

# INSTITUTIONAL AND CAPACITY ASSESSMENT OF SPECIAL EDUCATION INSTITUTIONS IN PUNJAB

FEBRUARY 2025



## Preamble

The rights of the children especially those with Special Educational Needs and Disabilities (SEND) are protected under national and international frameworks such as the United Nations Convention on the Rights of the Child (UNCRC) and the Convention on the Rights of Persons with Disabilities (CRPD). The Government of Punjab is dedicated to upholding these rights by ensuring access to inclusive and high-quality education for all children, regardless of their abilities.

The Special Education Department plays a crucial role in providing education, rehabilitation, and support services, empowering children with disabilities to learn, develop, and actively participate in society. These efforts align with their fundamental right to education and participation.



Over the years, the Special Education Department, Government of the Punjab has expanded its special education system from a few institutions to a province-wide network of 303 special education institutes. These institutions offer free education, transport, assistive devices, and vocational training, ensuring children with SEND receive the necessary support. However, to further improve service delivery, it is essential to assess existing systems, identify gaps, and introduce targeted reforms.

The Institutional and Capacity Assessment of Special Education Institutions in Punjab is a significant initiative undertaken to strengthen the department's reform agenda, building on the leadership of Ms. Saima Saeed, former Secretary of the Special Education Department, who initiated this process. With technical and financial support of UNICEF Punjab, AWF (Pvt) Ltd were entrusted to undertake the assignment and were engaged by UNICEF through a competitive process. LUMS (School of Education) were also engaged for one component of the assignment. The Institutional and Capacity Assessment of Special Education Institutions in Punjab provides an assessment and recommendations of a data-driven analysis of key areas, including human resources, curriculum effectiveness, infrastructure, governance, monitoring and evaluation, stakeholder engagement, and financial sustainability. Its findings will guide future improvements within the Special Education Department ensuring children with SEND have better learning opportunities and smoother transitions into mainstream education and employment.

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This collective effort is a significant step towards building a stronger, more inclusive, and sustainable special education system in Punjab.

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## Acronyms

<b>ASD</b>	Autism Spectrum Disorder
<b>BPS</b>	Basic Pay Scale
<b>CEO</b>	Chief Executive Officer
<b>CIR</b>	Critical Incident Register
<b>COT</b>	Classroom Observation Tool
<b>CPWB</b>	Child Protection and Welfare Bureau
<b>CRDP</b>	Council on the Rights of Persons with Disabilities
<b>DABs</b>	District Assessment Boards
<b>DC</b>	Deputy Commissioner
<b>DEA</b>	District Education Authority
<b>DEOs</b>	District Education Officers
<b>DGSE</b>	Directorate General of Special Education
<b>DPI</b>	Directorate of Public Instruction
<b>DPMIS</b>	Disabled Persons Management Information System
<b>FGDs</b>	Focus Group Discussions
<b>HI</b>	Hearing Impaired
<b>HNIC</b>	Health Nutrition Integrated Campaign
<b>HRMIS</b>	Human Resource Management Information System
<b>IEPs</b>	Individualised Education Plans
<b>IES</b>	Inclusive Education Strategy
<b>IRMNCH</b>	Integrated Reproductive, Maternal, Neonatal, and Child Health
<b>JSETs</b>	Junior Special Education Teachers
<b>KIIs</b>	Key Informant Interviews
<b>KPIs</b>	Key Performance Indicators
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MC</b>	Mentally Challenged
<b>MICS</b>	Multiple Indicator Cluster Survey
<b>MoU</b>	Memorandum of Understanding
<b>NGOs</b>	Non-Government Organisations
<b>O&amp;M</b>	Orientation and mobility
<b>OT</b>	Occupational Therapy
<b>P&amp;D</b>	Planning and Development
<b>PD/PH</b>	Physically Disabled/handicapped
<b>PEC</b>	Punjab Examination Commission
<b>PMIU</b>	Programme Monitoring and Implementation Unit
<b>PPSC</b>	Punjab Public Service Commission
<b>PSPA</b>	Punjab Social Protection Authority
<b>PWDs</b>	Persons with Disabilities

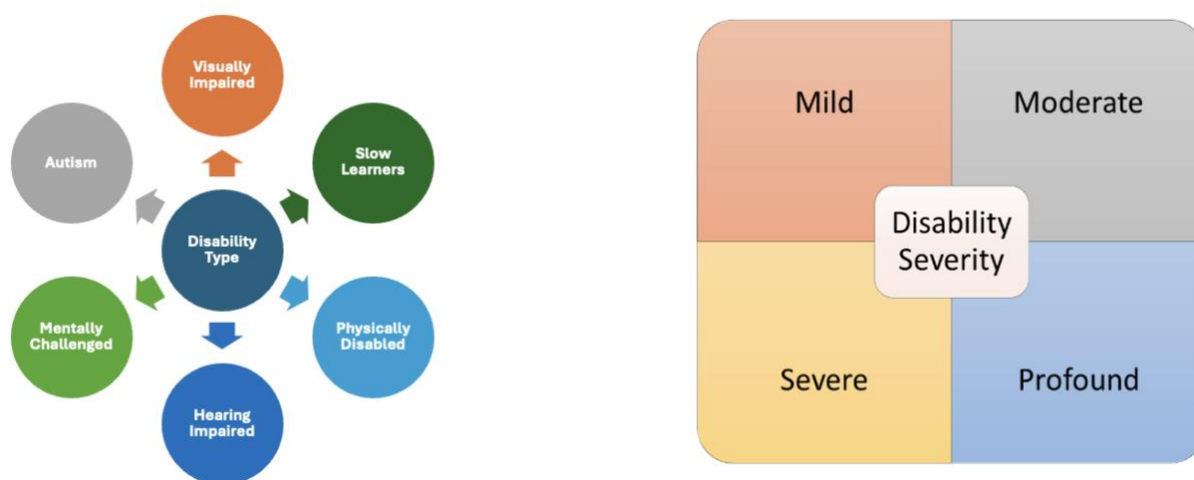
<b>SALT</b>	Sort, Assess, Lifesaving Interventions, Treatment/Transport
<b>SDGs</b>	Sustainable Development Goals
<b>SEND</b>	Special Educational Needs and Disabilities
<b>SEIS</b>	Special Education Information System
<b>SL</b>	Slow Learners
<b>SMC</b>	School Management Committee
<b>SOPs</b>	Standard Operating Procedures
<b>SpED</b>	Special Education Department
<b>SSETs</b>	Senior Special Education Teachers
<b>STR</b>	Student to Teacher Ratio
<b>TALEEM</b>	Transformation in Access, Learning, Equity and Education Management
<b>TEVTA</b>	Technical Education and Vocational Training Authority
<b>TNAs</b>	Training Needs Assessments
<b>UNCRPD</b>	United Nations Convention on the Rights of Persons with Disabilities
<b>VI</b>	Visually Impaired
<b>VTIs</b>	Vocational Training Institutes
<b>WHO</b>	World Health Organisation

## 1. Introduction

The Universal Declaration of Human Rights (1948) and various subsequent treaties and conventions recognise education for all as a fundamental human right. Regardless of nationality, ethnicity, gender, or disability status, every individual has the inherent right to access quality education. This universal principle emphasises the importance of inclusive education systems that accommodate the diverse needs of all learners, including those with disabilities. Historically, children with Special Educational Needs and Disabilities (SEND) were viewed as a societal and economic burden, without access to educational or employment opportunities. Over time, special education institutions were established to aid their physical, mental, and emotional development, enabling them to become productive members of society.

Special education involves providing tailored instruction and support to children with SEND to overcome systemic barriers and ensure their integration into mainstream education wherever possible. Special needs can include learning disabilities, speech and language impairments, Autism Spectrum Disorders (ASDs), cognitive impairments, emotional and behavioural disorders, physical disabilities like cerebral palsy, muscular dystrophies, sensory impairments like vision or hearing, chronic medical illnesses or any condition that affects optimal education or may hinder full and effective participation in society on an equal basis with others. Furthermore, each disability is further categorised as mild, moderate, severe, or profound based on its severity, ensuring tailored interventions and support that address the specific needs of individuals within each category<sup>1</sup>.

*Figure 1: Types and severity of disabilities – SEIS*



The Article 25-A of the Constitution of Pakistan Right to Education underlines the state to provide free and compulsory quality education for all children in the country aged between 5 and 16 years. Furthermore, Article 38-D of the constitution states that as a principle of policy, necessities of life, including education and medical care, will be provided by the state to the ailing, sick and unemployed persons. The Punjab Empowerment of Persons with Disabilities Act, 2022, under Article 8(5), mandates schools to enrol at least three percent of students with disabilities, provide essential resources such as Braille and sign language, and train teachers in inclusive practices. The Act also enforces a three percent job quota for persons with disabilities (PWDs) to promote their inclusion in the workforce.

<sup>1</sup>CDPR: Inclusive Education for Children with Disabilities in Punjab (Policy Brief)

Additionally, The Punjab Free and Compulsory Education Act 2014 states that the term ‘education’ includes special education and covers education of children with SEND<sup>2</sup>.

Despite the Government of Punjab’s efforts to facilitate children with SEND in mainstream school education, children with severe disabilities remain significantly disadvantaged in terms of accessing schooling. Considering these challenges, the Government of Punjab has created an independent department for special education in 2003, which was previously a directorate of Punjab Education Department. Since, its establishment, the outreach of special education has expanded significantly. At the time of establishment, the department owned 51 institutions in the province with an enrolment of 4,265 children, which has now risen to 304<sup>3</sup> institutions catering to over 39,000 children (SpED, 2024). These Special Education Institutes in Punjab offer a comprehensive support system for children with SEND by not only providing free education, but also transport services to facilitate access to schools, a monthly allowance of Rs. 800/- per student, and free books and stationery to ensure that the students have the necessary resources for their education.

Although substantial efforts by the Government of Punjab aim to enhance education and rehabilitation for PWDs, achieving universal coverage and ensuring quality services remains a significant challenge. The allocated resources for PWDs do not align with their population proportion, resulting in substantial gaps in addressing their educational, healthcare, and rehabilitation needs.

To bridge this gap, the Government of Punjab, in collaboration with UNICEF, is implementing an innovative “TALEEM (Transformation in Access, Learning, Equity, and Education Management) Programme”, with a grant from the Global Partnership for Education (GPE)<sup>4</sup>. A key subcomponent of TALEEM, implemented by the Punjab SpED, focuses on the screening of all children enrolled in special education institutes across Punjab. Additionally, approximately 39,226 children with moderate to severe disabilities will receive assistive devices, enabling them to learn more effectively and overcome physical barriers to education.

In addition to health screening and the provision of assistive devices, the SpED has planned an Institutional and Capacity Assessment of Special Education Institutions in Punjab under TALEEM Programme. The assessment has evaluated the alignment of institutional performance with the Department's mission and analysed the impact of current provisions on children’s learning outcomes. The findings of this assessment provide recommendations for reforms and capacity-building initiatives to improve learning outcomes and facilitate the integration of children with SEND into mainstream education and society.

To facilitate the institutional reforms outlined in the Special Education Policy 2020, UNICEF and SpED engaged AWF (Pvt) Limited and School of Education, LUMS for an institutional assessment of special education services. The forthcoming report covers detailed methodology, findings, and recommendations of the assessment.

### Objective of the Assessment (As per ToRs)

The objective is to equip decision-makers in Punjab with comprehensive insights for informed decision-making to enhance education services for children with SEND. with following specific objectives:

- a) Evaluate the organisational capacity of Special Education Institutions in alignment with the Department's mission, goals, and objectives. Recommendations will be provided based on international best practices, tailored to the economic context of Pakistan.

<sup>2</sup> Punjab Special Education Policy 2020

<sup>3</sup> According to the DDO code, there are 303 schools. However, this report references a total of 304 schools, as it is based on data obtained from the School Education Information System (SEIS).

<sup>4</sup> <https://www.globalpartnership.org/node/document/download?file=document/file/2021-09-punjab-program-document.pdf>

- b) Conduct an analysis of the performance gap between the desired and actual outcomes of Special Education Institutions. This analysis will focus on assessing the adequacy of Special Education provision and processes in facilitating access to quality, child-centred education. Recommendations will be made to enhance effectiveness and efficiency in service delivery, with a focus on promoting children's developmental progress and learning outcomes.
- c) Develop a set of recommendations to guide education reforms aimed at enhancing the capacity of Special Education institutions. These recommendations will lay the groundwork for an action plan to improve learning outcomes for children with SEND. The ultimate goal is to facilitate their integration into mainstream educational institutions and society at large.

### Scope of the Assessment (As per ToRs)

The institutional and capacity assessment will aim to:

- i. Evaluate the utilisation of inputs and resources within Special Education institutions to ensure effective delivery of services.
- ii. Examine the operations of SEIs in Punjab, focusing on the provision of learning support services for children with SEND. This includes:
  - a. Assessing curriculum organisation and delivery, instructional programmes, teaching methodologies, rehabilitation efforts, and academic support services.
  - b. Evaluating learning environments, institute accessibility, availability of equipment and materials, classroom composition, and utilisation of assistive technology.
  - c. Reviewing support systems such as parental/community engagement, health services, assistive device provision, transportation referral systems, and support from paraprofessionals.
  - d. Examining linkages with mainstream institutions for higher education and job placement.
  - e. Assessing the professional development of staff and teachers in special needs education.
  - f. Reviewing the legal, policy, and educational framework for protecting children with SEND from violence, including school-related gender-based violence.
  - g. Evaluating awareness campaigns promoting social inclusion of children with SEND.
  - h. Assessing participatory forums for children, parents, and caregivers to address issues hindering the effective functioning of special education institutions.
  - i. Evaluating the utilisation of distributed materials and training for resource teachers and related personnel in special needs education.
- iii. Review existing data systems and provide recommendations on integrating and utilising different data sources to address information gaps on children with SEND.
- iv. Document identified gaps based on a diagnostic and capacity assessment.

## 2. Methodology

### 2.1. Assessment Approaches

The assessment was guided by the following overarching approaches and frameworks:

#### 2.1.1. Participatory Analysis

This approach involved actively engaging stakeholders, community members, and those directly impacted by the project in the data collection process. It prioritised their perspectives, experiences, and knowledge. By engaging with local communities, government officials, parents, students, teachers, institute administrators, School Management Committee (SMC) members, and key representatives from relevant departments, the capacity assessment aimed to ensure contextual relevance. This inclusive strategy provided a comprehensive and accurate understanding of the challenges and constraints faced by Special Education Institutes in Punjab.

#### 2.1.2. Utilisation-Focused Approach

This assessment adopts a utilisation-focused approach, emphasising the practical application of its findings to support informed decision-making and policy development. The goal is to generate actionable recommendations that address gaps and challenges within the Special Education sector. By centring on the needs and priorities of end-users—such as policymakers, educators, and community members—the assessment aimed to provide practical, relevant solutions to enhance the effectiveness and inclusivity of Special Education institutions in Punjab. This approach sought to facilitate meaningful, sustainable improvements in service delivery for children with SEND.

