school administration, teachers and staff members; discrimination, violence, punishment seemed to have hindered in access to education for physically disabled children (WHO, 2011). To attain success in educating children with physical disability the issues can be resolved when the global legislations such as UN Convention on the Rights of Persons with Disabilities (CRPD), Education For All (EFA) and Millennium Development Goals (MDGs) ratified by the governments implemented by federal and provincial governments effectively. Pakistan is among those 145 countries which ratified the international gracious legislations to award the basic rights and benefits of retarded children (Ahmed et al., 2011). In accordance with these legislations the state along with its provinces should take concrete steps to enhance rehabilitation of disabled children and it can only be possible if the children with disabilities are provided their basic and important right of education. In Balochistan, any updated data about the physically disabled children, cross-sectoral policies, special strategies and analysis for their education are not found. Appropriate legislative frameworks and national plans should be created to educate the disabled children to make their future meaningful and

comfortable. Importance of this study lies on the approach and scope adopted to ensure access to education for physically disabled children. This study explores all the major factors influencing the education of physically disabled children to draw the attention of government authorities, and grants them suggestions and appreciated assistance to resolve the problems to provide the basic right of education for those children who have physical disabilities.

In Balochistan almost no up dated data and such studies are available to evaluate the loopholes and challenges regarding physically disabled children and their education. Based on primary and secondary information this study is an attempt to analyze the economic factors effecting the enrollment of physically disabled children in Balochistan. Thus, this study is an effort to enhance the knowledge and attention of government authorities, policy makers, stakeholders, development planners and its general readers towards genuine requirements of the children with physical disabilities regarding their education to contribute to resolve the faced issues.

A Glance at The Policies of the Education of PDC:

Policy is formulated by governments and institutions to pursue the set-goals in order to achieve those timely (Hadded, 1995; Young, 2013). National and global policies and legislation recognized education for children with disabilities as their fundamental right and cradles to pay tribute to their social status in order to produce good citizens (Tardi, 2012; McCulloch and Crook, 2013; World report, 2011; Young, 2013). For instance, the article 23rd of United Nations Convention on the Rights of Children 1989 highlighted the special care and education for disabled children (Miles et al, 2002). Likewise, the Education for All (EFA) from 2000 to 2015 emphasized early childhood-care and education, particularly, for the most disadvantaged and disabled children (GMR, 2015). On the other hand, the Millennium Development Goals (MDGs), recognized by the United Nations in 2000, undeniably seemed to have overlooked the physically disabled children. According to the National Policy for Persons with Disabilities 2002, it is the responsibility of the state of Pakistan to promote a normal system of education to the disabled children at all levels. And, the federal, provincial and all district governments of Pakistan will extend help and collaboration to enhance all opportunities of education for disabled children (GoP, 2002). Limited literature is available on access to education for physically disabled children in Pakistan. The reviewed literature illustrated that a proportion of world 's disabled children have not been taken in to account in the MDGs which appear to be one of the greatest loopholes. However, MDGs addressed the poverty.

In some contexts, poverty and disability are connected to each other. Where there is disability there is invisibility, social discrimination and lack of access to education. Similarly, lack of education fallouts lack of information, economic imbalance and deficiency of nutrition which results diseases and disability. Thus, in this way MDGs indirectly connected to the rights of disables as other people (UNP, 2011). Convention on the Rights of Persons with Disabilities (CRPD, 2006) specially reflects the basic rights of disabled persons and all the social, economic, cultural and educational deficiencies which hinder them to participate in society on equal basis with others. Such as, its article 24 specifies the free and compulsory education for disabled persons and emphasizes all the state parties to adopt and ensure such legislation and policies which take appropriate initiatives to stipulate their all needs. It is actually a brilliant step against the issues of disabled persons.

Educating children with disabilities has been a challenge in developing countries but most recently after effective efforts in 2006, United Nations convention on the rights of persons with disabilities (CRPD) adopted the new policy in 2008 (www.un.org/en/globalissue/disabilities/). This convention provides its Article 1 “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”. And, the Article 24, “State Parties shall ensure that: Persons with disabilities are not excluded from the general education system on the basis of disability, and not excluded from free and compulsory primary education or from secondary education on the basis of disability”.

Pakistan is one of those countries which ratified, this convention of United Nation (CRPD), and as in accordance with this convention that this is the responsibility of the state, at its Province level, to rehabilitate, secure, educate and advance the disable in suitable employment to make them complete individuals of society (Ahmed et al., 2011; Waqar, 2014). However, according to the United Nations, approximately 10 percent of world’s population lives with a disability and 80 percent of them are in developing countries out of that 90 percent are children with no access to education (<http://www.un.org/en/global/issues/disabilities/>). Pakistan is among the 145 signatory countries of EFA (Education for All) “a global movement led by UNESCO, aiming to meet the learning needs of all children, youth and adult by 2015” In addition, according to the article 25a (Right to education) of constitution of Pakistan, “the state shall provide free and compulsory education to all children at the age of five to sixteen years, in such manners as may be determined by law”. Being the part of

these dignified legislations, all the Provinces of Pakistan are responsible to ensure quality education for disable children. Despite such policy instruments (United Nations and legislations) enacted by federal and provincial governments in Pakistan, there seem to be a great gap in between policy and practice particularly in Balochistan. According to New York Times, TRIBUNE 2014, 66% of children between ages of 5 and 16 are without any kind of education in Balochistan. (<https://tribune.com.pk/story/773894/66-of-children-in-balochistan-do-not-go-to-school>). The disabled children have almost no access to education although the social welfare department and different institutions"/INGOs aim to support in educating the physically disabled children in Balochistan generally, Quetta particularly. Consequently, disabled children neither could equally benefit from schooling facilities nor complete their education. The goal of achieving education for disabled children in Balochistan seemed to have been challenging due to numerous hurdles and shortcomings such as, lack of awareness among parents, lacking ability to buy books and uniform and bear the transportation costs because of extreme poverty. Additionally, the long distance to the Government schools, attitude of teachers and school staff towards disabled children; and insufficient building/space equally affected the education of the physically disabled children (sparcpk.org/sopc2014/Education_Chapter_2014) Consequently, majority of children with disability are either not enrolled to school or dropout due to these several issues. Hence, this research aims to understand the policy gaps, socio-economic factors that hinder in improving the education system for the physically disable children in Balochistan, Quetta District in focus.

