

**REVIEW OF POLICY DOCUMENTS IN PERSPECTIVE OF  
REHABILITATION OF PERSONS WITH SPECIAL NEEDS IN PAKISTAN**

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**ABSTRACT**

Various education and special education policies have been formulated in Pakistan to enhance the educational opportunities for learners. Moreover Special education policies emphasized to improve the quality of life for all persons with special needs so that they can play their active and productive role in their families and community. Present study is an effort to identify key reforms proposed by various education and special education policies. Moreover the factual situation about their implementation for the academic rehabilitation of children with special needs throughout the history of Pakistan. It was qualitative research by nature. Document analysis technique was applied to identify the suggested key reforms and to understand the real situation about their implementation. All education and special education policies in Pakistan were reviewed by in-depth document analysis conducted by principle author and his associates from the report of first educational conference 1947 to Punjab special education policy 2020. Collected (data) information was analyzed by thematic analysis technique. Data were coded, interpreted and major themes were derived. Study identified 29 key reforms proposed by various education and special education policies which were actually the essence of all initiatives and recommendations suggested by different policy documents in approximately 70 years for education and rehabilitation of persons with special needs in Pakistan. However most of the suggested key reforms could not be implemented in proper way so their desired effects could not be taken. Some of the key reforms were implemented partially and inadequately therefore their positive impacts are limited. Study recommended that a body should be responsible and accountable for effective implementation on all suggested key reforms. All essential resources should be provided for effective implementation on key reforms. Implementation rate should be re-determined time to time by comprehensive and transparent evaluation.

**KEYWORDS**

Policy documents, persons with special needs, suggested key reforms, implementation

**INTRODUCTION**

Education is accepted as one of the fundamental rights of human being. Each civilization has been defining some rules and regulations for the education of their people since ancient time. The first commandment of Holy Quran is about reading and learning.

Similarly According to sacred and holy book of the Qur'an, the teachings of the Prophet Muhammad, and numerous international laws and treaties, Muslim girls and women have an equal right to receive an education (Jaclynn McDonnell 2017).

After the establishment of UNO many initiatives were taken at global level for the provision of equal educational opportunities among all sectors of society. Universal Declaration on Human Rights was presented by the United Nations on December 10, 1948. Its article one and two assure all equal rights for every human being without any kind of discrimination (United Nations Organization, 1948). The Convention against Discrimination in Education held in November 1960 under the umbrella of UNO negates all kinds of discrimination in education by its 19 articles (UNO, Convention against Discrimination in Education, 1960). Special education is the significant part of education responsible for academic uplift of children with different abilities. Many legislations were formulated to secure the different rights of persons with special needs like UN convention on the rights of persons with disabilities protects the different rights of persons with different abilities by its 50 articles. Education Policies are considered as fundamental guidelines to achieve the pre-determined educational goals or to execute the educational decisions in an academic system. Various governments developed their own education and special education policies according to their national priorities, educational goals, and specific circumstances. These policies reflected their significant positive impacts on overall literacy rate of these countries. Islamic republic of Pakistan is an Islamic state. Furthermore it is the signatory of all declarations and conventions made by UNO so provision of education is one of its top order priorities. First education conference was held in 1947 which emphasized on the provision of free and compulsory primary education. In the same way the report of SM Sharif commission 1959 was a comprehensive and detailed document about educational promotions in country. After it several governments offered their own education policies in 1969, 1972, 1979, 1992, 1998, 2009 and 2017 All these policies proposed many useful and effective reforms for the provision of equality base quality education to every child without any discrimination. Most of them suggested some special recommendations for educational and occupational rehabilitation of children with special needs. Disabled Persons' (Employment and Rehabilitation) Ordinance, 1981 was first legislation initiated by President General M. Zia-ul-Haq. It proposed many financial and occupational reforms for economic stability and independents of persons with special needs. The recommendations of the ordinance were not sufficient but it was a good start of legislative efforts for prosperity of persons with different abilities in Pakistan. (Disabled Persons' (Employment and Rehabilitation) Ordinance, 1981 President General, M. ZIA-UL-HAQ, S.A. NUSRAT, Principal Secretary).