#### 2.1.3. Theoretical Framework

The theoretical framework provides the foundational principles that guide the assessment. It draws from several key educational theories and models pertinent to special education:

Framework Component	Description	Key Theoretical References	Application in Assessment
<b>Universal Design for Learning (UDL)</b>	A framework for designing educational environments that accommodate individual learning differences by providing multiple means of representation, action and expression, and engagement.	Meyer, A., Rose, D. H., & Gordon, D. (2014). <i>Universal Design for Learning: Theory and Practice</i> . CAST Professional Publishing.	Evaluate the alignment of the current curriculum, teaching strategies, and resources with UDL principles. Assess the flexibility of the curriculum and the provision of diverse means to support different learning styles.
<b>Social Model of Disability</b>	This model emphasises that disability is created by societal barriers rather than individual impairments, focusing on removing environmental and attitudinal barriers to enable full participation of individuals with disabilities.	Oliver, M. (1990). <i>The Politics of Disablement: A Sociological Approach</i> . Macmillan.	Identify and evaluate the physical, social, and attitudinal barriers within special education institutions. Assess how these barriers impact the learning experiences and outcomes for children with SEND.

Framework Component	Description	Key Theoretical References	Application in Assessment
<b>Inclusive Education Theory</b>	A belief that all children, regardless of their abilities or disabilities, should have the opportunity to learn together in mainstream settings. It emphasises adapting the learning environment to meet the needs of all students.	Ainscow, M. (1999). <i>Understanding the Development of Inclusive Schools</i> . Falmer Press. Booth, T., & Ainscow, M. (2002). <i>Index for Inclusion: Developing Learning and Participation in Schools</i> . Centre for Studies on Inclusive Education.	Assess the extent to which inclusive practices are being implemented within special education institutions and mainstream schools. Examine classroom dynamics, teacher attitudes, and support systems that facilitate or hinder inclusion.
<b>Capability Approach</b>	Focuses on individuals' ability to achieve their full potential and participate fully in society, emphasising real opportunities and the freedom to achieve well-being.	Sen, A. (1999). <i>Development as Freedom</i> . Oxford University Press. Nussbaum, M. (2000). <i>Women and Human Development: The Capabilities Approach</i> . Cambridge University Press.	Evaluate how well special education enables children with SEND to develop their capabilities and achieve their full potential. Assess access to quality education, vocational training, and life skills development that empower children to participate fully in society.

### 2.1.4. Conceptual Framework

The conceptual framework will be based on the theoretical foundations to provide a structured approach for conducting this assessment. It outlines the key components to be examined and the relationships between them, ensuring a holistic evaluation of the special education system.

Framework Component	Description	Application in Assessment
<b>Institutional Capacity</b>	The ability of special education institutions to deliver quality education and support services to children with SEND	Assess leadership and governance, human resources, infrastructure, curriculum, financial resources, and data management systems within special education institutions to determine their capacity to provide effective services.
<b>Curriculum and Instructional Practices</b>	Refers to the content, structure, and delivery methods used in special education to facilitate learning.	Review the relevance, adaptability, and inclusiveness of the curriculum. Evaluate the use of differentiated instruction, individualised education plans (IEPs), vocational training, life skills development, and assistive technology in supporting diverse learners.
<b>Student Outcomes and Learning Environment</b>	Encompasses both academic and non-academic achievements and the conditions in which learning occurs.	Monitor academic performance, social and emotional development, and the inclusivity of the learning environment. Evaluate student engagement levels and participation in both academic and non-academic activities.
<b>Stakeholder Engagement and Support Systems</b>	Involves the participation of parents, community members, and other stakeholders in supporting special education, as well as additional services provided to facilitate learning.	Evaluate parental involvement, community support, collaboration with other sectors, and the availability of support services such as counselling, therapy, and extracurricular activities. Assess the effectiveness of these systems in enhancing educational outcomes.

Framework Component	Description	Application in Assessment
<b>Gaps and Barriers</b>	Refers to areas where current practices fall short and factors that hinder effective learning and participation.	Identify gaps in curriculum and instructional practices, and assess barriers related to infrastructure, resources, and attitudes. Examine challenges in implementing inclusive education policies and suggest strategies to overcome these barriers.
<b>Best Practices and Recommendations</b>	Effective and innovative methods in special education and actionable steps for improvement.	Document successful models of curriculum and instruction and identify effective strategies for inclusive education and vocational training. Develop actionable recommendations to enhance policy frameworks and institutional practices.

## 2.2. Data Collection Methods

The assessment utilised diverse data collection methods to comprehensively evaluate the operations of special education institutions. These methods were categorised into four main areas: 1) a literature review of existing policies, legislation, reports, and departmental data on enrolment, human resources, training, and finance; 2) qualitative data collection through consultations with a wide range of stakeholders, including community members, students, parents, teachers, relevant public and private organisations, and sector experts; 3) assessments and surveys of selected sample schools based on observations and interviews; and 4) a review of the curriculum and teaching methodologies in special education institutions. This multi-method approach allowed consultants to capture diverse perspectives, enhance the reliability of findings through triangulation, and minimise biases associated with single-method analyses.

Figure 2: Key Methods Applied During the Assessment



### 2.2.1. Desk Review

An exhaustive document review was undertaken of departmental documents and other available material, listed in below.

- List and locations of Special Education Institutes
- Enrolment data
- List of sanctioned, filled and vacant posts
- Training and qualification of the staff
- Budget and Expenditures of SpED for 2021-22, 2022-23, 2023-24
- Various report format and SOPs of SpED
- Annual School Census of Public Schools 2023-24
- Population Census 2023
- Punjab Special Education Policy 2020,
- Pakistan Accessibility Code 2006,
- Punjab Empowerment of Persons with Disabilities Act, 2022
- Punjab Free and Compulsory Education Act 2014
- Draft Punjab Inclusive Education Policy
- Prohibition of Corporal Punishment Act 2014
- National and Global Best Practices

A concerted effort was undertaken to assess the availability of disaggregated data, specifically analysing information by gender and disability. However, it is important to acknowledge the potential limitations in data granularity. Despite these challenges, efforts were made to leverage the available data to derive meaningful insights. This process included identifying constraints in the existing datasets and proposing sustainable solutions to address capacity gaps.

### 2.2.2. Assessment/ Survey of Special Education Institutes

The assessment/ survey of Special Education Institutes involved assessing various aspects, including infrastructure and facilities, educational programmes and curriculum, human resources, professional development and training, student support services, availability and utility of assistive technology and devices, vocational training programmes, and policy and management practices. A representative sample of schools was selected using a relevant index method that considered factors such as school enrolment, human resources, and type of institution.

The sample selection also accounted for equal representation based on gender, school building ownership, and geographic distribution across Punjab's divisions. Unique institutes, such as teacher training colleges, institutes with autism units, and those with workshops, were included to ensure comprehensive coverage. In addition to the detailed assessment of Special Education Institutes, some were specifically selected for discussions on teaching methodologies and curriculum delivery.

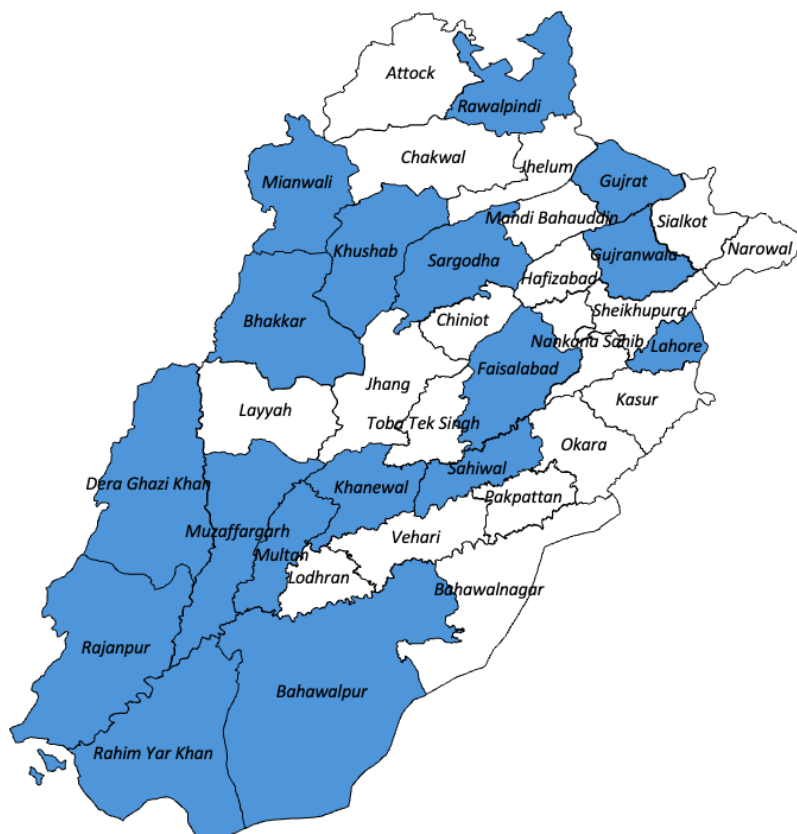
In total, 36 Special Education Institutes were assessed, comprising 31 educational institutes, 2 vocational and rehabilitation centres, and 3 training colleges. Of these, 5 Special Education Institutes were visited solely for consultations on curriculum delivery and teaching methodologies and were not part of the detailed assessment. (Please see Annexure I for the list of selected schools).

**Table 1: Selected Special Education Institutes for the Assessment**

Institution Type	Institution Level							
	Primary	Middle	High	Higher Secondary	College	Training College	Other	Total
Special Education Centres	4	2	2	0	0	0	0	8
Institutes for Hearing Impaired	0	1	4	1	0	0	0	6
Institutes for Mentally Challenged Children	0	2	1	0	0	0	0	3
Institutes for Physically Disabled	0	0	2	0	0	0	0	2
Institutes for Slow Learners	6	0	0	0	0	0	0	6
Institutes for Visually Impaired	1	0	3	0	0	0	0	4
Degree College	0	0	0	0	2	0	0	2
Vocational/ Employment Centres	0	0	0	0	0	0	2	2
Training Colleges	0	0	0	0	0	3	0	3
<b>Grand Total</b>	<b>11</b>	<b>5</b>	<b>12</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>36</b>

Furthermore, equal representation of all geographic and administrative regions of Punjab was ensured among the selected schools for the assessment, as illustrated in the figure below.

**Figure 3: Districts Representing the Selected Special Education Institutes for the Assessment**



## Field Observations

In addition to interviews and discussions at the selected Special Education Institutes, field observations were conducted to validate responses and provide a comprehensive assessment of the institutes' capacity. These observations aimed to gather tangible evidence of the current conditions and assess the extent to which departmental guidelines and protocols were being effectively implemented.

### 2.2.3. Qualitative Data Collection

For the qualitative data collection, Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) were carried out to assess the capacity of Special Education Institutes from the perspectives of key stakeholders and relevant departments.

#### Focus Group Discussions

In each of Punjab's nine divisions, four FGDs were conducted, involving teachers, students, parents, and community members. These discussions focused on gathering insights into educational standards, current needs, support services, and recommendations for improving service delivery at Special Education Institutes. The FGDs were hosted at selected institutes identified for assessment, using a rotation method to assign schools to specific FGD types. In total, 322 participants including 151 male and 171 female, participated in 36 FGDs, ensuring gender balance to capture a comprehensive understanding of gender dynamics and the unique challenges faced by stakeholders of different genders.

*Table 2: Gender Wise Participants in FGDs*

Sr. #	Data Collection Event	Number of Events	Male Participants	Female Participants	Total Participants
1	FGDs with Students	9	63	46	109
2	FGDs with Parents	9	39	70	109
3	FGDs with Teachers	9	8	42	50
4	FGDs with Communities/ SMCs	9	41	13	54
<b>Grand Total</b>		<b>36</b>	<b>151</b>	<b>171</b>	<b>322</b>

#### Key Informant Interviews

KIIs were conducted with representatives from 16 public and private departments and organisations to identify gaps in service delivery and explore opportunities for the Special Education Department. These discussions focused on departmental priorities, upcoming programmes, and potential collaborations.

Participating entities included;

- Punjab Planning and Development (P&D)
- Finance Department
- Directorate of Public Instruction (DPI) Colleges
- Primary and Secondary Health Department
- Punjab School Education Department
- Punjab Special Education Department
- Social Welfare and Bait-ul-Mal Department

- Punjab Social Protection Authority
- Child Protection and Welfare Bureau (CPWB)
- Bureau of Statistics
- Technical Education and Vocational Training Authority (TEVTA)
- Punjab Vocational Training Council (PVTC)
- Youth Affairs and Sports Department
- Punjab Welfare Trust for Disabled (PWTD)
- Hamza Foundation Academy for the Deaf
- Innayat Foundations for the Deaf. (For details, see List of Key Informants as Annexure II)

### 2.3. Data Management and Analysis

Quantitative data was gathered using KOBO software and analysed with SPSS, while qualitative data underwent manual coding and transcription. The qualitative analysis emphasised identifying recurring themes and patterns, which were categorised to facilitate interpretation. Transcription techniques were employed to convert spoken or recorded content into written form, ensuring clarity and accessibility. This systematic approach to coding and transcription enabled a comprehensive exploration of qualitative findings, providing a nuanced understanding of the perspectives and insights collected. The analysed data was further triangulated with information provided by the Special Education Department (SpED) to ensure reliability and depth in the evaluation process.

### 2.4. Ethical Considerations

During the conducted evaluation, particular emphasis was placed on ensuring ethical considerations and safeguarding the well-being of all stakeholders involved in the data collection process. Interactions with participants were approached with utmost sensitivity to prevent any harm, intended or unintended. To guarantee voluntary and informed participation, participants were explicitly informed of their right to opt out at any stage of the discussions. Both verbal and written consent were obtained from each participant before commencing any data collection activities. Furthermore, a sign-language interpreter has been employed for better communication with Hearing Impaired (HI) children. The principles of confidentiality were rigorously upheld by AWF to foster trust among survey participants, including children and adolescents. Students, being integral to the data collection, were required to provide assent, with additional consent obtained from their teachers (students under the age of 18). To safeguard confidentiality, all data collected was treated with the utmost sensitivity. Secure data storage, both digital and physical, was enforced, adhering to encryption and access control protocols, with access restrictions and controlled entry logs.

### 2.5. Limitations

- Due to limited resources and time constraints, a representative sample of schools was selected for the assessment. However, specific issues unique to the unselected schools may not have been captured, potentially limiting the comprehensiveness of the findings.
- The study faced delays in data collection and subsequent final deliverables due to frequent strikes across the province caused by political unrest, coupled with the closure of schools in Punjab due to SMOG.
- For consultations with relevant departments, a letter was issued to the provincial authorities; however, delays in responses and the nomination of focal persons from these departments hindered timely KIIIs.

- KIIs were conducted with nominated focal persons from various provincial departments. However, in some cases, the nominated focal persons had limited subject knowledge on inclusivity and disability mainstreaming, which impacted the depth of the insights gathered.
- Due to the distant locations of the Special Education Institutes and the residences of students' parents, only a limited number of parents participated in the FGDs. This limited participation fell short of the expected representation needed to gather detailed insights for the assessment.
- Despite prior intimation to Special Education Institutes to ensure smooth coordination during the assessment, some Special Education Institutes administrations perceived the process as external monitoring. This led to biases in their responses, potentially affecting the accuracy of the information shared about the actual ground situation.