Pakistan is among those countries which ratified the global legislations to fulfill the promises to ensure access to education, for all including the children with disabilities in primary school (Singal, 2015; ISJ, 2014; Waqar, 2014). However, according to Japan International Cooperation Agency (JICA, 2002), in Pakistan disabled persons are generally unseen, unread and uncounted. Despite the amendments and promises, according to the UNESCO Education for Global Monitoring Report 2014 'Pakistan is among those 14 countries in which more than one million children are out of school and amongst these countries Pakistan comes second highest out of school population (World Report, 2011; HRCP, 2014; Singal, 2015; GMR, 2014). The DFID report (2011) articulated that the ignored, vague and discriminatory policies segregated disabled children and avert them to have success in education. As Pakistan 's National Commission on Education 1959 endorsed the facility of education for person with

disabilities. Due to poor governance this proposal never took root (Ahmed and Yousaf, 2011). Similarly, according to the 25a (Right to education) of constitution of Pakistan, “the state shall provide free and compulsory education to all children at the age of five to sixteen years, in such manners as may be determined by law”. However, the act does not have any exact alignment to the children with disabilities (Singal, 2014). For example, studies indicated that estimated 1.4 million (28.9%) are those disabled children in Pakistan who do not have access to school (HHRD, 2012; Waqar, 2014; It seems there is great gap between policy and practice/ground realities.

According to the National Policy for Persons with Disabilities 2002, it is the responsibility of the state of Pakistan to promote a normal system of education to the disabled children at all levels. And, the federal, provincial and all district governments of Pakistan will extend help and collaboration to enhance all opportunities of education, for disabled children (GoP, 2002). Nevertheless, in Pakistan these policies and agendas seemed to have not been followed properly, most probably due to the weak administration (Ahmed, et al, 2011). In Pakistan still there is no sufficient authentic data available on disabled children. This is due to inappropriate policies, objectives and practices which could be the baseline to show the real picture and statistics of children with disabilities to take effective actions (Sayed, 2012). Both the administrative data and household surveys are essential to take initiatives for improving the enrolment of disabled children in schools, with other facilities (HHRD, 2012; UNICEF, 2013).

Balochistan is facing genuine challenges to ensure the access and quality education; which can be removed by implementation of the global policy instruments (Razaq, 2011; Badini, 2011). In Balochistan the standard of education portrays a challenging picture due to insufficient budgetary allocation and deficiency of facilities in the schools, established for physically disabled children. Statistics unfolds the situation that in whole province there are 1.77 million children out of 2.6 million children of the age of 5-16, still not enrolled in school. There seemed to have been a distinction between policy and practice. A specific allocation of budgetary, for disabled person must be the essential part of the national policies and plans (Beco, 2014). Because despite being aware of the importance of education some parents could not afford to send their children to school. It requires political actions, lobbying, and dialogue with government and cooperate sector to make these policies appropriate and applicable to ensure possibilities for education of physically disabled children (Ahmed, et al, 2011). It is the responsibility of all state

governments to provide financial support to parents and schools to make possible the enrolment of every child in school (Zakar et, al. 2013).

Declaration on Human Rights, Dec 1948:

Universal Declaration on Human Rights (UDHR) adopted by the United Nations General Assembly on 10 December 1948. It declared all the basic rights of human beings. It has endorsed by all the international communities. It states that every human being has the right to freely enjoy all the social, economic, cultural, educational and political privileges. The article 26 of UDHR is specially compiled for right to education. It explains that everyone has the right to free and compulsory education at least at the fundamental stage. There seems to be dilemma. This declaration did not focus the education for physically disabled children. This is why PDC have remained the most disadvantaged and vulnerable.

United Nation Convention on the Rights of Children (UNCRC 1989):

“If you are disabled, either mentally or physically, you have the right to special care and education” article 23, UNCRC. United Nations Convention on the Rights of Children, was adopted by the United General Assembly on 20 November 1989; and became operative on 2nd September 1990. This convention has immensely forced on education for all. The articles 28 and 29 of UNCRC clearly states for the fundamental and most important right of primary and elementary education. And, the article 23rd specially and highly deals with the important rights of disabled children such as special care and education. It also persuades the advanced nations to help developing countries to achieve the goals of education and in the meantime, encourages the educational institutions to enhance children’s self-respect to develop their personalities.

Education for All (EFA), 2000-2015:

The treaty Education for All (EFA) is a clear frame work for education, adopted by 164 countries at the world Education Forum in Dakar, Senegal (UNESCO, 2015 and; based on six educational goals which had to be achieved by 2015.

1. Early Childhood Care and Education:

The first goal was comprised on early childhood-care and education, particularly, for the most disadvantaged and disabled children.

2. Universal Primary Education:

Same as, the second goal was grounded for the universal primary education that the children must have the right to entry in free and compulsory education.

3. Youth and Adult Skills:

While the third goal argued on youth and adult appropriate skills.

4. Adult Literacy Rate:

Fourth one was based on achieving adult literacy rate by 2015.

5. Gender Equality:

The fifth goal of EFA was for gender equal opportunities with especial focus on girl's complete access to quality education.

6. Quality of Education:

Sixth and last goal was for the surety of quality education (GMR, 2015). Pakistan is also among those 164 countries which ratified EFA in 2000 but unfortunately the promises could not bore fruit according to the framework of treaty, especially in achieving the goals of education for disables (Mukhtar, 2011).

Millennium Development Goals (MDGs):

The eight International Development Goals, recognized by United Nations in 2000, are called the Millennium Development Goals (MDGs). Almost 193 countries including Pakistan were committed to help in achieving these goals by 2015. The eight MDGs address for the poverty, promotion of education and literacy rate, gender equity, lessening of child mortality, improvement of maternal health, termination of diseases, enhancement of environmental sustainability and development of global partnership (UNDP, 2015). Historically, the MDGs seemed to have overlooked the physically disabled children. There is a remarkable gap between disability and MDGs. A huge number of world's this population is absolutely not mentioned in any one of the MDGs which is a particular concern. However, MDGs vastly address poverty which is highly connected to disability. Poverty results disability and where there is disability there is invisibility and social discrimination and lack of access to education and where there is lack of education there is economic imbalance which results in lack of resources, hardships, lack of information and severe poverty and deficiency of nutrition which fallouts diseases. Thus, in this way MDGs indirectly connected to rights of disables as other people (UNP, 2011).

Convention on the Rights of Persons with Disabilities (CRPD) 2006:

Convention on the Rights persons with Disabilities (CRPD) adopted on 13 December 2006; and came in to force on May 13, 2008. Along with Pakistan, 147 countries ratified and 158 are the signatories of this United Nations convention (Graham, 2014). Pakistan ratified CRPD in August 2011. The convention specially reflects the basic rights of disabled persons and all the social, economic, cultural and educational deficiencies and blocks which hinder them to participate in society on equal basis with others. It is actually a vivid and protective step against all the issues encountered by disabled person in society. It also emphasizes all the state parties to adopt such legislations and policies which take appropriate

initiatives to specify the needs of disabled persons, and ensure the implementation of legislations and policies at grass root level. Consequently, article 24 of the CRPD is a special statement for the free compulsory education of persons with disabilities. This article inclusively denies the social discrimination of disabled persons.