National policy for rehabilitation of the disabled 1986 was first special education policy in the country which introduced the category base education system. After it many special education policies, acts and executive orders were evolved to support the Persons with special needs like special education policy 1999, national special education policy for person with disabilities 2002, National Plan of Action for Persons with Disabilities, 2006, Special Citizens Act, 2008, Special Citizens (Right to Concessions in Movement) Act, 2009 etc. In addition Punjab special education policy 2020 was launched at December 4-2019. All these special education policies, acts and legislations suggested a large number of useful and productive reforms for improvement of overall life style among persons with

special needs. The present study is an effort to identify the suggested key reforms by all education and special education policies for the rehabilitation of persons with special needs. Similarly the existing situation about the implementation on these key reforms.

## **REVIEW OF RELATED LITERATURE**

A person with special needs is an important but still a mar-generalized segment of society. That is why to understand the historical developments about the efforts for their rehabilitation in Pakistan all available policy documents about the special education were relevant. Therefore from the national education policy 1947 to Punjab special education policy 2020 were studied.

### **Some examples of proposed initiatives for rehabilitation of persons with special need by different policy documents**

After the creation of Pakistan it was the first time when national education commission 1959 gave attention to education of PWD. It was recommended that for almost all of the disability types, General as well as vocational education should be included in the educational plan of handicapped children to give them independent and respectable life. The Government of Pakistan should take the responsibility of getting teachers trained to work in the institutions for the handicapped. Moreover Air Marshal Nur Khan was appointed to formulate an education policy in 1969 and he formed a study of group and formulated. The new education policy 1970 (Saiyid 1998) but the policy was not implemented due to the war with India.

In the Education Policy (1972-80), arrangements for special education for handicapped children were planned to make by opening new institutions and strengthening the existing ones. It declared that “education will be made free and universal up to Class X (Ahmad et al., 2011)

According to the National Education Policy and Implementation Programme 1979, the handicapped citizen should be so rehabilitated as to enable them to enter the main stream of national life. The integrated programmes for the handicapped will be started. It will be tried to make curricula and syllabi of special education according to the needs and requirements of the ever changing world. NGOs will be involved in the promotion of special education in Pakistan (Hyams et al., 1993).

Disabled Persons' (Employment and Rehabilitation) Ordinance, 1981: was the first legislation to protect some rights of persons with disabilities in Pakistan. It established the Fund by federal government to be known as the Disabled Persons Rehabilitation fund. The Fund shall be utilized for

- a) the establishment of training centers for disabled persons;
- b) disbursement of stipends or scholarships to disabled persons receiving training (Arsh et al., 2019).

National education Policy for Rehabilitation of the Disabled December 1986 was first policy on special education in Pakistan. A review of the 1986 Policy was undertaken in 1988 that referred to a category-based system of special education in Pakistan. The five categories of special needs education were identified as according to a survey conducted

in Islamabad/Rawalpindi, the distribution / percentage of the five different disabilities were:

1. Mental disabled.
2. Visual impairment
3. Hearing impairment
4. Physical disability
5. Multiple disability
6. Not classified

National Education policy 1992 proposed that the participation rate at primary level would be increased from 66.3% to 99.1% in 2002. About 90% of the children in the age group (5-9) will be enrolled in schools by year 2002-03 (Doyle, 1992).

National education policy 1998 to 2010 recommended that to enhance gross participation rate at primary level from existing from 71 percent to 90 percent by the year 2002-3 and 105 percent by the year 2010. To enhance retention and completion of primary education cycle up to 90 percent students both boys and girls by the year 2010.

The National Policy for Special Education (1999) focused the need for change in public attitudes to the disabled and the crucial role of media in highlighting the successes of persons with disabilities (Ahmad et al., 2011).

National policy for person with disabilities 2002 was first comprehensive policy to rehabilitate and sustain the PWDs in Pakistan it covers almost all important aspects associated with the rehabilitation and development of PWDs.

#### **Aims & Objectives of Policy Relevant to Education**

1. Ensure they are involved in planning and implementing educational, training and rehabilitation programs for themselves, their families and communities.
2. Ensure that they have equal opportunities and access to medical, education, social, psychological, vocational training, employment and rehabilitation, without any discrimination.
3. Expand service infrastructure which is adequate to accommodate and cover all persons with disabilities both in urban and rural areas.
4. Harness modern technology, tools and skills to streamline national policy, planning, programming and service delivery for effective redressal of disability.