3

# Key Analysis Using CAT

### 3.1 Vision, Mission and Goals

#### Key Highlights

- There are eight locations where more than one special education institute operates on the same premises, each managed by separate heads and administrative staff. Similarly, 19 schools across 9 locations are situated in proximity, with one in a government-owned building and the other in a private facility. In another instance, two similar schools in district Okara are located just 0.5 km apart. ***There is a need to rationalise this overlap of resources by merging schools in nearby locations into government-owned buildings and unifying the administration of schools operating on the same premises. This will ensure more efficient use of available resources and improved service delivery.***
- The stalled recruitment of staff to replace retirees at devolved institutes is significantly hindering their service delivery, leading to a 'dying cadre' within the special education system. Meanwhile, 12 out of the 20 devolved special education institutes in Punjab lack other similar facilities within a 5-kilometer radius, collectively serving 881 students. ***The department should review its recruitment policies, particularly for the 12 unique devolved schools, to ensure continuous access to education for their enrolled students.***
- The review of the Population Census 2023 alongside enrolment data from the SpED and School Education Department revealed that at least 1,442,516 children with SEND are out of school in Punjab. Notably, 36 percent of total out of school children with SEND have physical disabilities and could be mainstreamed into education with minimal investment in school building modifications and the provision of assistive devices. ***However, the initial and most critical step toward mainstreaming these children into education is the identification and spatial mapping of out-of-school children with SEND with the support of Population Census 2023 data. This mapping would enable tailored educational mainstreaming interventions, particularly for children with mild to moderate disabilities.***
- An analysis shows discrepancies in enrolment data, with children with learning difficulties exceeding their population in certain districts (Census 2023), due to the lack of a standardised definition and inconsistent reporting. ***Developing and adopting a clear, standardised definition rather than unscientific terms like “Slow Learners” is crucial. Students should be assigned to appropriate diagnostic categories for targeted interventions. Students with intact cognitive abilities but poor reading skills can benefit from remedial classes in mainstream schools, while those with severe dyslexia or borderline intellectual functioning require specialised support focusing on academics, vocational training, and early diagnosis through phonetic tests.***

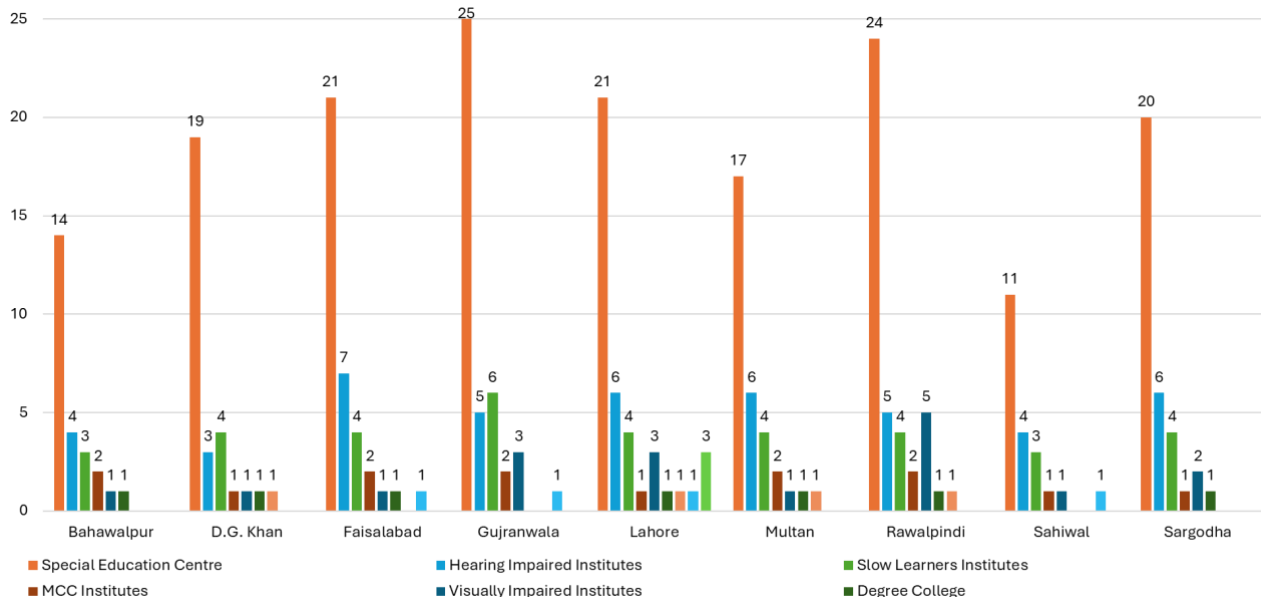


The Punjab Special Education Policy 2020 stated departmental vision as, “To develop SpED as a fully capable and efficient department engaged in successfully providing educational opportunities for all children with Special Education Needs and Disabilities (SEND) to realise their potential to become productive members of society”.

### Organisational Capability and Efficiency for the Provision of Equal Educational Opportunities

As of October 2024, data from the Special Education Information System (SEIS) indicates that SpED oversees a total of 304 institutes. These include 172 special education centres, 46 institutes for HI students, 36 for SL, 14 for students with intellectual disabilities (I.D), 18 for VI students, four for children with physical disabilities (P.D), seven degree colleges, three vocational training centres, one employment centre<sup>5</sup> (dedicated to registering and referring persons with disabilities to suitable job opportunities), two teacher training institutes, and one staff development institute. Additionally, the department has established 4 vocational training workshops to support VI persons and 11 autism units within existing special education institutes.

Figure 4: Division Wise Special Education Institutes in Punjab – October 2024



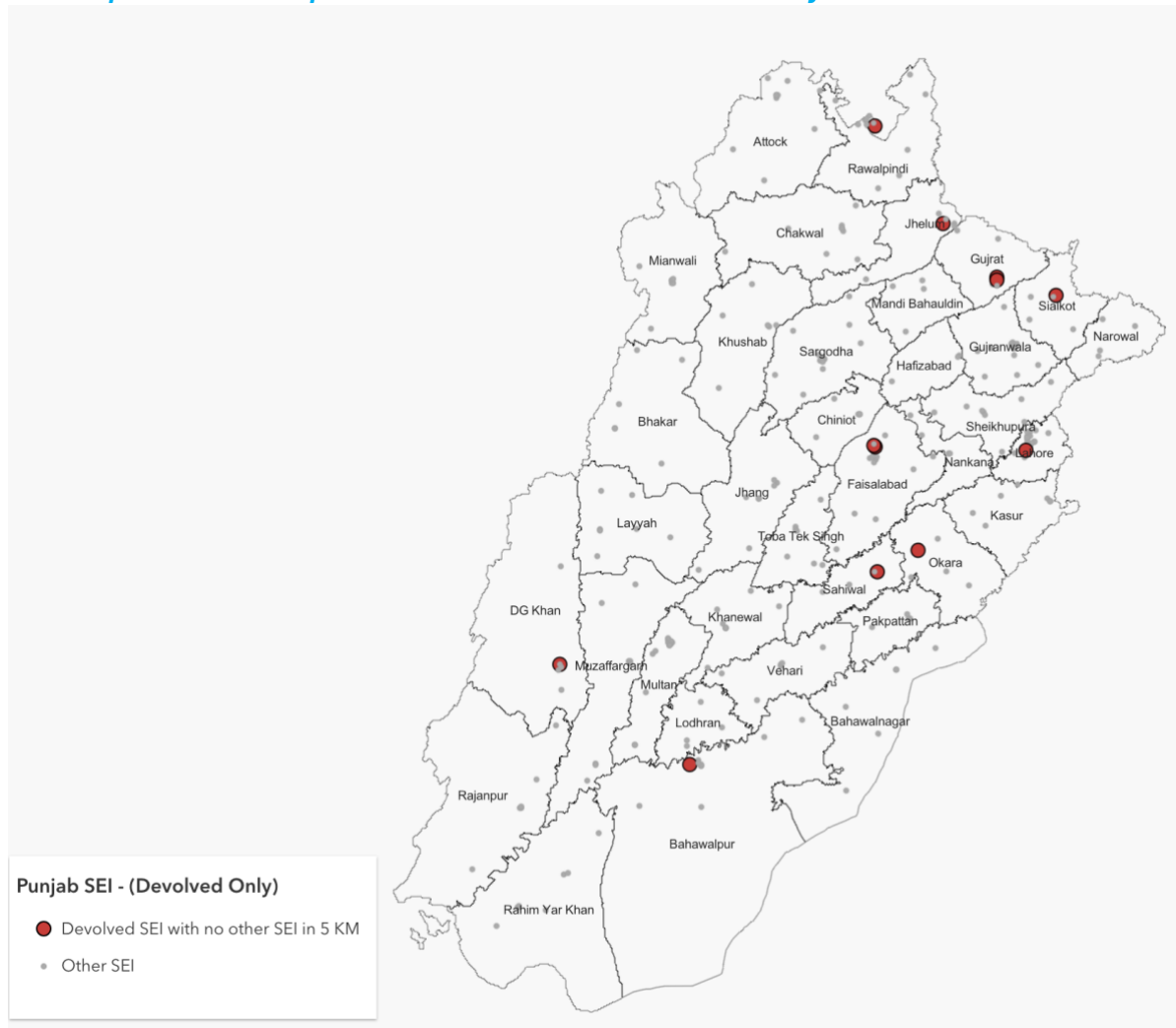
There are currently 20 special education institutes in Punjab, devolved from the federal government in 2011, which are facing significant challenges, particularly in terms of human resources. A significant number of teaching staff have retired in recent years, and their positions remain unfilled due to discrepancies between the service structures of devolved and provincial institutes. Consequently, the department has adopted a policy to phase out the existing cadre of devolved institutes and introduce new positions following a comprehensive assessment. Delays in the process have led to a gradual decline in the capacity of these institutes, increasingly described as a “dying cadre” within the special education system. For example, the Devolved Vocational Training Institute in Lahore currently has only three teachers, one of whom is set to retire this month, leaving the institute with just two teachers and further diminishing its operational capacity.

Of the 20 devolved special education institutes in Punjab, 12 are in areas where no other similar institutes exist within a 5 km radius, collectively serving 881 students. Additionally, all three vocational

<sup>5</sup> Vocational Rehabilitation and Employment of Disabled Persons Service Centre-III, Gujrat. (Dev)

training institutes (VTI) for children with SEND, along with the employment centre, fall within this devolved category. If immediate action is not taken to address the staffing challenges, particularly the retirement of current teachers, these students face the very real risk of losing access to education. There is an urgent need to prioritise these institutes and review their recruitment policies to provide long-term stability. Failing to address these challenges will not only disrupt the lives of these students and their families but also risk undermining the progress made towards providing equitable education for children with SEND in Punjab. *(Please refer to Annexure III for the list of devolved special education institutes without any similar institute in 5 Km Radius).*

**Figure 5: Map of Devolved Special Education Institutes without Any Similar Institute in 5 Km Radius**



In District Okara, two special education centres are located just 0.51 km apart: the Government National Special Education Complex (Devolved), which enrolls 227 students, and the Government Special Education Centre Okara for Remaining 3 Disabilities, serving 136 students. Both institutes operate at the primary level and are housed in government-owned buildings. Despite their proximity and similar functions, there remains a significant gap in the district’s educational infrastructure, as no secondary-level institution exists for VI children, physically disabled (PD) children, or mentally challenged (MC) children.

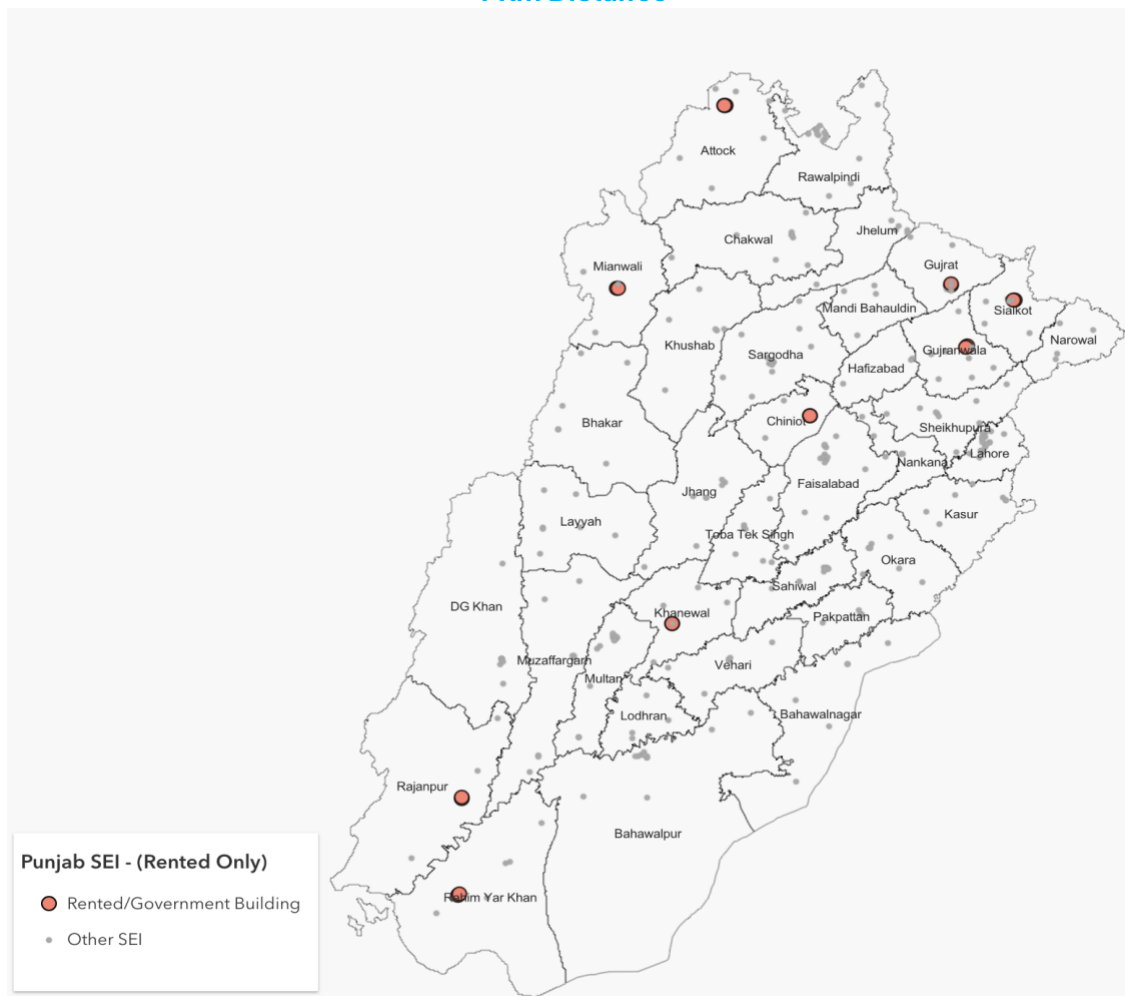
***A more efficient use of resources suggests that merging these two institutes could be a practical and strategic solution. Such a consolidation would streamline operations, optimise resource allocation, and free up the building of the second centre. This facility could then be repurposed to***

**establish a secondary-level institution, specifically addressing the needs of underserved disabilities and ensuring continuity of education for these children.** This approach would not only address existing gaps but also **maximise the impact** of available resources within the district.