Table 1 International legislations, plans and policy/ies for the education of disabled children

Salient feature	Situation in Balochistan
Declaration on Human Rights. 1. Insists on free and compulsory primary and elementary education and states to Improve enrollment through awareness, and provide sufficient budget including required facilities such as trained teachers and buildings.	1. Improvements in quality education for PDCs remained lower and slower due to upward bottlenecks such as inappropriate utilization of province budget, lack of appropriate policies and social discrimination.
United Nation Convention on the Rights of Children UNCRC (Pakistan ratified this convention in 2 Nov 1990) 1. Ensure the basic right of primary and also secondary education for all children. 2. Make surety of healthier educational institutions for healthier development of children's personalities. 3. Make possible the fundamental right of education for disabled children	2.1.77 million Children are out of school out of 2.6 children with PDCs in Balochistan.
Education for All EFA, (Pakistan signed in 2000) 1. Argues on early childhood care and education of for all specially for disabled and disadvantaged children. 2. Stipulate for basic education, brilliance in literacy rate and measureable learning outcomes.	3. Efforts to include the disadvantaged children in mainstream could not be fruitful according to promises. 4. Capacity to improve quality education needs to be improved. Enrolment rate still remained lower and literacy is the most marginalized sector

	in Balochistan.
Millennium Development Goal MDGs, (Pakistan adopted in 2000) 1. Insure 100% primary enrolment, 2. 100% survival/completion rate and, 3. 88% literacy rate.	5. Performance of Balochistan is the worst in achieving MDGs especially in health and education sector. 6. Enrolment rate of primary schools age (5-9) till 2011 to 12 is 63% out of 803, 750 children; 7. Gross enrolment is 63% Net enrolment is 51% 8. According to the NEMIS data 542,534 children are out of school including PDCs. 9. And, according to the PSLM data (2011-2012) 0.58 million 582,931 children are still out of school in Balochistan. 10. The Primary school survival/completion rate 53%. 11. The overall literacy rate is 47.7%.
Convention on Rights of Persons with Disabilities CRPD (year ...5TH July 2011....) 1. Make sure access of quality and free primary and secondary education for disabled children on an equal base with all children in the community in which they are living.	12. Unspecific policies for PDCs, different socio economic barriers such as social stigma, inaccessible school building, cost of transportation, uniform and books.

Source: GoP, 2002; PMDGR, 2013; AEPAM, 2013; sparcpk.org/sopc2014/Education_Chapter_2014)

8. Social Factors Effecting the Education of Physically Disabled Children:

Disabled children equally deserve all the rights of the society, education in particular (SOWC, 2013). However, history reveals that children with disabilities often were regarded as objects of bad omen, the sign of sin and misfortune. They always were killed viciously (Randiki, 2002; Hyford, 2012). Such harsh treatment towards disability has been renounced now but, discriminatory attitudes and ignorance are still challenging (Randiki, 2002). They are ignored at all levels in society, in families, at government

level, in national and international policies and programs, in budgetary allocation (Hyford, 2012; SOWC, 2013; OOSC, 2014) and often hidden at homes, deprived from education to have a meaningful place in society. Such situations appear in societies due to lack of social norms which create sociological complex in disabled children and weakens their abilities to play valued role in future (www.ukessays.com/essays/social-work/situation-of-persons-with-disabilities-in-pakistan).

Unawareness and Negative Attitude of Parents Avert PDCS to Be Enrolled in Schools:

Parents' participation in kids' educational process provides healthier help to the schooling system. The possibilities of dropout may be minimalized, when parents are vigorous and attentive about their children's education (Farooq, 2013). In general, parents desire and want their child with any kind of disability, should also be educated accepted and normally treated in society like others (NPAD, 2004). However, parents' low confidence regarding their children with disabilities, avert these children to be enrolled in schools or generate causes to high dropouts, because disabled children are highly isolated, ignored and rejected and disadvantaged in society and schools. (NPAD, 2004; Korevaar, 2007; UNISEF, 2014 This is the reason that having a child with disabilities cause psychological problems and stress in parents (Taner, 2007). In such families disabled children are badly treated and neglected they regarded burden. Parents prefer to keep them at home all the time. They think schooling of these children is just a wastage of time and money. In such families disabled children automatically deprived to be enrolled in schools (Hyford, 2012; OOSC Report, 2014). These negative attitudes towards disabled children automatically results discrimination, preconception, low enrolment and high dropout level (NPAD, 2004).

In Pakistan ignorance and unawareness about the importance and opportunities of education for disabled children is one of the key factors of low enrolment and high dropout (ISJ, 2014; Zakar et al., 2013). The enrolment rate of children with disabilities in whole country is still less than 4% than the 70% enrolment rate of other children (Hameed and Fazil, 2011). Almost in all provinces of Pakistan including Balochistan most of parents respond with ignorance towards the disability of their children, they feel shame and acute stress and also respond with violence. They like to keep their children at homes and not enroll them in schools to get education and this always happens due to lack of social support Balochistan has the weakest position in different social indicators and education is one of the biggest with its lowest literacy rate. Especially the efforts for education of disabled children has still not taken successful and

strong roots (Khan, 2011). Apart from parent's unawareness educational opportunities for children with disabilities are also very low and slow due to limited facilities in schools (Hameed and Fazil, 2011). In the article 25a (Right to education) of the 18th constitutional amendment it is stated that the state will provide free and compulsory education to all children of five to sixteen years (GoP, 2010). On the other hand, in Balochistan province education for children with disabilities is highly remained outside of mainstream efforts which has been taken for other children. In total province there are four separate government institutions for disabled and only two of them are functional. This is not enough for the marginalized group of the whole province (BESP, 2013). This situation undoubtedly effects on enrollment rate of PDCs in Balochistan.

Table 2. District wise population of disabled persons in Balochistan and the number of special schools for this population

District	Disability Rate%	Disability in numbers (male, female and children)	Number special schools for disabled children in entire Balochistan.
Quetta	1.54	20624	According to the Social Welfare Department (Director General Office), in entire Balochistan there are almost 6 government schools, established for disabled children. "Excepting both the sampled schools in Quetta city for physically disabled children, namely, Chiltan Special Education for Physically Handicapped Children sariab road Quetta, and Education Complex for Special Children Brewery road, almost all other are just surviving or nonfunctional in Balochistan (for instance, in Mastung, Khuzdar and Turbat).
Panjgur	1.74	5546	
Noshki	3.87	5953	
Khuzdar	1.43	8378	
Awaran	9.73	12159	
Kharan	8.67	15513	
Washuk	8.67	11162	
Jaffarabad	5.62	36395	
Gawadar	3.51	9835	
Musakhel	4.42	8135	
JhalMagsi	6.91	11274	
Chagai	3.87	6086	
Barkan	3.50	5549	
Bolan	2.13	7201	
Kohlu	1.62	2134	
Killasaifulla	1.39	3351	
Pashin	1.25	7500	
DeraBuguti	1.32	3786	
Kalat	1.12	2962	
Sibi	1.25	2079	