#### **Mission Statement of Policy 2002:**

Optimal development of person with disabilities for the realization of full potential in all walks of life, especially in the area of health, education, social economic and vocational needs for the fulfillment of their present as well as future requirements.

#### **Provision Proposed by National Special Education Policy 2002 for SWSN**

- Free education
- Free text books
- Monthly stipend (800)
- Free uniform
- Pick and drop service
- Provision of milk (Ahmed et al., 2011)

The National Plan of Action (NPA) suggests measures to operationalize the national Policy for the Persons with Disabilities 2002. It emphasized on

1. Expanding and reinforcing vocational training; employment including self-employment.
2. Strengthening of Special Education for children with severe and moderately severe disabilities.
3. Promoting Inclusive Education for children with Special Education Needs (SEN).
4. Access to information and communication, including Information, Communication and Assistive Technology.
5. Expanding and reinforcing vocational training, employment (including self-employment) and economic rehabilitation.
6. Legislative support for PWDs.
7. Creation of Barrier-free physical environment.
8. Increasing support to the NGOs for Service Delivery in Rural Areas (National plan of action, 2006).

Special Citizens Act, 2008 seeks to provide the accessibility to disabled citizens at every public place, with regard to allocation of seats in public transports, provision of facilities on footpaths for wheelchairs and blind persons. Similarly, while crossing the roads special citizens must be given priority. Under this act, government shall make the concerned authorities bound, before the construction of buildings in public or private sectors particularly in Educational Institutions, Banks, Hospitals, Shopping Malls, and at every public place to provide the facility of access of wheelchairs (Fatima et al., 2017).

- Special Citizens (Right to Concessions in Movement) Act was promulgated in 2009 air, railway and other transport authorities are bound to charge less/half rates from disabled persons (Ahmed et al., 2011)

National policy 2009 suggested that all children, boys and girls, shall be brought inside school by the year 2015 (Khizar et al., 2019).

#### **According to the Official Order by Chief Minister of Punjab (November 7 2013)**

- On admission of a special students in university a laptop will be awarded to him/her as an incentive and electric wheel chair will be provided on passing from university.

#### **According to the Official Order by Chief Minister of Punjab (January 7 2016)**

- The term special person will be called instead of disabled person in all over the Punjab.
- There will be no age limit for taking admission in any educational institution of Punjab.
- All institutional charges (tuition fee, hostel fee and utility bills) will be waived off for special person.
- All departments will insure to overcome difficulties facing special person.

According to national education policy 2017 Chapter 15 is dedicated to Special Education and Inclusive Education. The target of participation rate of special children has been fixed as 50% by 2025. The main policy provisions include expanding access to special need children; allocation of 5% of education budget for Special Education;

To introduce the concepts of child friendly schools and inclusive education

To promote, expand and strengthen special education in the light of national and international commitment, pacts and declarations.

To provide necessary facilities, services and infrastructure for inclusive education at all levels of education both in Public and Private Sector educational institutions.

To universalize the access/enrolment of special education children, both girls and boys by establishing more special education institutions and equipping them with the needed facilities and services (National Educational Policy, 2017).

#### **Moreover Punjab Special Education Policy 2020 stated following Objectives**

- Improved access to education for children with SEND.
- Improved quality of education for children with SEND through need-based training of teaching and non-teaching staff, effective provision of rehabilitative services, and assistive devices.
- A strengthened SpED, able to deliver improved education for all children with SEND, at all levels, in a safe physical and emotionally enabling environment.

#### **Vision**

To develop SpED as a fully capable and efficient department engaged in successfully providing educational opportunities for all children with SEND to realize their potential to become productive members of society.

#### **Mission**

Provision of quality education, vocational training, psychological and rehabilitative services to children with SEND in specialized settings and conducive environment in order to ensure that all children with SEND maximize their strengths and abilities to become constructive and productive citizens (Punjab special education policy, 2020).