In another case, 19 schools at 9 locations across the districts of Attock, Chiniot, Gujranwala, Gujrat, Khanewal, Mianwali, Rahim Yar Khan, Rajanpur, and Sialkot are located within 1 km of each other, with one in a government-owned building and another in a rented facility. **This close proximity of such schools offers a clear opportunity to consolidate operations into government-owned buildings. Such a transition would significantly reduce rental costs and free up funds that can be reallocated to enhance educational resources and support services. Relocating to government-owned facilities would provide students with purpose-built spaces better suited to their needs ensuring a more inclusive and conducive learning environment.**

Additionally, consolidating operations would streamline administrative processes by centralising operations, improving coordination, and enabling more efficient management of resources. It would also establish a more stable and sustainable setup, allowing the department to enhance the quality of education and support services for students with SEND. (Please see the list of these Government/ Rented Building schools as Annexure IV.)

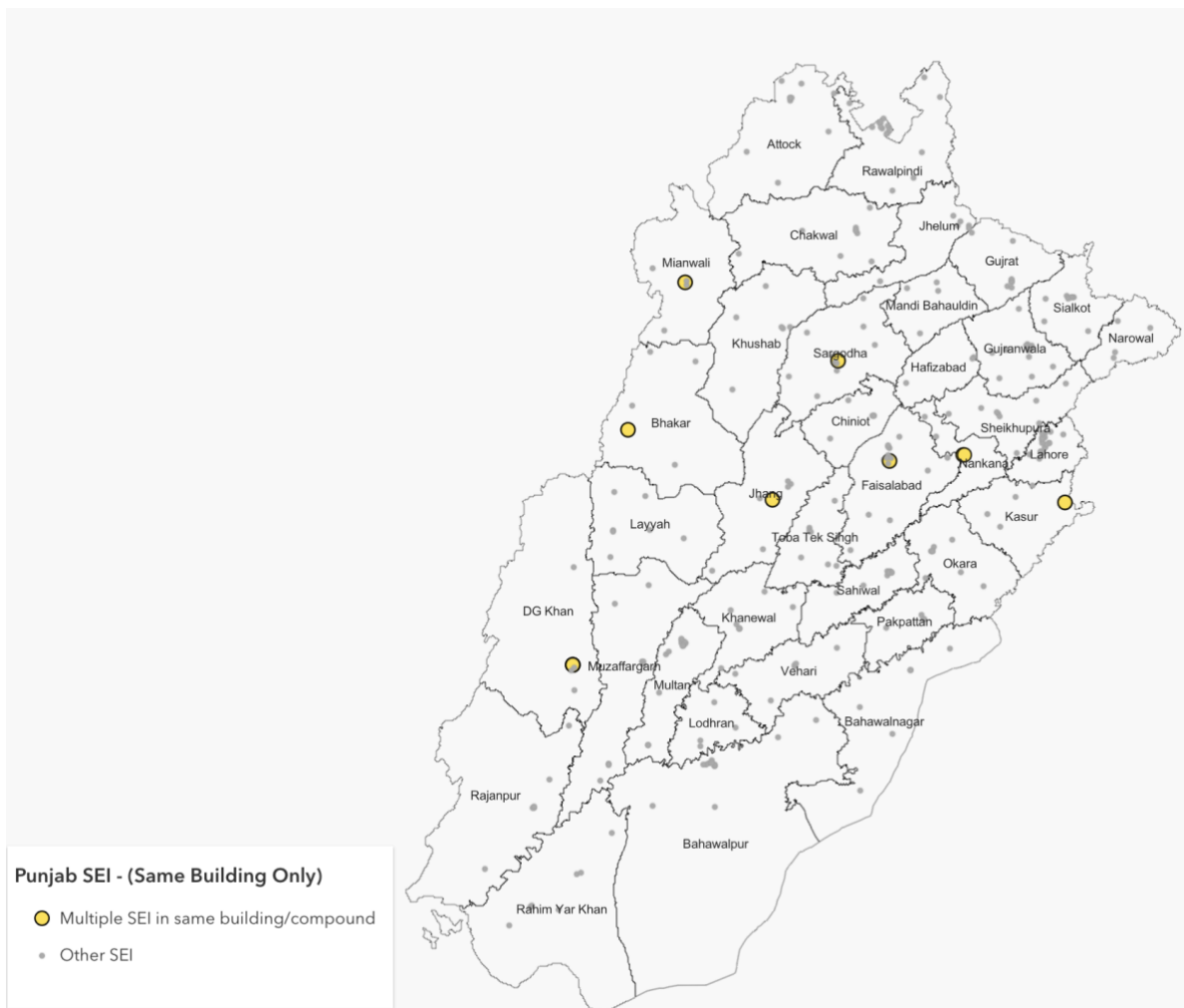
**Figure 6: Map of Special Education Institutes in Government and Rented Building within 1 Km Distance**



Further analysis of data reveals that in eight locations across the districts of Dera Ghazi Khan, Faisalabad, Jhang, Nankana Sahib, Kasur, Sargodha, Bhakkar, and Mianwali, two or more special

education institutes are operating within the same building or compound. This arrangement, with separate administrations for each institute, leads to duplication of resources, inefficiencies, and fragmented decision-making. A notable example is in Dera Ghazi Khan, where five special education institutes share the same compound. The Government High School of Special Education for VI Children lacks both a regular school head and a dedicated school bus, while a teacher from the special education centre for hearing-impaired children in the same compound is currently performing the duties of a school principal. Furthermore, some students are informally using the transport services of the hearing-impaired children’s institute, reflecting a lack of coordination in resource allocation and management. **Unifying the leadership of these institutes presents a practical and effective solution to streamline management processes and optimise resource use. A single leadership structure would ensure better coordination of resources, facilities, and services, promoting clearer communication and reducing administrative overhead. This consolidation would enable faster decision-making, minimise duplication and create a cohesive strategy for addressing the diverse needs of students with SEND. Such an approach would lead to more efficient use of available resources, ultimately enhancing the quality of education and support services provided.** (Please see the list of these schools in same building/ compound as Annexure V)

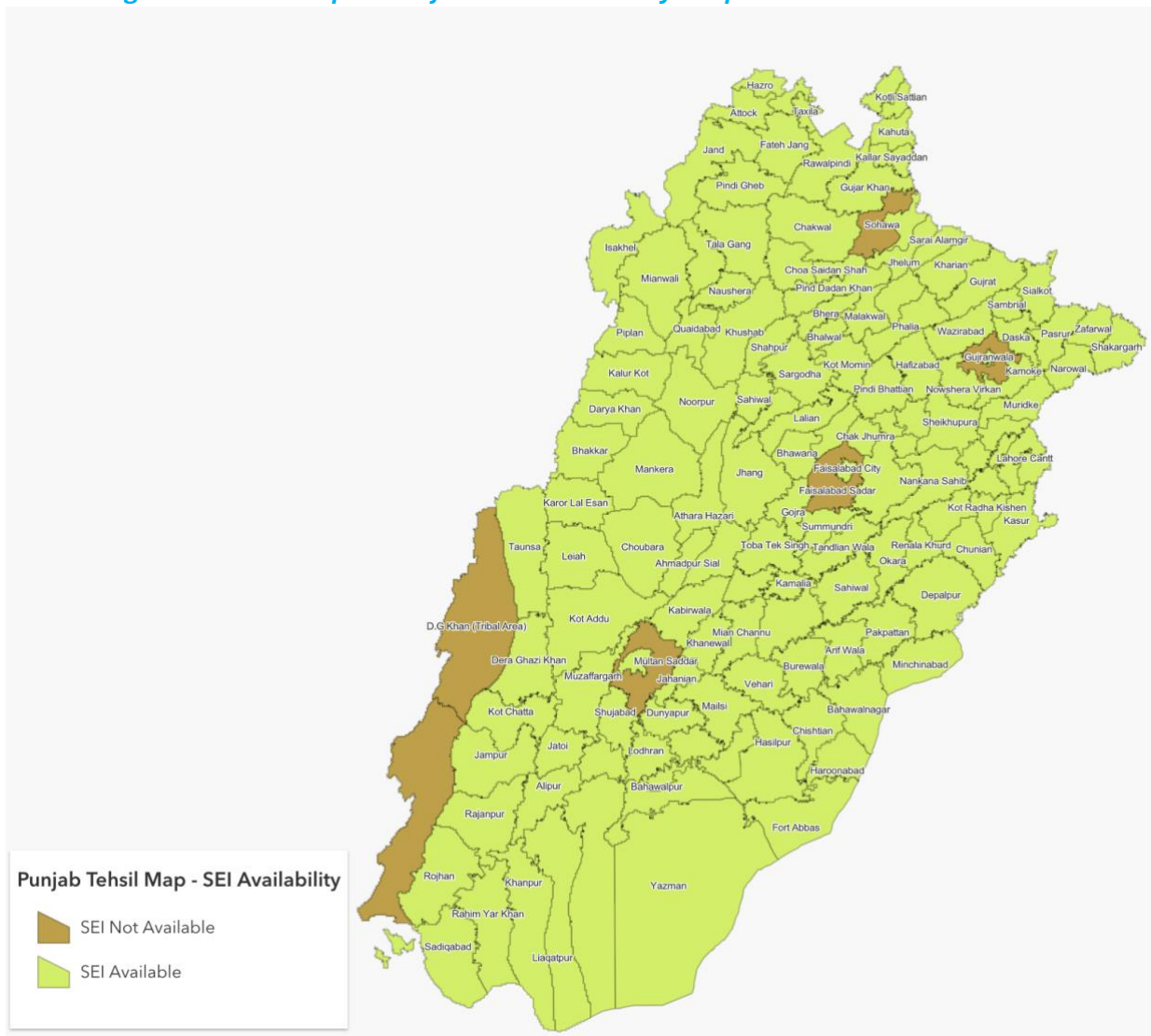
**Figure 7: Map of Special Education Institutes in Same Building/ Compound**



A tehsil-wise analysis of Special Education institutes in Punjab highlights a significant service gap. Notably, six tehsils—Gujranwala Saddar, Faisalabad Saddar, Multan Saddar, Sohawa, and the Tribal Areas of Dera Ghazi Khan and Rajanpur—currently lack any Special Education institutes. **This absence**

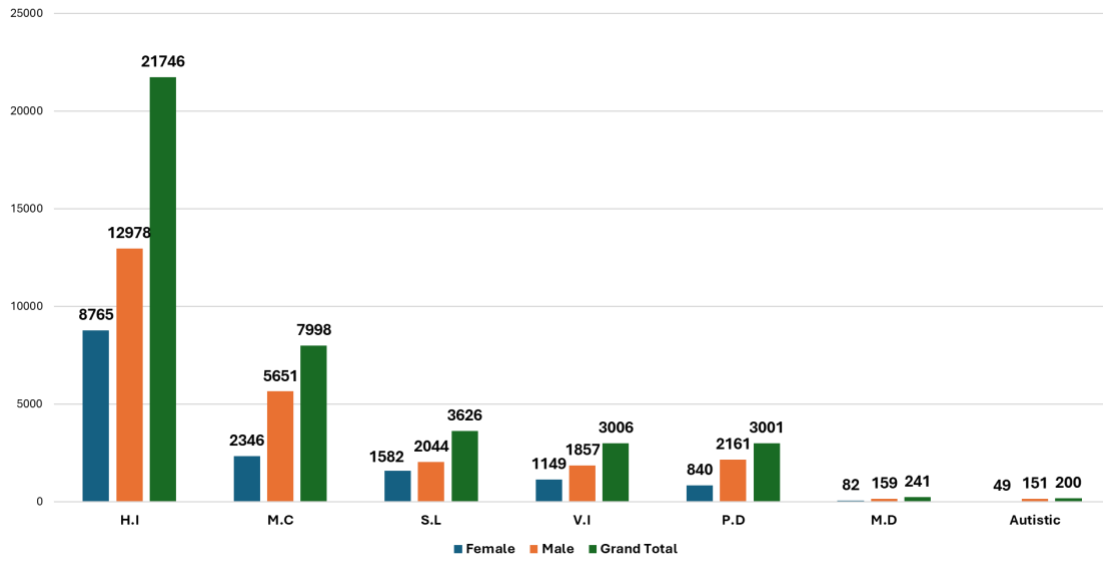
**of special education institutes deprives children with severe disabilities in these area of access to specialised educational facilities, leaving them without the support needed for their development. This situation underpins a critical need for the establishment of such institutes to ensure equal educational opportunities for all children with SEND. Bridging this gap is essential to uphold the principles of inclusive education and to ensure that no child is left behind due to geographical or systemic limitations.**

**Figure 8: Tehsil Map of Punjab with Availability of Special Education Institutes**



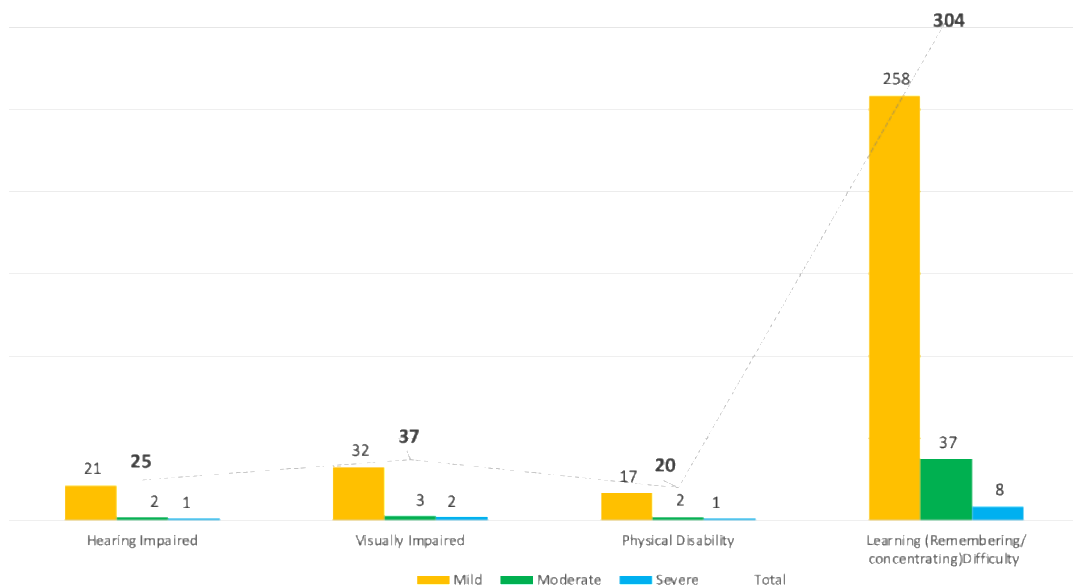
The SEIS data of October 2024 reveals a total enrolment of 39,818 students across the Special Education Institutes in Punjab comprising 14,813 females, 25,001 males and 4 transgenders students. A Disability wise analysis of this data highlights that the highest number of students are in the HI category, with 21,746 students, followed by 7,998 MC students, and 3,626 SL. Additionally, there are 3,006 children with Visual Impairment (VI), 3001 children with Physical Disabilities (P.D), 241 children with Multiple Disabilities (M.D) and 200 Autistic children are enrolled in Special Education Institutes of Punjab. This data underlines the need for continued focus on tailored educational strategies and resource allocation to address the diverse needs of students with SEND. (Please see the district wise enrolment of special education institutes as Annexure)

Figure 9: Gender and Disability Wise Enrolment at Special Education Institutes



According to the Annual School Census 2023, a total 385,812 children with functional limitations are enrolled in schools of the School Education Department. This includes 328,252 children with mild limitations, 44,182 children with moderate limitations and 13,378 children with severe limitations. A detailed analysis of the enrolled children reveals that the highest enrolment is reported in the category of children with learning difficulties (remembering/concentration challenges), accounting for 304,280 children. This is followed by 37,066 children with visual impairment, 24,533 children with hearing impairment, and 19,933 children with walking/climbing challenges. This data highlights the importance of implementing inclusive education strategies (IESs) and ensuring that schools are equipped with the necessary resources and support systems to cater to the diverse needs of these children. (Please refer to Annexure VII for the district-wise enrolment of children with functional limitations in schools of the Education Department).