Lasbela	0.99	4702
Kech	0.87	3855
Shirani	0.82	691
Zhob	0.82	2137
Loralai	0.80	2892
Ziarat	0.80	275
Naseerabad	0.77	3217
Killa Abdulla	0.43	2933
Harnai	1.25	637
Mastung	1.23	2430
Total	2.33	210391

HHRD, 2012

Economic Factors Influencing the Education of Disabled Children:

Education and poverty have multidimensional connections. Education has positive effects on poverty. It increases economic growth and enhance progress and prosperity of nations (Afzal et al., 2010). While, the role of poverty is found to be negative on education. It always fallouts total destruction of social norms, health and education, high illiteracy rate, child labor, bagging, and often child abuse and even force parents to sell their children in all around the world especially in most of low income countries (www.concertcambodia.org/poverty.html). It is obvious that household poverty and hunger are undoubtedly documented one of the largest causes of low enrolment and high dropout rates of physically disabled children's schooling (Hillman and Jenker, 2004; UNICEF, 2012; UNICEF, 2013) Where parents are trapped in sever poverty and unable to feed their children, provide them shelter, clothing, health and other basic facilities and needs of life and also where there is large family size with limited household income, there, how can the poor parents afford the high costs of school fee, transportation, books, uniform and other needs of education. Therefore, poverty undoubtedly is the major cause of sever illiteracy in most of developing countries (UNICEF, 2012). Children from poor households less likely to be blessed with the opportunities of education which results in monetary failure of nations (Hillasted, 2014).

Investing on disabled children's nourishment, health and education with justice and fairness broadens the capacities of growth and development of nations and yields long-lasting return for the entire society (UNICEF, 2013). In 1990s the global approaches for the availability of compulsory and free primary education for all has been kept on priority for the

productive growth of nations (Fiske, 2012; UNISEF, 2014). Education for children with disabilities also took preference because these children also have the same rights like other children and without insuring access to education for disabled children such global goals and approaches like Education for All and Millennium Development Goals cannot be achieved and countries that are the signatories of CRPD, which states that “*the States Parties shall ensure that Persons with Disabilities receive the support required, within the general education system, to facilitate their effective education*”, will also be incapable to complete their promises (WHO, 2011).

Economic empowerment proved to help in improving the enrollment and reducing the dropout cases in most of south Asian countries including Pakistan, but still, interventions to enroll all children in schools have not shown positive results due to insufficient investment and incomplete obligations to free education (UNISEF, 2014). According to the article 37-B constitution of Pakistan, 1973, “*the state shall remove illiteracy and provide free and compulsory primary and secondary education within minimum possible period*” (GoP, 2003). However, Pakistan could not complete this promise entirely and failed to spend its amenities to guaranty primary education and decrease dropout rates at all due to economic constraints (GMR, 2007). Likewise, in 2010 the 18th amendment introduced its article 25^a with the same promise to free and compulsory education to all of the age of five to sixteen, but still despite strong economic growth in Pakistan, Balochistan in focus could not get satisfactory progress due to declined budget allocation in education sector. Subsequently, the school enrolment rates are slow and dropout is increasing (Mukhtar, 2013; Zakar et al., 2013). Lack of spending has been documented as one of the major reasons of high illiteracy rate in overall Balochistan; with its lowest rate of completing primary education. Due to insufficient budget there is critical shortage of basic school facilities like appropriate school buildings, trained school teachers, deficiency of safe drinking water, absence of electricity, shortage of toilets and educational scholarships and other essential needs (HRCP, 2014).

Balochistan’s progress in achieving its set targets regarding education for all are obstructed due to economic restrictions; Panjab, Sindh and Pakistan Capital Territory (ICT) have passed bills regarding article 25a “free and compulsory education”, while Balochistan and KPK still lagging behind in implementation of this target, Balochistan particularly, owing to low budgetary allocation (<http://www.sparcpk.org/SOPC-2013/Education.pdf>). Statistics discloses that in whole province there are 1.77 million children

out of 2.6 million children of the age of 5-16 are still not enrolled in school mainly due to (sparcpk.org/sopc2014/Education_Chapter_2014) Low access and high dropout rates in Balochistan are mostly caused by cost inadequacies (BESP, 2013). In overall province out of 7763 schools for boys 7% schools have no buildings, 79% have no boundary walls, 88% have no electricity, 99% have no drinking water and 84% have no toilets. Similarly, out of 2848 schools for girls, 9% have no building, 43% have no boundary wall, 80% have no electricity, 84% have no drinking water and 48% have no toilets (HRCP, 2014; UNISCO, 2014; NEMIS, 2012-13). Likewise, low utilization of funds or financial support resulted in shortage of teachers training programs, high gaps in pedagogy resources, reading and learning materials, appropriate supplementary materials, severe scarcity of potential planners and other fundamental resources (UNISCO, 2014). Such issues brought Pakistan at the second highest out of school population among those 14 countries in which more than 1 million children are out of school (HRCP, 2014; Singal, 2014; GMR, 2014) with those 1.4 million (28.9%) disabled children who do not have access to education (HHRD, 2012; Waqar, 2014; Nagata, 2014).

The Government of Pakistan has totally ignored education of disabled children. (Singal, 2015). For instance, the old-age education policy of 1972 of the country announced funds for education of children with disabilities. Likewise, the national policy of 1979 concentrated on the rehabilitation and education of handicapped children to enable them to be the parts of the main stream society. In 1980s after the UN declaration of 1981 Pakistan focused on the needs of education, rehabilitation and care of disabled persons as the International year of persons with disabilities. The policy of 1986 discussed on the issues of disabled persons' organizing services, application of programs and critical issues of curriculum. Nonetheless, in spite of all these national policies the enrolment level of PDCs in school could not rise in different areas of the country, which is one of a biggest debatable and critical issues (Ahmed, et al, 2011; Ahmed and Yousuf, 2011; Singal, 2014 and 2015).

Institutional Factors Effecting the Enrollment and Dropout Rate of PDC:

Schools are the communities for pupils which provide education as a lifelong pursuit, which grant healthier and productive citizens and award countries with financial, social and cultural prosperity (World Bank, 2003). All children even the children with disabilities too have the basic right to go to school, learn and progress (HRW, 2015) But children with disabilities ostensibly have less chances to attend school (World Bank,

2003) Where lack of appropriate legislations, social discrimination, and cost barriers create hurdles in schooling of disabled children, there also lots of institutional obstacles such as untrained teachers and school management, inaccessible school infrastructure, poor physical facilities, rigid pedagogy and curriculum, negative attitudes of school staff and violence or punishment keep disabled children far to be enrolled in schools or provide roots for their high dropout (WHO, 2011).