In the current scenario the analysis made by Ahmad and Yusuf (2011) is near to reality in case of implementation on all above legislations offered by government of Pakistan because the significant leckonas could be seen not only about the implementation of education policies but about formulation and implementation of special education policies as well. They said that the education and rehabilitation services for the persons with disabilities are not up to the mark in the developing countries including Pakistan. In different educational policies of Pakistan, special education was given importance to some extent, but the same was not proportionate to the special population (Ahmad, S., & Yousaf, M., 2011; Ahmad, I., 2012; Naz, S., & Naz, S., 2017).

Furthermore, a study corroborated the above mentioned opinion given by Ahmad and Yusuf in this way, it is being estimated that there are only 531 institutions to cater rehabilitative and education needs of about 3.29 million people who are victims of one or other disability. Unfortunately, these some institutions are mainly based in urban areas (ISJ, 2019; Hafeez, A., 2019)

In this context Dildar, Noreen and Naz reported that the free and compulsory education for everyone was the main focused area of all education policies but we could not

succeeded in this particular area in spite of sincere goals. All policies were partially applied because of economic and administrative barriers (Dildar et al., 2016).

Moreover Ahmad, Rauf and Zaib depicted that the major reasons behind the weak implementation of education policies in Pakistan as lack of persistency in government plans and programs, corruption, unjustified funds allocations, absence of proper coaching of human resources, scarcity of effective leadership, insufficient follow ups, unreliable monitoring mechanism, etc. are the prominent factors that have disturbed the act of educational policy implementation in Pakistan (Arif et al., 2019).

### **OBJECTIVES**

1. To identify the key reforms proposed by various education and special education polices for the rehabilitation of persons with special needs in Pakistan
2. To understand the present situation about the implementation of proposed key reforms for rehabilitation of persons with special needs in Pakistan
3. To recommend some practical suggestions to improve the situation in this regard

### **RESEARCH QUESTIONS**

1. Which kind of key reforms were proposed by education and special education polices for rehabilitation of persons with special needs in Pakistan?
2. What is the present situation about implementation of proposed key reforms for rehabilitation of persons with special needs in Pakistan?
3. What could be the practical suggestions to improve the situation about implementation of proposed key reforms?

### **RESEARCH METHODOLOGY**

The present study is qualitative research by nature. Document analysis and thematic analysis techniques were carried out to conduct the study as John W. Creswell, J. David Creswell narrated that qualitative methods rely on text and image data, have unique steps in data analysis (Creswell et al., 2017). The basic purpose of this study was to understand the key reforms in all education and special education policies for the rehabilitation of persons with special needs in Pakistan. In this way a comprehensive review of policy documents was conducted in three phases. At phase one all education and special education policies formulated in Pakistan were studied and reviewed. At the second phase on the behalf of intensive review of policy documents 29 key reforms were identified which was actually the essence of all policies about the rehabilitation of persons with special needs in Pakistan. At the third phase existing situation about the implementation of suggested key reforms was understood by comprehensive review of related literatures. Researchers collected data by review of policy documents and analyzed it by thematic analysis technique. Infact it was the part of principle author's evaluation study for his PhD dissertation. Key reforms were identified by review of policy documents from the creation of Pakistan in 1947.

## **DATA COLLECTION**

All relevant policy documents formulated in Pakistan were studied from national education policy 1947 to national education policy 2017 similarly from first special education policy 1986 to Punjab special education policy 2020. Researcher was personally gone through from all these policy documents to understand the proposed reforms for the rehabilitation of PWSN by them. After it an intensive and comprehensive review of related literature was conducted to know the situation about implementation of suggested key reforms in policy documents.

## **DATA ANALYSIS**

For the sake of data analysis all education and special education policies were reviewed by document analysis and thematic analysis techniques. Various proposed reforms for the rehabilitation of persons with special needs were identified. Data were coded and interpreted. Three major themes were derived which are as follows; most of the suggested reforms were implemented partially and inadequately, a little number of suggested reforms were implemented in better and effective way, proposed key reforms were productive but the large scale improvement is needed for their implementation.