Figure 10: Functional Limitation Wise Enrolment (in thousands) in Schools of Education Department



The Census 2023 reveals that 1,868,146 children with various functional limitations reside in Punjab. However, the combined enrolment of children with SEND in SpED institutes and schools under the School Education Department stands at only 425,630. This indicates that at least 1,442,516 children with SEND remain out of school across the province.

**Table 3: Out of School Children with SEND**

Category	Census 2023	Total Enrolment	Out of School	OSC %
Hearing and Communication	594,351	46,279	548,072	92%
Seeing	308,041	40,072	267,969	87%
Walking and climbing	549,274	22,934	526,340	96%
Memorisation and Focus Functional limitation	308,022	307,906	116	0%
Self-Care	108,458	8,439	100,019	92%
<b>Total</b>	<b>1,868,146</b>	<b>425,630</b>	<b>1,442,516</b>	<b>77%</b>

Further analysis highlights that children with walking and climbing difficulties (physical disabilities) face the greatest barriers to education, with 96 percent out of school—only 22,933 children enrolled out of a total of 549,274. Similarly, children with hearing and communication functional limitations experience significant exclusion, with 93 percent not attending school—only 46,280 enrolled out of 594,351 children. For MC children, 92 percent remain out of school, with 8,198 enrolled out of 108,458 children. Likewise, 87 percent of VI children are not attending school—only 40,072 enrolled out of a total of 308,041 children.

In contrast, in many districts, the reported enrolment of children with learning difficulties (also referred to as slow learners by SpED) exceeds the total population recorded for this category in Census 2023. This discrepancy arises from the absence of a standardised definition of learning difficulties among stakeholders, leading to inconsistencies in the identification and reporting of these children.

It is recommended that ***such nomenclature as “Slow Learners” which has no scientific basis is discarded. Moreover, these students need to be assigned to appropriate diagnostic category groups which will help address their academic and life skill challenges in an effective manner. Students who have intact cognitive ability but have poor reading skills can be provided remedial classes in regular mainstream schools. For students with severe dyslexia or other learning/academic skills deficits, a separate group can be developed where their unique challenges are addressed. Students with borderline intellectual functioning can be a distinct group, which focuses on academic skills and a strong vocational skills component. Phonetic tests can be used for early diagnosis of dyslexia.***

**Table 4: Cumulative Enrolment of SpED and School Education Department**

Educational Level	Hearing Impaired Children		Visually Impaired Children		Children with Physical Impairment		Slow Learners/ Learning Difficulties		Mentally Challenged Children	Others (Autistic and Multiple Disabilities)	Grand Total
	SpED	SED	SpED	SED	SpED	SED	SpED	SED	SpED	SpED	
<b>Primary</b>	2,820	8,435	543	10,326	788	6,448	3,618	101,037	2,565	258	<b>136,838</b>
<b>Middle</b>	7,564	3,531	1,082	4,739	1,311	3,071	-	50,176	3,655	112	<b>75,241</b>

Educational Level	Hearing Impaired Children		Visually Impaired Children		Children with Physical Impairment		Slow Learners/ Learning Difficulties		Mentally Challenged Children	Others (Autistic and Multiple Disabilities)	Grand Total
	SpED	SED	SpED	SED	SpED	SED	SpED	SED	SpED	SpED	
High	8,521	10,669	1,291	18,078	887	8,864	-	134,037	1,712	69	184,128
Higher Secondary	1,832	1,898	4	3,923	-	1,550	-	19,030	-	2	28,239
Degree College	1,004	-	84	-	11	-	-	-	-	-	1,099
Vocational	6	-	2	-	3	-	8	-	66	-	85
	21,747	4,533	3,006	37,066	3,000	19,933	3,626	304,280	7,998	441	425,630

A district-wise analysis reveals significant disparities in the education of children with SEND across Punjab. Gujranwala, Pakpattan, and Jhang report the highest percentages of out-of-school children with hearing impairments, reaching 96 percent. Similarly, Jhang and Pakpattan show the highest exclusion rates for children with visual impairments, with 98 percent not enrolled. The situation is even more critical for children with walking and climbing limitations, as 99 percent remain out of school in districts like Bahawalpur, Jhang, Pakpattan, and Sargodha. The exclusion extends to children with mental challenges (self-care limitations), with Khanewal and Rahim Yar Khan reporting a 98 percent exclusion rate. These figures highlight the systemic neglect of children with SEND particularly in districts with lower socio-economic indicators, where access to specialised education remains inadequate. (Please see the list of districts wise out of school children with SEND as Annexure VIII).

The primary factors contributing to the exclusion of disabled children from education includes limited capacity in existing facilities, transportation challenges, poverty, parental ignorance, and limited vocational training programmes. Most special education centres are concentrated in urban areas, leaving children in rural and remote regions without access to special educational services. As a result, these children face a triad of challenges- disability, distance, and destitution- necessitating a comprehensive response<sup>6</sup>. This data highlights a need for targeted interventions to address the barriers preventing children with SEND from enrolling in schools. **Immediate attention should be directed to understand the localised challenges particularly in underserved areas. Given the overall low enrolment, it is crucial for the government and other stakeholders to implement initiatives such as promoting inclusive education, community-based programmes, and making strategic investments in rural infrastructure. These steps are essential to ensure equitable access to education and support for children with SEND across Punjab.**

#### Norms for The Establishment of New Special Education Institutions, Upgradation of Already Existing Special Education Institutes and Creation of New Posts as per Student Teacher Ratio

SpED has approved its school norms in 2016. These approved norms are designed to standardise services and ensure accessibility. For the establishment of new special education schools, a minimum of 50 disabled children in a town or tehsil is required, based on valid survey reports, however, establishment of degree colleges for special education is limited to divisional headquarters. The criteria for upgrading schools are divided into three levels: primary to middle, middle to secondary, and secondary to higher secondary. For upgrading, minimum enrolment is also set, different for different disabilities.

<sup>6</sup> National Education Policy 2017

The existing school norms is a valuable framework that establishes clear guidelines for special education institutions; however, it fails to account for the education of MC students beyond the primary level, leaving a significant gap in middle, secondary, and higher secondary education tailored to their abilities and potential. Additionally, the norms lack essential provisions such as occupational therapists and behavioural therapists, further hindering the holistic development of students with mental challenges.

The existing school norms also lack comprehensive guidelines for ensuring accessible infrastructure and equipment, such as ramps, elevators, and assistive technologies etc. Furthermore, while the norms include provisions for vocational teachers, they fail to address the necessary requirements for vocational training, such as equipment, materials, and a structured transition process with the school upgrade. Furthermore, the norms do not extend to the VTIs for special education in Punjab.

To address these gaps, the department has recently updated its norms, which are currently under the approval process. The revised norms adopt appropriate terminology, replacing "mentally challenged children" with "students with intellectual disabilities", and include provisions for extending education beyond the primary level to higher secondary education for these students. Additionally, the revised norms introduce specific provisions for students with ASD and mandate that no new institutes operate in rented buildings. However, despite these improvements, the revised norms still lack emphasis on rehabilitative services for VI children, such as orientation and mobility training and independent living training. Furthermore, they do not provide comprehensive guidelines for creating inclusive and accessible infrastructure. Similar to the existing norms, the revised document has limited focus on vocational training or pathways for lifelong learning, which restricts opportunities for older students with SEND to transition into employment or independent living.

### Quality of Education, Psychological, Rehabilitative and Vocational training Services

**The Punjab Special Education Policy 2020 states that the departmental Mission as, "Provision of quality education, vocational training, psychological and rehabilitative services to children with SEND in specialised settings and conducive environment in order to ensure that all children with SEND maximise their strengths and abilities to become constructive and productive citizens".**

In Punjab's special education institutes, the Punjab Textbook Board syllabus is followed up to matriculation, while intermediate students with hearing impairments pursue a diploma in special education, and VI students follow the regular F.A syllabus under provincial boards. At the graduation level, both groups enrol in the Associate Degree Programme affiliated with the University of Punjab. SpED customises the syllabus for children with SEND up to matric level and universities make modifications in syllabus by themselves. However, this tailoring of syllabus either by the SpED or universities mainly consist of omitting a few chapters with little focus on innovative teaching methods. During the assessments it was revealed that schools independently tailor the SpED-provided syllabus further, while colleges make no additional adjustments.

In Punjab's special education institutes, the Punjab Textbook Board syllabus is followed up to the matriculation level. At the college level, intermediate students with HI are offered a diploma in special education in affiliation with the Punjab Board of Technical Education, Lahore, while VI students follow the regular F.A syllabus under the Board of Intermediate and Secondary Education in Punjab. For graduation, both HI and VI students are enrolled in the Associate Degree Programme, affiliated with the University of Punjab, Lahore.

For board level education up to matric level, SpED perform the customisation of the syllabus for children with SEND, whereas at the university level, syllabus modifications are undertaken by the respective universities. However, these modifications primarily involve only omission of a few chapters for the HI students, rather than the adoption of innovative teaching methods tailored to their specific needs. It was observed, during the assessments, while schools further tailor the syllabus independently, often without SpED's involvement, colleges make no additional adjustments to the provided syllabus.

A critical challenge faced by these institutes is the absence of subject specialist teachers, such as those for mathematics and English, which are essential for providing targeted instruction in key academic areas. While the teaching staff often have a background in special education, the lack of subject specialists limits the depth and quality of the curriculum that hinders students' academic growth.

The review by the School of Education, LUMS indicate that the curriculum's focus on baseline content rather than developing meaningful understanding raises concerns about its relevance and alignment with 21st-century skills. The exclusion of subjects like science further limits students' preparation for future learning and societal participation. SpED, which is responsible for syllabus customisation up to the matriculation level, has yet to develop a science syllabus for matric classes. As a result, private organisations such as Hamza Foundation and Innayat Foundation are also constrained to offer only arts subjects to matric class students. Addressing this gap would be imperative to prevent alienating special students, who are able enough, from integration into society and life beyond their schooling. **Thus, there is an urgent need to pilot science subjects at the matriculation levels in a selected number of special education institutes to explore feasibility for broader implementation.**

In addition to curriculum concerns, the infrastructure and learning aids within special education institutes remain inadequate, significantly impacting students' learning experiences. An accessible and safe infrastructure is critical for addressing the physical, emotional, and social needs of children with SEND. However, the assessment of special education institutes revealed significant gaps in infrastructure and facilities: only 48 percent of institutes had accessible entrance with the highest proportion (51 percent) located in District Lahore. Fully accessible classrooms were available in only 37 percent of institutes, with an additional 26 percent having classrooms that were accessible to some extent. Further analysis showed that approximately 60 percent of the institutes had adequate lighting. For institutes serving MC children, only 3 out of 11 institutes (27 percent) had occupational therapy (OT) rooms. Similarly, just 1 out of 11 institutes (9 percent) serving Vi students had a dedicated orientation and mobility training area. Poor building conditions, such as significant fungal growth on walls, were observed in some schools, adversely affecting the health and learning outcomes of the students. **These findings signify the urgent need for investments in infrastructure and learning aids to create supportive and inclusive environments that enable students with SEND to reach their full academic and social potential.** Upgrading facilities, ensuring accessibility, and addressing critical gaps in specialised resources should be prioritised to deliver equitable education opportunities for children with SEND in Punjab.

Psychological services play a critical role in supporting the mental well-being of children with SEND by addressing their unique emotional, social, and learning challenges. The department has developed guidelines for the teachers and allied professionals named "Social Emotional Development of Students with Disabilities: Guidelines for Teachers and Allied Professionals". It emphasises the importance of Social Emotional Learning (SEL), which equips students with essential skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The document highlights the benefits of SEL, including improved academic performance, better social adjustment, and a reduction in behavioural problems. It provides specific learning

objectives and activities categorised for students with varying abilities, offering tailored approaches to teaching emotional regulation, empathy, goal setting, stress management, communication, and teamwork. Teachers, allied professionals, and families are encouraged to use these guidelines to create nurturing environments and intervention programmes that enhance students' emotional well-being and foster social skills. The inclusion of practical exercises, such as role-play, storytelling, mindfulness, and collaborative projects, ensures that these skills are effectively integrated into students' daily lives. Additionally, the guidelines stress the importance of cultural sensitivity and inclusivity, promoting mutual respect and understanding within diverse communities. However, an analysis of the data provided by the department reveals significant gaps in the availability, and quality of services across Punjab's Special Education Institutes. Currently, 73 percent of Special Education Institutes in Punjab have a psychologist, leaving 27 percent without access to this essential support. Further disaggregated analysis highlights notable gaps:

- **Vocational institutes:** None have a psychologist to provide counselling to students.
- **Institutes for MC students: 43 percent (6 out of 14)** lack a psychologist.
- **Special education centres: 31 percent (116 out of 170)** do not offer psychological services.
- **Degree colleges: 25 percent (2 out of 8)** also lack access to these services.

In institutes where psychological services are available, support typically consists of group sessions supplemented by individual sessions based on specific needs. However, as noted during the FGDs, individual sessions are often conducted only upon demand. The students during FGD at one of the Government Secondary School of Special Education for Hearing Impaired Children, reported negative experiences with the school psychologist, citing incidences of rude behaviour. Additionally, some schools acknowledged the lack of structured psychological sessions, attributing this to resource constraints and the psychologist's dual responsibilities as both counsellor and teacher. This dual role limits their ability to provide dedicated support, creating further challenges for students.

Accurate diagnosis requires the use of recent editions of standardised assessment batteries. For children with intellectual developmental disorder or those in the MC group, both cognitive and adaptive functioning need to be assessed. In evaluating cognitive functioning, the ideal approach involves using tests translated into Urdu, with strong reliability, validity, and local norms. Since no test fully meets these criteria, the Slosson Intelligence Test (SIT) and Raven's Coloured Progressive Matrices (CPM) are recommended alternatives.