“He who opens a school door, closes a prison”. Victor Hugo

Untrained teachers and management appeared to major causes of low enrolment and high dropout of disabled children in school. Quality of education depends on quality of teachers, an educated and well trained teacher has a strong grip on all of the pedagogic approaches to develop children’s progress (BESP, 2013). Theoretical and practice-based trainings of teachers in general, are ideally the cores of a successful teaching and learning process (Lewis and Bagree, 2013) Teachers training has a direct effect on students worthy learning capacity and declining dropout rates. Well trained teachers are always well aware of the certain appropriate and flexible techniques of pedagogy and the techniques of dealing with the students (Zakar et al., 2013). Globally there is deficiency of well trained, motivated and devoted teachers to assure the goal of Education for All and bring the most excluded disabled children towards education (Lewis and Bagree, 2013). Teaching of children with disabilities needs changed methods as compare children without disabilities. These children need extra care, attention, proper guidance, observation, assistance and assessment which the well trained educators can provide (Khatoon, 2003). While, lack of qualified and trained teachers have been mentioned as one of the major factors for the poor enrolment of disabled children in schools (WDE, 2006).

Teachers’ educational trainings to meet the educational needs of disabled children in Pakistan started in 1952 when a college with the name of Government Training College for training of teachers of deaf children established in Panjab by Gung Mahel Foundation, a non-governmental organization. Another training institution established in 1987 with the name of Government Teachers Training College for the Blind children also in Panjab. After the announcement of International Year for disabled person in 1981 different universities in Pakistan such as Allama Iqbal Open University, Karachi University and Panjab University started degree courses to educate and trained teachers to meet the needs of teaching disabled children (Khatoon, 2003). But still there is lake of adequate pre and post-service trainings of teachers and the teaching services are unsatisfactory in all provinces of Pakistan (Mukhtar, 2013 Particularly, in

Balochistan there are primary school's teachers teaching styles, communication skills, critical and creative analytical approaches, leadership abilities pedagogic techniques, dealing skills with students and knowledge is still poorer (BESP, 2013). International monetary funding, donors support and education budgets can provide necessary support to improve and encourage teacher's quality education and appropriate trainings (Rowden, 2011). In-service professional teachers training services can develop professional standard of teaching methods but due to lack of funding such programs are not being held in Balochistan, teaching methods in special schools to increase learning process of disabled children are in a limited manner and no special quota in other public and private schools for these children is found to address their educational needs (BESP, 2013). Balochistan has not offered any special educational training of teachers to disabled children yet and none of the universities in province have announced special educational programs. Qualified and untrained teachers are insufficient to meet the educational needs of disabled children in all province (Khatoon, 2003). Teachers' quality is suffering due to lack of training programs (ADB and World Bank, (2008). There is a dire need of pre and post-teachers training programs in Balochistan to bridge the gaps of education at all levels (UNISCO, 2011).

Physical environment has a strong effect on every individual's functioning, especially on those who have physically disabilities (Mont, 2007). Lack of accessibility make disabled children dependent on others for ever (WHO, 2011). Children with physical disabilities needs an accessible environment extra resources and assistant devices in schools to get relaxed and feel independent in enjoying reaping the profits of education (WHO, 2011; UNICEF, 2013). Physical and social environment of schools play a critical role in enrolment and dropout of children. Physically comfortable environment develops children's interest and ensures quality education while where there is lack of existing physical facilities and in comfort environment there the learning process is diminished and exhausting and dropout rates are high (SCSPEB, 2011; BESP, 2013). PDC always face difficulties in traveling to school buildings with their wheelchairs due to inappropriate pathways, roads and bridges (WHO, 2011). Public transports seemed to be unavailable for these children which efficiently avert many children from reaching school and causes dropout (Ackerman et al., 2005). Similarly, in schools if there are upstairs, inadequate seating and narrow doorways, out of reach adapted toilet facilities, inappropriate playgrounds and deficiencies of other

essential amenities according to the needs of disabled children, there the children are always at the high risk of dropout (WHO, 2011).

“My house and my workplace have been made accessible for me. Computer experts have supported me with an assisted communication system and a speech synthesizer which allow me to compose lectures and papers, and to communicate with different audiences”. Professor Stephen W Hawking.

Relevant physical facilities for physically disabled children such as leveled grounds, facilitate toilets, wheelchairs, ramps, crutches according to needs of physically disabled children should be the essential parts of the schools (Karande, 2014). Class rooms for disabled children also should be well equipped with the technological facilities such as multimedia, television decoders, computer, overhead projector, telephones, tape recorders and other assistant materials such as hand held devices (WHO, 2011; Hoque, 2012). Individually seating arrangements, toilet facilities, clean and fresh water system should be the essential parts of the schools (Hoque et al., 2013).

In Pakistan the availability of facilities in schools according to the needs of disabled children are deficient and inappropriate (Khatoon, 2003). Though national policy of Pakistan 1990 came with an especial aim and objective to provide access to education through special facilities for children with disabilities. However, this aim could not be achieved due to indistinctness (Singal, 2015). Attention on basic needs of education for disabled children in whole country is still very limited and the policy recommendations and statements are always not matched with this situation for effective action which should be the core part of educational policies (National Report of Pakistan, 2012) Especially, past experiences says that there have never been well-intentioned efforts to balance the physical environment for students in Balochistan province. Non availability of school facilities is reported one of the major problems in schools of Balochistan (PPAF, 2012). Schools are always located at long distances and a large number of children can hardly have reached to these schools. According to Abbasi (2013), the first major problem which causes the lowest literacy rate in Balochistan. It is the accountability of governments, stakeholders, parents and the community members to make possible the availability of relevant materials to enhance the learning process, sure movement easier to the physically disabled children and develop full participation in schools (Karande, 2014).

Negative Attitude of School Teachers:

School offers opportunities and confidence to children to seek knowledge, learn skills, dignity, self-esteem, tolerance, critical thinking and way to enhance and show their talent to the world (UNISCO, 2014). But if school environment is unfriendly and threatening and teacher-pupil interaction is not friendly, there attendance suffers and dropout rates are increased (SRSG, 2012). Children with disabilities are always extremely ignored in schools, they always become the victims of isolation, shame fear, ignorance and highly considered useless, burden, incapable and stubborn due to their disability (UNESCO, 2010; WHO, 2011) and are always at the high risk of severe violence and punishment (SRSG, 2012; UNICEF, 2013). Schools instead of being the center of development and magnifying often represent an opposite aspect. Children face negative attitudes and harsh treatment of teachers and school staff. Violence, corporal punishment, bullying, mortification, verbal and sexual abuse in schools are the causes which create fear, depression, anxiety and insecurity and encourage high number of dropout (UNISCO, 2014). Since Pakistan's existence different national educational policies have been forcing on quality education which accordingly depends on school's performance. But, Pakistan is in one of those countries where teacher's demeaning attitude and corporal punishment often results in children's lowest confidence and interest towards schooling (National Report of Pakistan, 2012). Due to sever corporal punishment 35,000 high school children dropout of school each year. The secondary education also attaches with such issues in whole country (Ali at el., 2013). Pre and post service trainings, guidance and counseling, workshops and seminars are the ways to reduce negative attitudes and enhance teachers teaching skills and make them able to develop positive attitudes to teach and handle children with physically disabilities in schools (Karande, 2014).