## **FINDINGS OF THE STUDY**

### **Key reforms proposed by all policy documents for the welfare of PWSNs during 7 decades in Pakistan and their current situation in present era.**

1. Provision of full opportunities to develop the maximum abilities and capabilities of all PWDs  
Some studies reported that below 5% of school age special students gets admission in special education organizations and rest of 95% are not attending the school. Majority of these students was usually living a dependent life. The rated distance from home to a special education institution is approximately 12km than that of that less than one km for the students who are not disabled (Awais & Karim, 2017; Hafeez, 2019).
2. Proper planning and effective implementation  
The review of literature revealed that absence of consistency in solid government policies, corruption, unjustified financial placements, insufficient professional development for human resource, scarcity of effective leadership, insufficient political will by sequential governments, poor check and balance, bad supervision system, sub-standard policy review system, central approach in implication, inadequate political balance and destructive organizational discipline are the major reasons that the policies left unaccomplished and do not attains the required targets (Arif, 2019; Khadi, et al., 2021).
3. Ensure that the legislation relating to inclusion, employment and rehabilitation of person with disabilities are adequately formulated and are strictly enforced.  
The executing managers are hesitant to appoint handicapped people due to the scare that it might affect the productivity. Thus they do not follow the quota system rather they give priority to be are the penalty for not appointing special people. The job places, factories or buildings of institutions are not obstacle free towards PWDs. The co-workers are not facilitative enough to support the special person in acquiring

new skills while they are in some work related training. The proprietors do not bother about provision of special needs like accessible washrooms or machine modifications to facilitate the PWDs. Such circumstances affect the performance of a special person in bad manners (Govt. of Punjab, 2006; Ahmad, 2014; Khan, 2016; Majoka, & Khan, 2017; Ali, 2017; Dawn, 2019).

4. To develop coordination among different departments.  
In the same way Roy narrated that there is very bad collaboration between the various government departments and domains. Similarly poor coordination with civil society organization. There is no centralized collaboration and data collection system (Govt. of the Punjab, 2006).
5. Equality based education including curricular and co-curricular activities for all.  
It is not easy for Pakistan to gather all children in school. Low admission rate and fast population growth have led to constant increase in children who are not attending the school and as a result a large number of uneducated people in the country continuous increased from 20 million during 1951 to 50 million in 1998. Approximately 7 million children of age 5 to 9 years are not going to school at all (PILDAT, 2011; Malik, et al., 2020).
6. Equal and independent approach to all data sources for PWDs  
They don't possess equal access to study materials and other library services. They just depend for accessing information on their parent's siblings and instructors. Furthermore there is absence of mechanism to implement the recommendations of 'Convention on the Right of Person with Disabilities' in the supply of information access to this marginalized segment of society (Awais & Ameen, 2017).
7. Provision of need base support and assistive technology to all PWDs at their own institution\*  
The majority of the schools for CWVI in Pakistan are in miserable condition; they are deprived from even fundamental provisions. At the same token Silman identified another area of improvement in VI schools. There is a severe shortage of assistive technology like book scanner and Braille books in special education institutions (Kazmi, et al., 2007) (Kelly, & Smith, 2011; Silman, et al., 2017).
8. Vocational training according to the market demand to lead the goal of financial independents.\*  
A study reported that the available vocational training was not according to the present trends of job market.
9. Provision of trained and competent teacher in the specific fields of disabilities to all children with special needs.  
Moreover they have limited command on ECC areas another study depicted that Teachers' lack of competence about supportive devices badly effect the ability of CWVI in the use of IT, in results the lacks remain in graduation level education and job hunting skills. Similarly, in most cases, special education teachers are usually competent to instruct the single category of PWDs therefore they have insufficient knowledge and skills to cater multiple disabled students (Salleh, 2010; Parker, 2011; Farooq, 2012; Abramo & Pierce, 2013; Siu & Morash, 2014; Saleem & Sajjad, 2016; Sapp & Hatlen, 2019).

10. Free and compulsory universal primary education.

A study drew a picture of accessible resources in Urban and Rural primary schools as spread of Public Primary Schools according to provisions Urban Rural territories in 2009/10.

Sr.No.		Urban	Rural
1	Building	96%	84%
2	Electricity	50%	24%
3	Drinking Water	80%	53%
4	Toilets	72%	52%

Furthermore In provinces a single educator rule in primary institutions is basic barrier (Council, 2014; Khan, 2017; Rahman, 2018).