The SIT, a verbal test, assesses crystallised intelligence through knowledge and vocabulary, making it suitable for Vi children. In contrast, the CPM is a non-verbal test that measures fluid intelligence by identifying patterns in visual matrices, making it more appropriate for children with language deficits. Both tests cover a wide age range, with selection depending on the child's specific needs. Similarly, assessing adaptive functioning requires tools with good reliability, validity, and local norms. It is strongly advised to use the Urdu version of the Vineland Adaptive Behaviour Scales, which is available in Pakistan, rather than relying on outdated tools like the 1970s Portage Guide, which is currently used in special education institutes. The recommended tests are cost-effective, reusable, and provide more accurate assessments tailored to the local context.

***Addressing these gaps requires a structured and holistic approach, including the deployment of psychologists in all special education institutes. Furthermore, the adoption of context-specific and advanced intelligence and behavioural tests is crucial for ensuring accurate diagnoses and the delivery of effective rehabilitation services tailored to the needs of students.***

The departmental mission extends beyond education to include preparing children with SEND for meaningful social participation. By equipping children with the skills and training necessary to enter

the workforce, the policy aims to ensure that they can contribute economically and lead fulfilling, independent lives. The assessment of SpED's vocational training initiatives reveals critical gaps in addressing the employment needs of children with SEND. Out of 304 special education institutes, only three VTIs exist, enrolling just 104 students. Challenges such as teacher shortages, limited course offerings, and misalignment with market demands hinder their effectiveness. The Vocational Rehabilitation and Employment Centre in Gujrat operates with severe staffing shortages, employing only 10 out of 1,457 registered individuals, highlighting systemic flaws in job retention and support mechanisms. Workshops for VI individuals, like the one at the Sunrise High School of Special Education, lack meaningful student engagement and operate inefficiently, generating a revenue of less than one percent of operational costs in FY 2023-24. Pre-vocational training in special education schools is similarly under-resourced, with only 33 percent having vocational training areas and no specific budget allocation for these activities. (See chapter 3.6 for details)

SpED's partnerships with vocational training organisations such as TEVTA and PVTTC have been underutilised. Although PVTTC established seven VTIs within special education institutes, a lack of collaboration and awareness among schools led to no enrolments from SpED students, prompting the revocation of the MoU. TEVTA offers potential for teacher training and enrolment of SpED students in market-relevant courses but requires a comprehensive strategy to align these efforts with the specific needs of children with SEND. Renewing partnerships with PVTTC and formalising collaboration with TEVTA through MoUs can improve vocational training accessibility and effectiveness, ensuring alignment with employment trends and enhanced student outcomes.

Innovative approaches, such as the Corporate Social Responsibility (CSR) model tested by the CPWB, provide a promising solution. This model, which has achieved an improved placement rate, involves businesses offering tailored training and employment opportunities to beneficiaries. Adopting such a model could benefit SpED's vocational training students by ensuring targeted training, simplifying job placement, and addressing employment gaps. ***Prioritising partnerships with vocational training providers, updating curricula aligned with market demand and adopting effective placement strategies like the training by business entities will bridge the gap between skill training and employment for children with SEND, promoting long-term economic participation and independence.***

Overall, the challenges faced by educational and vocational rehabilitation institutes in Punjab reveal significant gaps between policy intentions and practical realities. To realise the vision and mission set forth in the Punjab Education Policy 2020, it is essential to address the needs of students and individuals with disabilities. Without targeted interventions including strategic partnerships, resource optimisation, and curriculum alignment the goal of developing an inclusive and supportive environment for all children with SEND will remain unfulfilled.

### **Gender Participation Analysis**

In Punjab, Pakistan, where traditional norms often prioritise boys' education, girls with disabilities face double marginalisation: as individuals with SEND and as females with restricted access to education and public spaces. Their exclusion not only violates fundamental rights but also limits their potential to contribute to families and the economy. Achieving gender equity is essential to breaking poverty cycles, challenging stereotypes, and creating inclusive growth, particularly for SEND students, who remain among the most vulnerable groups. Addressing these barriers is crucial to achieving broader developmental goals. By creating an inclusive, gender-responsive education system, the SpED can empower girls with SEND to lead independent, meaningful lives. This analysis highlights three critical areas—enrolment, infrastructure, and lack of menstrual hygiene management—requiring urgent action to bridge the gender gap and ensure equal opportunities for all children with SEND.

### 1. Enrolment and Participation

Despite policy frameworks promoting inclusion, the current data of SpED reveals a stark gender gap, with girls making up only 37 percent (14,813 out of 39,818 students) compared to 63 percent boys (25,001), while transgender students account for only 4 individuals, reflecting their near invisibility in the system. The gender gap in enrolment remains a significant concern, particularly in rural and underserved areas, where socio-cultural barriers and safety concerns prevent girls from accessing education. Families often perceive girls with disabilities as a “double burden,” leading to lower prioritisation of their education. A teacher in Gujrat noted, *“Parents often hesitate to send their daughters to special schools because of transport and societal pressures.”* Transport is a major factor impacting participation, as families cite concerns over safety and accessibility. Many girls lack access to safe and reliable transport services, while overcrowded school buses further discourage attendance. *“We don’t send our girls to school because the buses are overcrowded and unsafe,”* shared a parent from Rahim Yar Khan. Girls with disabilities are also more likely to face isolation and exclusion within their communities, which limits their social interaction and enrolment. To improve participation, a multi-pronged strategy is needed. Targeted awareness campaigns must be launched to reduce societal stigma and promote the importance of education for girls with SEND. Provision of safe transport services, staffed with female attendants, will encourage regular attendance. Furthermore, gender-segregated classrooms and safe, accessible facilities will help create a welcoming environment for girls, promoting their inclusion in educational settings.

### 2. Infrastructure and Safety

Inadequate infrastructure and safety provisions disproportionately impact female students, undermining their ability to fully participate in school activities. Despite the requirement for inclusive spaces, only 50 percent of co-educational special schools provide gender-segregated washrooms, a critical need for adolescent girls. The safety of female students during transport remains a pressing concern. Reports from FGDs highlight issues of overcrowding and inappropriate behaviour by male peers, particularly on school buses. Female students expressed discomfort, with one girl from Lahore stating, *“We feel uncomfortable on the buses because the boys push us, and no one takes action.”* The lack of female teachers or supervisors during transit exacerbates these safety concerns. In schools, non-functional CCTV systems and blind spots further compromise student safety. Improving infrastructure requires urgent action to ensure gender-segregated washrooms, safe recreational spaces, and accessible facilities in all schools. Functional CCTV systems, bus monitoring, and trained attendants must be prioritised to address safety concerns.

### 3. Lack of Menstrual Hygiene Management

The lack of menstrual hygiene education and sanitary facilities prevents girls from attending school during menstruation, further widening the attendance gap. A teacher from Multan shared, *“Girls often stay home during their menstrual days because there are no clean washrooms or hygiene supplies in school”* Schools should introduce comprehensive menstrual hygiene management programmes, including the provision of sanitary supplies and clean washrooms. Collaborations with the health department can ensure regular medical checkups, vaccinations, and the delivery of targeted healthcare services for girls with disabilities. Additionally, schools must introduce menstrual hygiene management programmes, including sanitary supplies and education, to ensure that adolescent girls can attend school consistently and with dignity.

### Conclusion

With girls comprising only **37 percent of total enrolment**, there is an urgent need for targeted, gender-responsive interventions to bridge this gap. By improving these facilities, SpED can create equitable opportunities for girls with SEND, empowering them to realise their full potential and contribute meaningfully to society.

### 3.2. Governance and Leadership

#### Key Highlights

- Since its establishment in 2003, the department has significantly expanded its outreach from 53 special education institutes to the current 304. However, there remains considerable scope to strengthen the internal capacity of the DGSE to enhance its effectiveness as a central coordinating body, particularly in the areas of IT reforms, planning, research, and accountability. **Establishing a dedicated research wing and a robust monitoring and evaluation (M&E) unit is crucial for ensuring comprehensive oversight. Additionally, implementing digital filing systems and recruiting specialists in budgeting, procurement, and data analysis is critical, as these responsibilities are currently managed by a single senior clerk. Furthermore, the development of multi-year plans and the integration of updated research are highly needed.**
- The Non-Salaried Budget (NSB) for special education institutes is currently routed through the District Education Authority (DEA), which causes unnecessary delays in disbursement of funds to special education institutes. Additionally, the financial autonomy of the CEO-DEA allows undue influence over special education institutes, restricting SpED's ability to address their needs effectively. **To address these autonomy related issues, centralising fund allocation for critical NSB heads, such as transport, uniforms, and student stipends, under the DGSE is proposed for ensuring timely disbursement, efficient resource utilisation, and alignment with the unique needs of special education institutes.**
- Among the assessed schools, 37 percent (10 out of 27) were managed by interim leaders with 'look after' charges, while 8 percent (2 out of 27) had leaders assigned the DDO charge, focusing primarily on financial oversight. **To address these challenges, a structured leadership succession plan along with a review of sanctioned post scales for the head of the institutes, are required to ensure timely hiring and align roles with available resources.**
- SMCs in special education institutes are largely inactive, with minimal contributions to school improvement and management. Negative attitudes, lack of specialised funds, and undefined roles further hinder their effectiveness. **Developing, implementing and reactivating SMCs with clear frameworks and adequate financial resources considering recent notification of Government of Punjab for SMCs in schools i.e. increase in the limit of budget that can be routed by SMC, etc., is essential to improving special education environments for children with SEND**

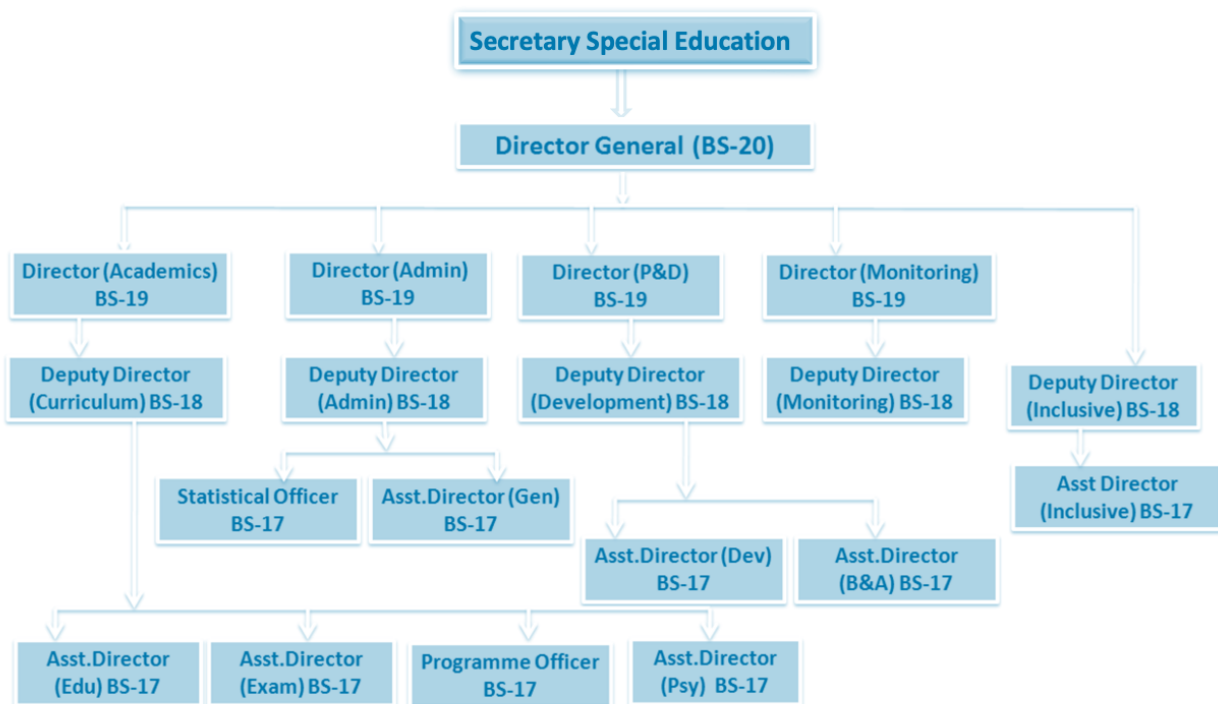


## Provincial Hierarchy

The Secretary Special Education serves as the head of the department, while the Directorate General of Special Education (DGSE) operates under the auspices of SpED to perform operational functions and ensure that the department's strategic direction is effectively implemented across its subordinating institutes. The DGSE is led by the Director General (DG), with four directors, specialising in Academics, Administration (Admin), (P&D, and Monitoring. Each director, along with their respective teams, works collaboratively to spearhead the department's mission of delivering quality education and support to individuals with special needs. This structure of roles has been specifically created to enhance accountability, specialisation, and support across the department's various functional areas.

The KII's with the department and other stakeholders underlined the urgent need for restructuring the DGSE to align with its expanded footprint and growing responsibilities. As the central coordinating body, strengthening the DGSE's capacity would significantly improve its ability to create meaningful field-level impact. The department requires additional staff, including IT personnel, planning officers, and research officers to address operational and strategic gaps. Current efforts to assess institutional needs such as identifying locations for new schools or vocational training centres remain inadequate due to capacity constraints. Moreover, the introduction of digital filing systems is imperative to improve administrative efficiency, while the recruitment of specialists in budgeting, procurement, and data analysis is critical. These important tasks are currently managed by a single senior clerk, which is wholly insufficient given the scope and scale of operations. Strengthening these functional areas will enable the department to operate with greater efficiency, improve decision-making, and better address the evolving needs of individuals with special needs across Punjab.

**Figure 11: Organogram of the Special Education Department Punjab**



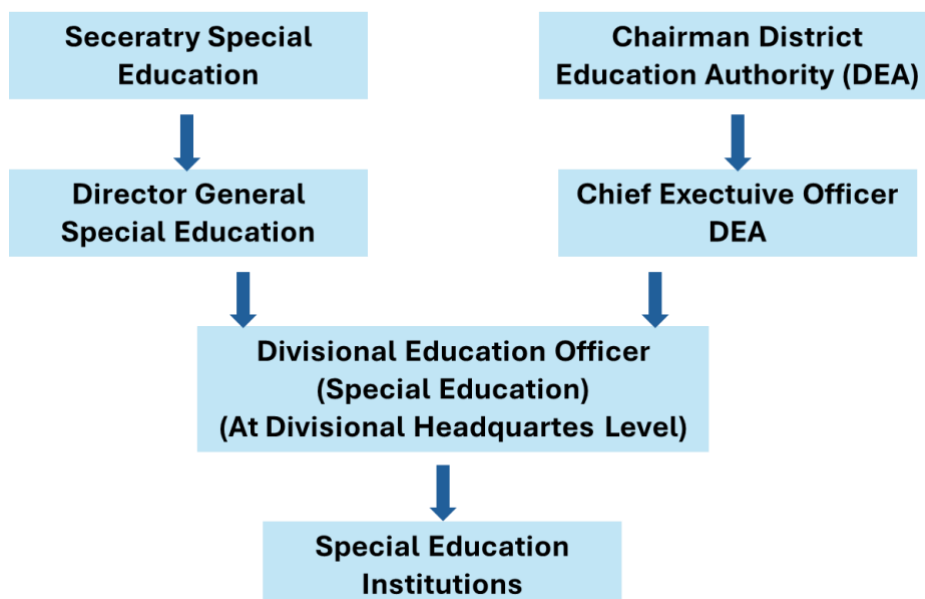
## District Hierarchy

The operation and management of Special Education Institutes in Punjab involve two parallel entities: the Secretary of Special Education, who heads the SpED, and the Chairman of the District Education Authority (DEA). At the divisional level, the District Education Officers (DEOs) of SpED are responsible for the administrative supervision of special education institutes, reporting to both SpED and DEA. The Non-Salaried Budget (NSB) for special education institutes is currently routed through the DEA. This authority manages the budgets for all educational institutes within the district, including those under the School Education Department and the Literacy & Non-Formal Basic Education Department. At the district level, the Chief Executive Officer (CEO) of the School Education Department acts as the principal accounting officer for this budget on behalf of the Chairman DEA, who serves as the Deputy Commissioner (DC).