Rigid Pedagogy and Curricula Force Disabled Children to Leave Schools:

Success in access to education for physically disabled children can be achieved by relevant, flexible and interesting curriculum and pedagogy (Karande, 2014). However, in most of developing countries including Pakistan the curriculum and pedagogy are always rigid, inflexible and not related with the requirements and abilities of children which highly pushes children towards dropout of schools (Ali at el., 2013). Specially, the children with disabilities (National Report of Pakistan, 2012). All children cannot learn in a same way. PDC need individualized educational practices, methodologies and techniques to promote their participation in education (Karande, 2014). Where pedagogy and curriculum is rigid and not according to needs and abilities of disabled children there the surety of

dropouts are must (WHO, 2011). PDC require extra time to read, write and understand and also for doing homework and for activities which they have to do out of classrooms. If they are not given proper time according to their need, it will effect on their learning opportunity and may cause exhaustion (UNESCO, 2015) and also these children should be train to make use of functional parts of their body to complete the learning process effectively (Ngugi, 2002). Therefore, the pedagogical activities should be designed according to their learning abilities (UNSCO, 2015).

Poorly qualified and untrained teachers, lack of monitoring and supervision inappropriate curriculum and pedagogy shortage of teaching materials, scarcity of physical facilities, negative attitudes and corporal punishment are the factors pushing students to dropout in all provinces of Pakistan (National Report of Pakistan, 2012). Balochistan, specially is categorized behind in education sector as compare to other provinces. Access to education is quiet challenging at all levels. Literacy rate is low. High level dropout and low enrolment are reported at the peak and this low educational attainment gave rise to low development of human capital and other several challenges (Abbasi, 2013). Removing these barriers to ensure access to education requires policy intercessions at different levels (Ackerman et al., 2005).

Conclusion:

Pakistan is among countries which ratified the global legislations to provide quality education to the disabled children. The National Policy of Pakistan, for Persons with Disabilities 2002, has inked that it is the responsibility of country to promote a normal system of education for the disabled children. However, the findings of this study illustrated that there is no achieve influence of policy at grass root level. In this sense, there was a great gap between the policy and practice in the case of physically disabled children in Quetta, Balochistan. For instance, in entire province there are only few (4) public schools for physically disabled children, established in Quetta, Khuzdar, Mastung, Turbat. Schools established outside of Quetta district heard to be just "*surviving*". In other (more than 30) districts of Balochistan where each district comprises on estimated 300,000 people, there were no schools for physically/disabled children. It is therefore prophesized that disabled children in such districts will not be enrolled in schools but become dependents in their entire life. Education of physically disabled children in Balochistan is somewhat disconsolate due to inadequate budgetary allocation, data, and lack of facilities and poor implementation of policies. The top-down approaches of developing policies and strategies have significantly affected the education system. It has overlooked the problems and needs of physically disabled children.

Such traditional practices resulted poor enrollment and caused dropout in the study area.

Recommendations:

To scale-up the quality of education for the physically disabled children we recommend the concerned organizations and authorities to develop and enact specific policies to significantly improve the education system for disabled children in general, physically disabled children in particular. Likewise, there is a need to allocate sufficient budget and ensure its proper utilization. There is an urgent need to monitor and evaluate the system in order to promote protective, healthy and cohesive environment in schools. There is great need to initially renovate and construct school buildings including all required facilities (safe drinking water, electricity, gas/heating system transportation). In addition, responsible organizations need to fulfill the requirements of the schools and scholarships. Poor growth in enrollment and high dropout rates of physically disabled children in Balochistan were critical factors which need investment, assessment and capacity building to achieve the objectives. To improve the enrollment and decrease the dropout cases there a great need to provide scholarships and required facilities to physically disabled children. Awareness through print and electronic media and educational campaigns, seminars and workshops seemed to have been essential instruments to encourage gender equity and address the educational challenges and needs. The government and concerned organizations need to provide trained staff for physiotherapy and the medication; and healthy food in schools. Coordination among the synergies (for instance, national and provincial educational ministries, policy makers, social welfare departments and I/NGOs and the private sector) can play an important role to intervene in the schools to provide the educational facilities and upgrade the schools; and establish more schools in other districts. There is an immediate need to rehabilitate all the enrolled and dropped out children through provision of assistive devices and effective physical therapy as well as regular medical facilities. Not only this, but physically disabled children deserve to be made skillful. Last but not least, there exists a gap-filling potential to effectively link the Social Welfare Department (Zakat programme), Pakistan Poverty Alleviation Fund (PPAF) and Benazir Income Support Programme (BISP), and concerned NGOs to intervene the vulnerable and most disadvantaged households of physically disabled children in particular, in Quetta district of Balochistan. In this sense, such initiatives can help in scaling-up the enrollment rate and controlling the dropout occurrences.

References:

- Abbasi F (2013). "Understanding Pakistan: Situation Analysis of Education in Pakistan". SPO discussion paper series.14: 1-24: Electronic: www.spopk.org. Islamabad.
- Ackerman P, Thormann MS and Haq S (2005). Assessment of Education Needs of Disabled Children in Bangladesh, Washington, DC, US Agency for International Development.
- ADB and World Bank (2008). ADB and World Bank Balochistan, Economic Report, 2008, op. cit.
- AEPAM (2013). Accelerating Millennium Development Goals. Country Report Pakistan 2013-15. UNESCO, UNICEF, Islamabad and Academy of Educational Planning and Management (AEPAM) Government of Pakistan, Ministry of Education and Training, Islamabad.
- Afzal M, Farooq MS, Ahmed HK, Begum I, Quddus MA (2010). Relationship between School Education and Economic Growth in Pakistan. ARDL Bounds Testing Approach to Co-integration. Pakistan Economic and Social Review Volume 48, No. 1 (Summer 2010), pp. 39-60
- Ahmad S and Yousuf M (2011). Special Education in Pakistan: in the Perspectives of Educational Policies and Plans. Academic Research International ISSN: 2223 Volume 1, Issue 2, September 2011, Pakistan.
- Ahmed M, Khan AB, Naseem F (2011). Policies for Special Persons in Pakistan Analysis of Policy Implementation. UC Berkeley School of Law Berkeley Journal of Social Sciences, Vol. 1, No. 2, United States.
- Akbar A (1995). Special Education Facilities for the Handicapped Children in Pakistan. Pakistan.
- Ali Z, Tabsum I, Jamal Z, Ghani F (2013). Dynamics of Dropout of Students in Government Schools: A Case study of Lower Dir, Khyber Pakhtunkhwa.
- Badini MA (2011). Education for All Plan Balochistan 2011- 2015. Developed by: Education Department, Government of Balochistan. In collaboration with: NCHD and UNESCO, Quetta, Balochistan.
- Beco Gd (2014). The Right to Inclusive Education According to Article 24 of the UN Convention on the Rights of Persons with Disabilities: Background, Requirement and (Remaining) Questions.