11. Character building and personality development.

The purposeless system of education is generating a crowd of degree holders who are only emphasized on financial benefit, and when they reach to market they adopt any kind of money gaining sources. Families are emphasizing on career and employment, instead of personality grooming and character building. In this era teachers are not role model of high values for learners. Media is performing negative role in this matter. Islamic education particularly Quranic literacy is not the preference of policy makers (Sajjad, et al., 2010; Behlol, 2014; Porretta, 2015; Khatoon, 2017; Sajjad, 2017; Malik, et al., 2018).

12. Necessary curriculum adaptations, modifications and accommodations for CWDs.

A study depicted that majority of the special education institution don't have same curriculum. Beside it Malik and Kalsoom reported that 52% of the CWVI desired the effective reforms in present contents of mobility and orientation curriculum (ISJR, 2019).

13. To make well equipped and well-furnished existing special education institutions and to establish more special education institutions and equipping them with the needed facilities and services.

Meanwhile Roy reported that just 531 special education institutions to serve rehabilitative and educational requirements of approximately 3.29 million people who are caring of one or other disability.

14. Inclusive education.

Result reveals that a number of steps were taken by the provincial Government of Punjab for inclusive education but many barriers still exist its fruitful implication (Thakur et al., 2017).

Subsequently another study narrated that there is severe shortage of inclusive education facilities and assistive devices like, well equipped library for PWDs ,accessible computer lab, need base software for PWDs, voice recording devices, Braille instruments, Braille books, talking calculators, hearing aids, magnification aids, pick and drop service in the secondary schools of Punjab. Inclusive Education Facilities in Secondary Schools of Pakistan: (Jahanzaib et al., 2019)

15. Guidance, counseling, advocacy and support for PWDs and their families.  
The current sports services for common people are non-accessible for PWDs. In addition a study clarified that carelessness towards CWDs and their parents is the basic cause of decline (National Plan of Action, 2006; Iqbal et al., 2016)3.
16. To assure the accessibility of PWDs by Creation of barrier free physical environment, at private, commercial buildings and public places moreover revision of construction by laws.  
Another study revealed that there is lack of least restrictive physical environment like smooth and hurdle free corridors, the provision of slopes and ramps for CWDs in secondary school of Punjab.
17. To assure and to secure employment for them according to their abilities.  
A study reported that from all 1, 71,137 public sector workers, just 1151 (0.67%) were special persons. Most of the government departments not accomplished the 2% quota for PWDs.
18. Establishment of reliable, equipped and updated data bank
19. Determining the extent of disabilities and distribution of causes  
In the same way a study demonstrated that there is no consolidated mechanism and data collection system towards persons with special needs in Pakistan.
20. Effective Provision of primary and secondary preventive care to PWDs.  
A study indicated that access to the so-called integrated public healthcare for both boys and girls with physical disabilities in the rural areas is pathetic.
21. There is delay in detection of mental disabilities particularly in rural areas where about 70% public of Pakistan is living.
22. Try to cure and minimize the impairments by early intervention.\*  
A study reported that initial identification and interventions have been started at a limited scale in government and NGO sectors.
23. To involve the media houses, private sector and NGOs for the welfare of persons with special needs.  
Some researchers exposed that Media exhibits the image of PWDs restricted between sympathies and heroism. Another study elaborated that most of special schools in Karachi are privatized (40%), run by various NGOs (18%) or associations (17%).
24. Increase investment in education to 4 % of GDP.  
Cost estimation by indigenous and foreign researches identified the need to designate 4% of GDP to education to be necessary. This extent of funds allocation has not been attained in the last twenty years.
25. Provision of monetary benefit/ financial support, Special Quotas, concessions, and exemptions to PWDs particularly at the time of admission and traveling.
  - 3% quota has been announced in all government sectors for special people.
  - Khidmat card for every eligible special person in Punjab monthly stipend of Rs. 1200 will be given per month.