The current arrangement also causes delays in the release of funds to special education institutes, as institutes under the School Education Department are frequently prioritised for budget disbursements. This leaves special education institutes underfunded and under-resourced, impacting their ability to deliver effective services. Furthermore, the financial autonomy granted to the CEO-DEA allows them to exert influence over the management of special education institutes, despite these institutes falling under SpED’s mandate. This overlapping structure restricts SpED’s ability to respond efficiently to the diverse and evolving needs of its institutes, compromising their overall operational efficiency.

Addressing these structural gaps is essential to improve role clarity, enhance resource allocation, and strengthen SpED’s capacity to fulfil its mission. ***A proposed solution is to allocate and centrally manage critical NSB heads, such as transport, uniforms, and student stipends, under a special fund through the DGSE, while the remaining NSB continues to be managed by the existing DEA system. Centralised financial control of such financial heads under DGSE would ensure timely release of funds, enable efficient resource utilisation, and align financial management with the specific needs of special education institutes. This approach would enhance transparency, improve responsiveness, and ensure that the unique operational requirements of special education institutes are effectively met, ultimately strengthening the system’s ability to support children with SEND.***

Figure 12: Organogram for Management of Institutes

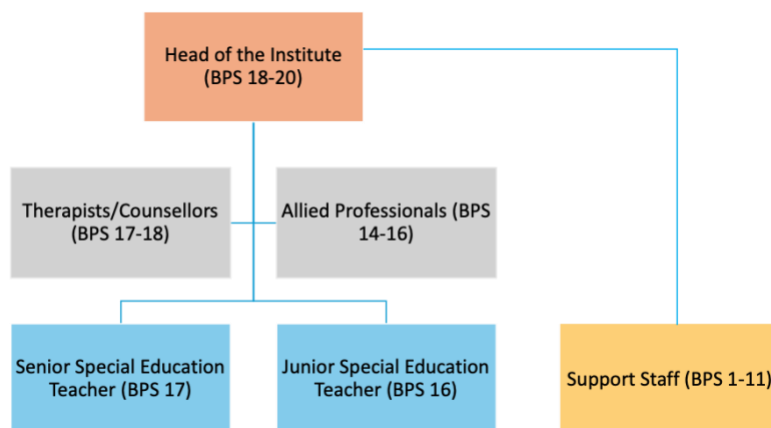


## School Level Hierarchy

At special education institutes, the Basic Pay Scale (BPS) hierarchy organises roles with Heads of Institutes positioned at the top. These leaders are responsible for planning, policy oversight, and overall management of the institutes. Among the institutes assessed, 55.6 percent (15 out of 27) had principals as regular positions, ensuring stability and continuity in leadership. However, 37 percent (10 out of 27) of the institutes were managed by interim leaders with “look after” charges, while an additional 8 percent (2 out of 27) had leaders assigned only Drawing and Disbarment Officers (DDOs) responsibilities, which primarily focus on financial oversight. A key reason for vacant posts of the heads of the institutes is the limited availability of BPS-19 human resources, as most sanctioned positions require this grade.

Leadership stability is vital for the effectiveness of special education institutes, as the absence of permanent leadership undermines planning, resource allocation, and timely decision-making. **There is a need to introduce a structured leadership succession plan to address these challenges, for a timely and transparent filling of vacancies. Additionally, the department should review the sanctioned post scales to make the necessary hierarchical adjustments for improved alignment with available human resources.**

**Figure 13: Hierarchy of Staff in Special Education Institutes**

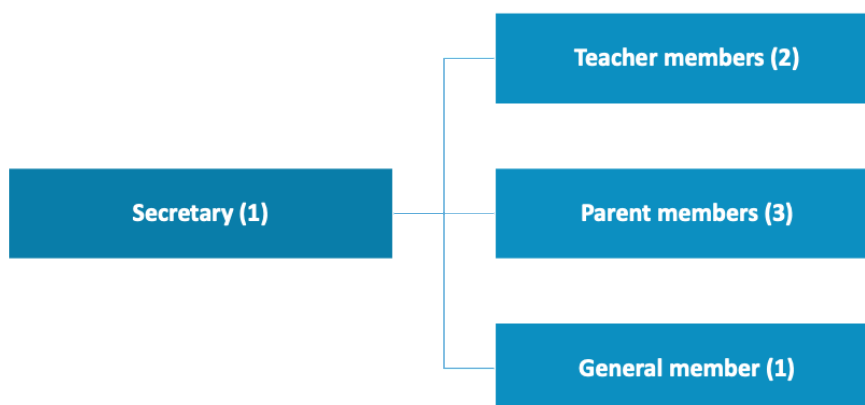


Ambiguity in roles, as noted by the assessment teams, remains a significant challenge in special education institutes under SpED, primarily due to the absence of clearly defined roles and responsibilities for staff members. For instance, a psychologist may be assigned duties as a teacher or tasked with managing student admissions. This inconsistent allocation of roles stems from a shortage of staff in these institutes. The lack of a formal framework to delineate specific duties for each role further exacerbates the issue, creating confusion, reducing efficiency, and impacting the overall performance of the institutes. **To enhance work effectiveness, it is essential to introduce clear job descriptions and Key Performance Indicators (KPIs), as no formal framework currently exists.**

Furthermore, School Management Councils, governed by the School Council Policy, are tasked with holding regular meetings, supporting extracurricular activities, raising funds, and enhancing the school environment. However, in special education institutes, SMCs are largely inactive, with minimal or no contribution to school improvement or management. Their limited engagement undermines their potential to positively impact the educational environment, leaving these institutes without critical community and stakeholder support. Even in some cases, the negative attitude of SMC members towards the welfare of children with SEND was observed. For instance, during an FGD at the Government Institute for Slow Learners in Khushab, an SMC member remarked, “But now, what the government is facilitating has turned into a strange story that doesn’t even need to be discussed. It’s

counterproductive, spending millions on children who are unproductive while neglecting those who are capable, essentially turning the capable into incapable and the incapable into capable." Furthermore, there is no specialised fund allocated to SMCs for the school building improvement.

Figure 14: Organogram of a SMC



***To address these challenges, there is an urgent need for formal frameworks that clearly define staff roles and responsibilities, strategies to reactivate SMCs, and adequate allocation of financial resources to ensure meaningful contributions to the improvement of special education institutes. These reforms would enhance operational efficiency, strengthen leadership effectiveness, and foster a more structured and supportive environment for children with SEND.***

#### **A Case Study of Bringing Accountability in Schools through SMCs Strengthening**

The Essential Services (ES) Education Programme by Oxfam India focuses on improving access to quality, inclusive, and universal elementary education in underserved communities across India. The initiative specifically targets schools in rural and marginalised areas where educational outcomes are often hampered by systemic issues such as inadequate infrastructure, poor governance, and low community engagement. In partnership with local Non-Government Organisations (NGOs) and community stakeholders, the programme seeks to empower School Management Committees (SMCs) as a key mechanism to foster accountability and improve school performance. By strengthening SMCs, the initiative bridges the gap between school administration and local communities, ensuring that educational policies and resources are effectively implemented to benefit all students.

#### **Methodology of Intervention**

The programme employs a multi-pronged approach to strengthen the capacity and functionality of SMCs. It begins with community mobilisation and awareness campaigns to ensure that parents, teachers, and local stakeholders understand the importance of SMCs in school governance. Capacity-building workshops are conducted for SMC members to equip them with skills in budget monitoring, school planning, and advocacy. These workshops also focus on educating members about their rights and responsibilities under the Right to Education (RTE) Act.

Additionally, the programme introduces accountability tools, such as social audits and school report cards, to enable SMCs to track the utilisation of funds, monitor teacher attendance, and assess the quality of teaching and infrastructure. Regular community meetings and forums are organised to facilitate open dialogue between SMCs, school staff, and local government officials. By promoting collaboration and transparency, the programme ensures that schools are better equipped to address challenges and improve educational outcomes.

**Impact**

**and**

**Results**

The programme has had a substantial impact on the schools and communities involved. One of the most significant outcomes has been the increased participation of parents and local stakeholders in school governance, leading to improved transparency in the utilisation of school funds and resources. As a result, schools have seen enhancements in infrastructure, such as the construction of classrooms, toilets, and drinking water facilities, which directly benefit students.

Additionally, the active involvement of SMCs has led to better teacher accountability, with significant improvements in teacher attendance and performance. The programme has also contributed to higher student attendance rates and better learning outcomes. The use of tools like social audits has fostered a sense of ownership among community members, ensuring that schools remain responsive to the needs of students. By empowering SMCs, the initiative has not only improved educational access and quality but has also strengthened community confidence in the public education system.

### 3.3 Human Resource

#### Key Highlights

- A significant disparity in the student-teacher ratio (STR) exists across the districts, ranging from 11:1 in Jhelum to 39:1 in Attock, along with higher STRs observed in special education centres compared to disability-specific institutes. Alarming, certain institutes have extremely high STRs, such as the special education institute for hearing-impaired children in Rahim Yar Khan with an STR of 100.8:1, the slow learner institute in Gujrat with 100:1, and special education centres in Sahiwal with 95:1. **There is an urgent need to rationalise teaching staff distribution across districts and institute types to achieve an optimal STR and ensure quality education delivery. Additionally, filling the 1,684 vacant posts for teaching and allied professional staff (35 percent of sanctioned positions) should be prioritised as a medium-term action. For interim arrangements, the department should also explore opportunities with Teach for Pakistan or any similar organisations in Pakistan to leverage the provision of trained and motivated teachers for underserved schools for a time of 1-2 years, without any cost implications.**
- During the assessment, ambiguity in staff roles and responsibilities emerged as a significant challenge in special education institutes, primarily due to the lack of clearly defined roles for their jobs. **It is crucial to introduce formal job descriptions and KPIs for various cadres, as no such framework currently exists. Additionally, targeted leadership training for heads of institutions is essential to equip them with the skills needed for effective management.**
- During the FGDs, teachers expressed significant dissatisfaction with the current training framework. Training programmes are not tailored to their specific needs, and the implementation of comprehensive TNA is largely ineffective. Additionally, there is no structured follow-up mechanism to provide on-the-job support or ensure the application of training outcomes. **A more robust TNA framework should be introduced to enhance participation and develop targeted training plans that address the specific needs of teaching staff. Furthermore, a structured follow-up mechanism is essential to monitor and evaluate the implementation of training outcomes in classrooms, ensuring long-term impact and continuous professional development, particularly in the identified twelve training topics (Given in Table 6).**
- Training colleges for the deaf and blind have a limited impact as they offer a B.Ed. in Special Education, a degree already available at other universities. **Instead of duplicating efforts, resources should be redirected towards in-service training programmes tailored to the needs of teachers currently working in the system.**
- The other key gaps in professional development in special education include the lack of digital training materials, a dedicated e-library, and opportunities for local and international exposure for faculty. While training outlines are reviewed with sector specialists, a thorough revision of manuals and materials is essential to enhance knowledge creation and



delivery. **To address these challenges, the department should prioritise the development of digital training resources, an e-library, and app- or web-based platforms in partnership with specialised partners, to provide teachers with accessible, on-demand learning. Additionally, facilitating local and international exposure for faculty is vital for adopting innovative practices and enhancing knowledge.**

- Despite clear guidelines under the school norms 2016, significant staffing gaps persist in special education institutes, particularly for allied professionals, with many posts either unsanctioned or unfilled. **To address this, policy reforms are required to sanction necessary posts, ensure timely appointments against sanctioned positions, and allocate resources effectively for comprehensive rehabilitative services.**

### Human Resource Availability

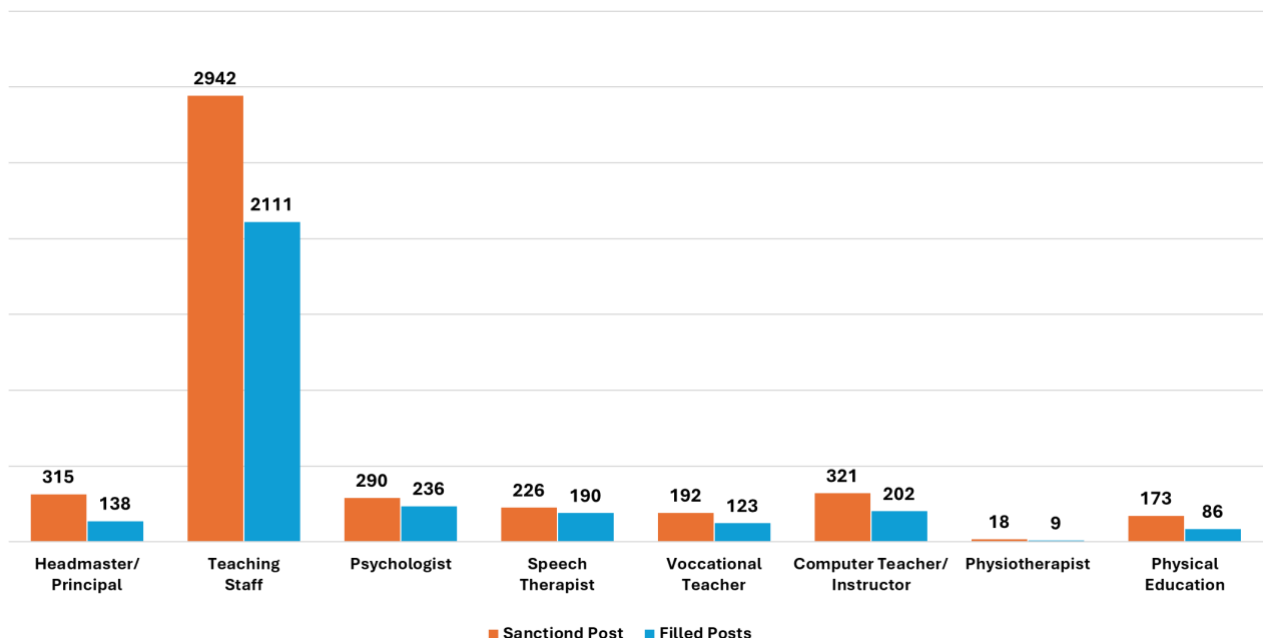
Special education institutes typically have a structured team comprising a head, administrative staff, teaching staff, support staff, and allied professionals to address the diverse needs of students with SEND. In some institutes, trained medical staff are also available to support students requiring more intensive care. Recruitment for teaching and officer-level positions (BPS-16 and above) in SpED is carried out by the Punjab Public Service Commission (PPSC) through a merit-based process involving a written examination and an interview. For positions in BPS-15 and below, recruitment is managed directly by the SpED.