- Netherlands Quarterly of Human Rights, Vol. 32/3, 263–287, 2014, Netherlands.
- BESP (2013). Balochistan Education Sector Plan 2013-18. Policy Planning and Implementation Unit (PPIU), Education Department, Government of Balochistan.
- CRPD (2006). Convention on the Rights of Persons with Disabilities 2006. Final report of the Ad Hoc Committee on a Comprehensive and Integral International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities, USA.
- DFID (2010). Guidance Note, A practice paper. Government of UK.
- Farooq MS (2013). An inclusive Schooling Model for the Prevention of Dropout in Primary Schools in Pakistan. Bulletin of Education and Research June 2013, Vol. 35, No. 1 pp. 47-74.
- Fiske EB (2012). World Atlas of Gender Equality in Education. United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France.
- GMR (2014). A growing number of children and adolescents are out of school as aid fails to meet the mark: Policy Paper 22 / Fact Sheet 31 • EFA Global Monitoring Report c/o UNESCO 7, place de Fontenoy 75352 Paris 07 SP, France; UNESCO Institute for Statistics (UIS) C.P. 6128 Succursale Centre-Ville Montreal, Quebec H3C 3J7, Canada.
- GMR (2015). EFA Global Monitoring Report 2015: achievements and challenges, by the United Nations Educational, Scientific and Cultural Organization 7, Place de Fontenoy, 75352 Paris.
- GMR, (2007). EFA Global Monitoring Report 2007. The United Nations Educational, Scientific and Cultural Organization 7, Place de Fontenoy, 75352 Paris 07 SP, France.
- GoP (2002). National Policies for Persons with Disabilities. Government of Pakistan Ministry of Women Development Social Welfare and Social Education, Islamabad.
- GoP (2010). The Constitution of the Islamic Republic of Pakistan. Government of Pakistan.
- GoP, (2003). The Constitution of the Islamic Republic of Pakistan, 12th April, 1973. Punjab Code, Government of Pakistan.
- Graham N (2014). Children with Disabilities. Background paper for fixing the broken promise Education for All. Montreal, Canada.
- Hadded DW (1995). Education policy-planning process: an applied framework. United Nations Educational, Scientific and Cultural Organization, Paris.

- Hameed A and Fazil H (2011). Implication of UN Convention on the Rights Persons with Disabilities 2007 for Education Policy in Pakistan. Barcelona, Spain.
- Hameed, A. (2003). Inclusive Schools: An Emerging trend in Pakistan, 2003.Pakistan.
- HHRD (2012). Helping Hands for Right and Development: A Resource Book on Population of PWDs. Research and Development Department of HHRD, Islamabad, Pakistan.
- Hillasted S (2014). The Link between Poverty and Education. The Borgen Project USA.
- Hillman AL and Jenker E (2004). Educating Children in Poor Countries. International Mandatory Fund, Publication Services 700 19th Street, N.W., Washington D. C. USA.
- Hoque KE, Zabidi A, Zohora MF (2012). ICT Utilization among School Teachers and Principals in Malaysia. International Journal if Academic Research in Progressive Education and Development. Kuala Lumpur, Malaysia.
- Hoque KE, Zohra MF, Islam R, Al-Gbefeili AAA (2013). Inclusive Education into Mainstream Primary Education: A Comparative Study between Malaysia and Bangladesh.
- HRCP (2014). Human Rights Commission of Pakistan. Annual Report 2014. Aiwan-i-Jamhoor, 107-Tipu Block, New Garden Town, Lahore, Pakistan.
- HRCP, (2014). State of Human Rights in 2014: Human Rights Commission of Pakistan: Aiwan-i-Jamhoor, 107-Tipu Block, New Garden Town, Lahore-54600.
- HRW (2015). Human Rights Watch “Complicit in Education” South Africa’s Failure to Guarantee an Inclusive Education for Children with Disabilities. The United States of America ISBN: 978-1-6231-32644.
- <http://www.dailytimes.com.pk/national/08-May 2011>.
- <http://www.globalpartnership.org/focus-areas/children-with-disabilities>
- <http://www.pakistantoday.com.pk/2014/05/07/city/islamabad/forum-stresses-equal-rights-for-disabled/>.
- <http://www.un.org/disabilities/convention/conventionfull.shtml>).
- <https://tribune.com.pk/story/773894/66-of-children-in-balochistan-do-not-go-to-school>
- Hyford LC (2012). A Global Initiative on Out of School Children. Ghana.
- ISJ (2014). Situation of person with disabilities in Pakistan: with focus on women, children and minorities submission to the OHCHR by The Institute for Social Justice (ISJ), Islamabad, Pakistan.

- JICA (2002). Country profile on disability: Islamic Republic of Pakistan. Japan International Cooperation Agency Planning and Evaluation Department, Pakistan.
- Karande RW (2014). School Based Factors Influencing Participation of Physically Challenged Learners in Public Primary Schools in Kiambu Municipality, Kenya.
- Khan AS (2011). Policy Analysis of Education in Balochistan. UNESCO Islamabad, Pakistan.
- Khatoon, Aqila (2003). A Historical and Evaluative Study of Special Education in Pakistan. PhD thesis, University of Karachi, Pakistan.
- Korevaar W (2007). A Study of the enrollment of children with physically disabilities in primary school Kisumu District, Kenya.
- Lewis I and Bagree S (2013). Teachers for All: Inclusive Teaching for Children with Disabilities. International Disability and Development Consortium (IDDC)Ruede l'Industrie 10B-1000 Brussels, Belgium.
- McCulloch G and Crook D (2008). The Routledge International Encyclopedia of Education. By Routledge: 71Third Ave, New York.
- Miles S (2002). School for all including disabled children in education: Practice Guidelines, Save the Children 17 Grove Lane London SE5 8RD, UK.
- Mont D (2007). Measuring Disability Prevalence. The World Bank, 1818 H Street, N.W., Room G7-703, Washington, D.C. 20433-0001.
- Mukhtar EM (2011). Situation Analysis of the Education Sector. UNISCO, Pakistan.
- Mukhtar EM (2013). Education Analysis of the Education Sector. UNISCO, Pakistan.
- Nagata KK (2014). Forum stress equal rights for disabled. Islamabad, Pakistan.
- National Report of Pakistan, (2012). Situation Analysis of Children and Women in Pakistan. United Nations Children's Fund 90 Margalla Road, Sector: F8/2 Islamabad, Pakistan
- NEMIS (2012-13). Pakistan Education Statics. National Education Management Information System Academy of Educational Planning and Management Ministry of Federal Education & Professional Training Islamabad
- Ngugi MW (2002) Introduction to inclusive Education: Kenya institute of Special Education. Nairobi.
- NPAD (2004). Final Report, National Plan of Action for Persons with Disabilities. 116, Street 20, F 10/2, Islamabad.