- All institutional charges (tuition fee, Hostel fee, and utility Bills) will not be taken from PWDs.
  - Minimum one seat reserved for higher studies. M.Phil and PhD in each government institutional/ university.
26. Productive in service training and staff development program for all teaching and non-teaching cadres in special education.  
The instructors have very less Know how about different kinds of special requirements of marginalized students. Similarly the instructional methodologies taught in teacher training institutions are weak in those instructional techniques which are necessary for the integration of PWDs in regular educational institutions.
27. Provision of least restrictive environment to PWDs within and out of institutions.\*  
A study reported that learning situation in special education organizations is not favorable for fruitful education of pupils with disabilities.
28. To expand the special education services till rural and remote areas.  
A study demonstrated that currently only few NGOs for PWDs are serving in urban slums and rural territories.
29. To promote the research culture in the field of special education and to utilize effectively the existing studies.  
Few studies expressed that the lecturers are usually not ready to do research. They commonly do research on either education requirement or sometimes to meet organizational set rules.

## **DISCUSSION**

This study is relevant and associated to many previous studies in several ways as this study identified the partial and insufficient implementation on education policies. In this context Dildar, Noreen and Naz reported that the free and compulsory education for everyone was the main focused area of all education policies but we could not succeed in this particular area in spite of sincere goals. All policies were partially applied because of economic and administrative barriers (Dildar et al., 2016).

In the same way this study supports the study conducted by Ahmad, Rauf and Zaib who depicted that the major reasons behind the weak implementation of education policies in Pakistan as lack of persistency in government plans and programs, corruption, unjustified funds allocations, absence of proper coaching of human resources, scarcity of effective leadership, insufficient follow ups, unreliable monitoring mechanism, etc. are the prominent factors that have disturbed the act of educational policy implementation in Pakistan (Ahmad et al., 2012).

Although all education policies emphasized on equal educational opportunities for all but many studies reported the poor implementation on this proposed reform as Some studies reported that below 5% of school age special students gets admission in special education organizations and rest of 95% are not attending the school (Awais & Karim, 2017; Hafeez, 2019). Moreover inclusive education is one of the suggested key reforms by various education and special education policies but many studies reflected its poor provision in Pakistan. Result reveals that a number of steps were taken by the provincial

Government of Punjab for inclusive education but many barriers still exist its fruitful implication (Thakur et al., 2017).

## CONCLUSIONS

All education policies in Pakistan emphasized on the provision of free and compulsory primary education to all children without any discrimination. Most of the education policies suggested some constructive reforms for the educational rehabilitation of children with different abilities. Special education policies proposed more implicit and categorical recommendations for comprehensive and optimum development for not only children with special needs but at the same time for adults with disabilities. In present study 29 key reforms were identified on the behalf of thorough study of all education and special education policies in throughout the history of Pakistan. In-depth review of relevant literature depicted that all the reforms could have been beneficial if they had been implemented properly. But most of them were not implemented in effective way like provision of full opportunities to develop maximum abilities of PWDs, Proper planning and effective implementation, legislation relating to inclusion, employment and rehabilitation of person with disabilities should be adequately formulated and it should be strictly enforced, coordination among relevant departments, full participation of CWSN in all curricular and co-curricular activities, removing their accessibility related problems, Provision of need based support and assistive technology to all PWDs at their own institution, Vocational training according to the market demand to lead the goal of financial independents, Free and compulsory universal primary education, Necessary curriculum adaptations for CWDs, Inclusive education, family support services, provision of least restrictive environment, Establishment of reliable, equipped and updated data bank, Productive staff development program for all teaching and non-teaching cadres in special education etc. however little level of achievement was made in following sectors: establishment of special education institutions, provision of special education teachers, provision of some special quotas exemptions and concessions, engagement of NGO sector in special education etc. In fact these reforms are also not available to all individuals with different abilities.

## RECOMMENDATIONS

Study proposed following recommendations

1. A body should be responsible and accountable within the ministry of special education for effective implementation on all suggested key reforms.
2. All desired resources should be provided to achieve the set targets defined in suggested key reforms.
3. The rate of implementation about each key reform should be re-evaluated time to time at least once in a year.
4. New targets maybe determined after each evaluation.
5. Institutions and individuals should be awarded or punished according to the level of their productivity after transparent evaluation.
6. More intensive studies should be conducted at gross root level to judge the situation about implementation on suggested key reforms.
7. The recommendations of policies and conducted researches should be considered and applied in real sense.

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