- OOSC Report (2014). Out of School Children. Study in Uganda.
- PMDGR, (2013). Pakistan Millennium Development Goals Report 2013. Ministry of Planning, Development and Reform Government of Pakistan Block-P, Pakistan Secretariat, Islamabad-Pakistan.
- PPAF (2012). Pakistan Poverty Alleviation Fund. Annual Report 2012. Pakistan.
- PSLM (2011-13). Pakistan Social and Living Standards Management Survey 2011-13. Pakistan.
- Randiki F (2002). Historical development of special needs education. Nairobi: KISE
- Razaq R (2011). Education for All Plan Balochistan 2011- 2015. Developed by: Education Department, Government of Balochistan. In collaboration with: NCHD and UNESCO, Pakistan.
- Rowden R (2011). Wrong Policies at the Wrong Time: Impact of IME Policies on National Education Budgets and Teachers.
- Sayed MI (2012). Persons with Disabilities (PWDs) Statistics in Pakistan 2012. Research and Development Department of HHRD, Islamabad, Pakistan.
- SCSPEB (2011). Society for Community Support for Primary Education: District Early Childhood Education (ECE) Plan 2011-2015, District Chaghi.
- Singal N (2014). Education of Children with Disabilities: Counting and Accounting Go Together. ASER Pakistan 2014.
- Singal N (2015). Education of children with disabilities in India and Pakistan: An analysis of developments since 2000. Background paper prepared for the Education for All Global Monitoring Report 2015, United Kingdom.
- SOWC (2013). The State of the World's Children 2013: Children with Disabilities - a summary. United Nations Children's Fund (UNICEF). United Nations Plaza, New York, NY 10017, USA. sparcpk.org/sopc2014/Education_Chapter_2014).
- SRSG, (2012). Annual report of the Special Representative of the Secretary-General on Violence against Children. Geneva.
- Taner (2007), Kuckuer (1994), Zetlin (1987). A Comparison acceptance and helplessness level of disabled preschool children's mother.
- Tardi R (2012). The Right of Children with Disabilities to Inclusive Education. Good Practices in the CEECIS Region and Recommendations to the Albanian government, Albania.
- UNDP, (2015). Malaysia Millennium Development Goals Report 2015. United Nations Malaysia, ISBN No. 978-983-3904-17-4. Malaysia.

- UNESCO (2010). Reaching the Unreached in Education in Asia-Pacific to Meet the EFA Goals by 2015: A Commitment to Action. Asia and Pacific Regional Bureau for Education Mom Luang Pin Malakul Centenary Building 920 Sukhumvit Road, Prakanong, Klongtoey Bangkok 10110, Thailand.
- UNESCO (2011). Background Paper. Right to Free and Compulsory Education in Pakistan. Enforcement of Article 25-A of the Constitution of Pakistan, June 2011. Islamabad, Pakistan.
- UNESCO (2014). Teaching Respect for All. Implementation Guide. United Nations Educational, Scientific and Cultural Organization, 7, place de Fontenoy, 75352 Paris 07 SP, France
- UNESCO, (2010). Reaching the Marginalized. United Nations Educational, Scientific and Cultural Organization 7, Place de Fontenoy, 75352 Paris 07 SP, France.
- UNESCO, (2015). Right to Education for Persons with Disabilities. Overview for the Right to Education for Persons with Disabilities Report on Member States. United Nations Educational, Scientific and Cultural Organization 7, place de Fontenoy, 75352 Paris 07 SP, France
- UNICEF, (2012). A Summary of the UN Convention on the Right of the Child.
- UNISEF (2013). Sustainable Development Starts with Safe, Healthy and Well-Educated Children.
https://www.unicef.org/socialpolicy/files/Sustainable_Development_post_2015.pdf
- UNISEF (2013). The State of the World 's Children 2013: Executive Summary of Children with Disabilities. United Nations Children 's funds, New York, NY 10017, USA.
- UNISEF, (2014). "All Children in School by 2015". Global Initiative on Out of School Children. UNICEF Regional Office for South Asia United Nations Children's Fund Regional Office for South Asia P.O. Box 5815 Lekhnath Marg Kathmandu, Nepal
- UNP (2011). Disability and the Millennium Development Goals a Review of the MDG Process and Strategies for Inclusion of Disability Issues in Millennium Development Goal Efforts. United Nations Publication Sales No. E.11.IV.10.
- Vilot, MT. (2014). Access to education and Assistive devices for children with physical disabilities in Tanzania.
- Waqar K (2014). Disability Situation in Pakistan. Right to Education Pakistan Article 25, Islamabad, Pakistan.

Waqar, K. (2014). “Disability: Situation in Pakistan”, Right to Education Pakistan Article 25-A, Aga Khan University, Karachi, Pakistan.

WDE (2006). World Data on Education. United Republic of Tanzania, Principles and general objectives of education. Kenya.

Websites:

WHO, (2011). World report on disability, ISBN 978 92 4 068521 5 (PDF). Geneva, Switzerland.

World Bank (2003). Children with Disabilities towards Inclusive Education in South Asia. Consolidated Report.

World Bank (2003). Education Notes. Education for All: Including Children with Disabilities. Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/10380>
License: CC BY 3.0 Imported.” WHO, (2011). World report on disability, ISBN 978 92 4 068521 5 (PDF). Geneva 27, Switzerland.

www.campaignforeducation-org

www.concertcambodia.org/poverty.html

www.ukessays.com/essays/social-work/situation-of-persons-with-disabilities-in-pakistan.

www.un.org/en/globalissue/disabilities

Young, SP. (2013). Evidence Based Policy Making in Canada, Don Mills, on Oxford University, Canada.

Zakar MZ, Qureshi S, Raza-Ullah, Zakar R, Aqil N, Manawar R (2013). Universal Primary Education in Pakistan: constraints and challenges: A Research Journal of South Asian Studies Vol. 28, No. 2, July – December 2013, pp. 427-444, Lahore, Pakistan.