As of October 2024, there are 3,248 teaching and allied professional staff working in special education institutes across Punjab, against a total of 4,932 sanctioned posts. This leaves a significant number of vacancies unfilled, which poses challenges in meeting institutional needs effectively. The existing team comprises:

- 2,111 disability specific teachers including Junior Special Education Teachers (JSETs), Senior Special Education Teachers (SSETs), and other educators
- 195 speech therapists
- 61 drawing instructors
- 72 computer instructors and teachers
- 123 vocational teachers or instructors
- 762 allied professionals

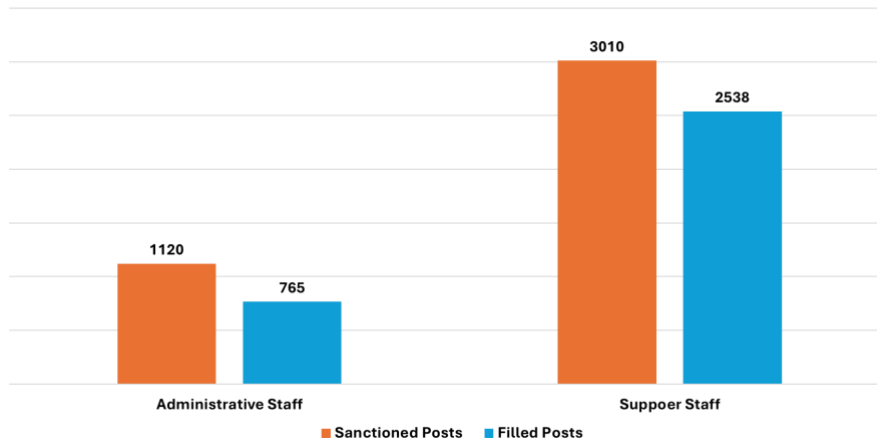
The district-wise details of sanctioned and filled posts for teaching and allied staff are available in Annexure IX.

**Figure 15: Sanctioned Vs Filled Post**



On the other hand, there are total 3303 filled posts of administrative and support staff against 4130 sanctioned posts as per the data shared by department of November 2024. The graph below shows the overall sanctioned posts of administrative and support staff against filled posts, whereas the district wise tables are given in the annexure X.

Figure 16: Sanctioned and Filled Posts of Administrative Staff and Support Staff

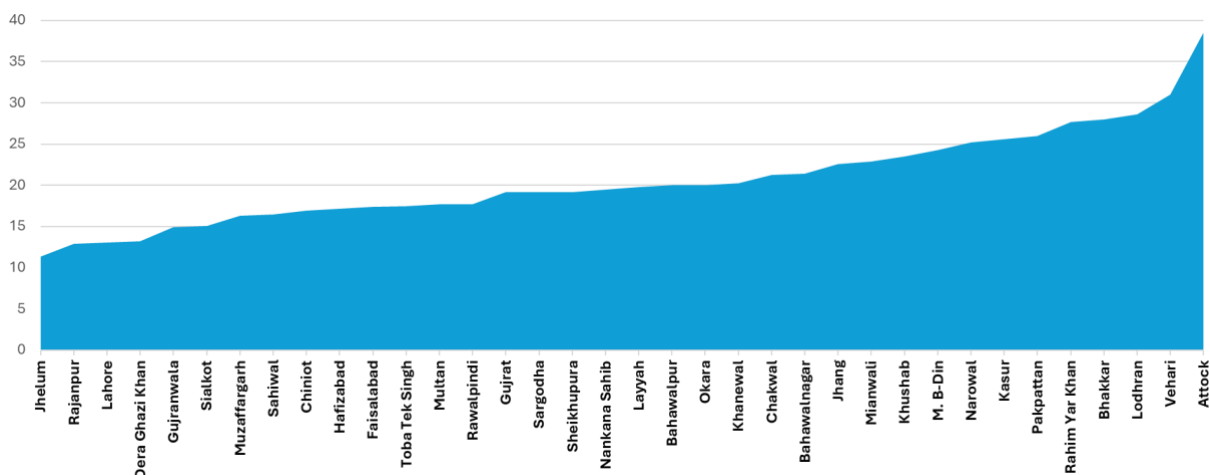


### Student to Teachers Ratio

The analysis reveals significant challenges in the student-to-teacher ratio (STR) within special education institutes, showing a substantial shortage of teaching staff. Currently, the average ratio stands at one teacher for every 19 students, which is inadequate to meet the specialised and individualised needs of students with SEND. Furthermore, this shortage of teachers places additional pressure on the existing staff, affecting their mental well-being. This figure accounts only for teaching staff and excludes allied professionals, who play a critical role in providing supportive services such as therapy and counselling. To address the staffing shortfall, some institutes have resorted to reassigning allied professionals to teaching roles. While this measure may offer temporary relief, it is far from ideal and undermines the quality of both teaching and specialised support services.

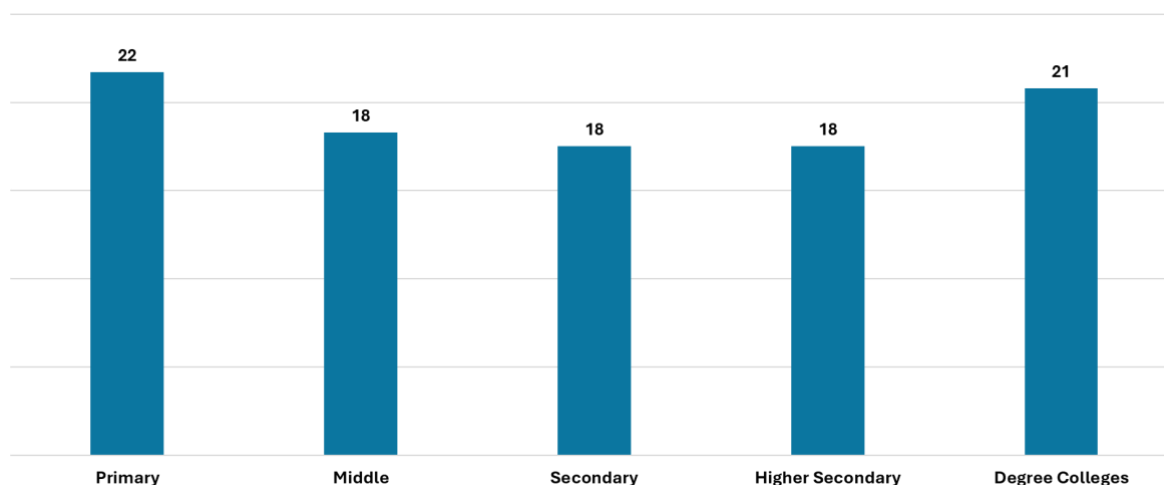
The student-to-teacher ratio also varies significantly by district, with some areas experiencing severe shortages. For instance, in Attock, the ratio rises to 39 students per teacher, which is more than double the provincial average, further exacerbating the challenges of delivering effective education and individualised attention to students. Addressing these disparities requires urgent interventions, including the recruitment of additional teaching staff and the implementation of district-specific strategies to ensure equitable staffing levels across Punjab. Improving the student-to-teacher ratio is critical to enhancing the quality of education and ensuring that children with SEND receive the support they need to thrive academically and socially.

Figure 17: District wise Student-to-Teacher Ratio



An analysis of the student-to-teacher ratio (STR) across different levels of education in special education institutes reveals notable disparities. The highest STR is observed at the primary level, where one teacher caters to 22 students. This is followed by degree colleges, where the ratio stands at 21 students per teacher. In middle, secondary, and higher secondary special education institutes, the ratio is relatively lower but still significant, with 18 students being taught by one teacher at each level. The district-wise analysis of the student-to-teacher ratio further highlights regional disparities and available in Annexure XI. These findings depict the need for targeted measures to address staffing shortages, particularly at the primary and degree college levels, where the demand for specialised and individualised support is highest. Bridging these gaps is essential to ensure quality education and equitable access for children with SEND across all educational levels.

**Figure 18: Student-to-Teacher Ratio in different Levels of Education.**



A closer analysis of the disability-specific student-to-teacher ratio (STR) reveals significant disparities across special education institutes in Punjab. Hearing-impaired students in special education centres are particularly underserved, with an alarming ratio of 1 teacher for every 37 students—far exceeding the policy recommendation of a maximum of 16 students per teacher. Although disability-specific institutes for hearing-impaired students perform slightly better, the ratio remains 1 teacher for every 18 students, which still falls short of the prescribed standards.

For MC students, the situation is equally concerning. Both special education centres and disability-specific institutes report an average ratio of 22 students per teacher, a figure significantly higher than the recommended 4:1 ratio. This shortfall greatly affects the quality of education, as these students require intensive individualised support. On the other hand, the ratio for VI students is relatively better, with special education centres generally adhering to the policy-prescribed levels. However, in disability-specific institutes for VI children, the ratio remains slightly elevated at 11 students per teacher.

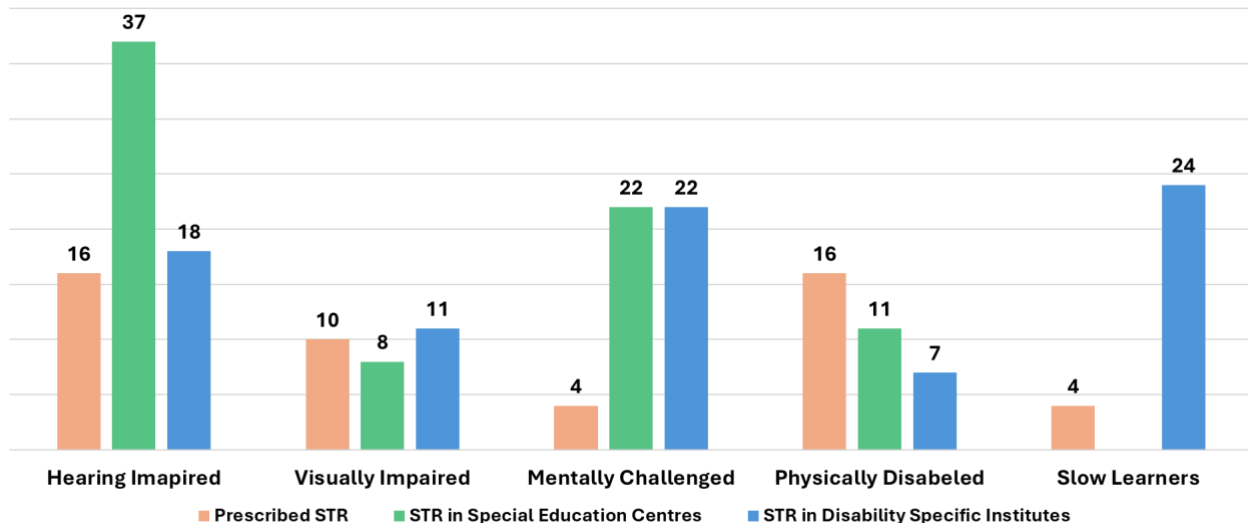
The PD student population fares better, as the student-to-teacher ratio in their case largely adheres to the recommended 16:1 ratio. However, for SL, the disparity is stark. The ratio stands at 1 teacher for every 24 students, a far departure from the 4:1 ratio set in the Special Education Policy 2020. This challenge is particularly pronounced at the school level. For instance, the Government Institute for Slow Learners in Rajanpur has no permanent teaching staff and relies on two teachers borrowed from a hearing-impaired school and one community volunteer to manage the students. During FGDs, teachers expressed their concerns about being overburdened, citing the lack of teaching resources as one of the primary challenges impacting the delivery of effective education.

At the district level, the situation is even more dire, as illustrated in Annexure XII. For example, the special education institute for hearing-impaired children in Rahim Yar Khan reports an alarming ratio of 100.8 students per teacher, while the slow learner institute in Gujrat has an STR of 100:1. Similarly, special education centres in Sahiwal record an STR of 95:1 for hearing-impaired children, while in Chiniot, the STR for MC children stands at 64:1.

These figures highlight that the policy-recommended student-to-teacher ratios, as outlined in the Special Education Policy 2020, are not being met. According to the policy, the ideal STRs are 10:1 for HI and PD students at the primary level, while for VI students, it is 4:1. As students transition to middle school, the STR increases to 12:1 for .I and P.D and 8:1 for VI. At the secondary level, the ratio rises to 14:1 for HI and P.D, and 10:1 for VI. For higher secondary education, the ratio further increases to 16:1 for HI and P.D, while remaining at 10:1 for VI. In contrast, the policy recommends a consistent 4:1 ratio for S.L and M.C students at all levels.

The significant gaps between policy recommendations and actual practice emphasise need for targeted interventions urgently. **Addressing staffing shortages, improving resource allocation, and ensuring adherence to policy-prescribed ratios are essential steps to bridge these gaps. Without these measures, overcrowded classrooms, particularly for hearing-impaired and MC students, will continue to undermine the quality of education. It is imperative to provide adequate teaching resources and ensure that every student with SEND receives the individualised attention they require to thrive academically and socially.**

**Figure 19: Comparison of Prescribed Student to Teacher Ratio with Special Education Centres and Disability Specific Institutes**



### Special Education Teacher Shortage: How to Address the Crisis

In Special Education Institutes, the high student-to-teacher ratio significantly impacts learning outcomes and the overall educational environment. This challenge not only hinders individualised attention for students but also places immense stress on teachers, affecting their mental health and job satisfaction. Addressing this issue requires innovative and sustainable solutions that leverage existing models for educational equity.

Globally, Teach for America (TFA)<sup>7</sup> has demonstrated a successful approach to tackling educational inequity. TFA recruits and trains recent college graduates and professionals to serve as teachers in under-resourced schools across the United States. These corps members commit to a two-year teaching tenure, bringing fresh perspectives and dedication to bridging the academic opportunity gap. Over the years, TFA has addressed staffing shortages and cultivated a robust alumni network advocating for long-term education reform.

Locally, Teach for Pakistan (TFP)<sup>8</sup> operates on a similar model, focusing on addressing educational disparities by placing motivated and trained individuals in underserved schools. SpED should collaborate with TFP to strategically deploy their trained teachers in Special Education Institutes. ***This collaboration should involve TFP modifying its teacher training program to include modules on special education pedagogy, inclusive teaching practices, and strategies for addressing the diverse needs of students with SEND. Additionally, SpED could provide mentorship from experienced special education professionals, enabling TFP teachers to adapt effectively to the unique challenges of these institutions.*** Regular monitoring, feedback sessions, and joint capacity-building workshops could strengthen this partnership, ensuring alignment with institutional goals and sustainable improvement in learning outcomes. By leveraging TFP's infrastructure and expertise while tailoring it to the needs of special education, this collaboration could alleviate teacher shortages, improve student support, and create a more inclusive and effective learning environment.

### Allied Professional Staff

The approved norms for the establishment of new special education institutions, upgradation of existing institutes, and creation of new posts based on the student-teacher ratio (2016) provide detailed guidelines on the appointment of allied professionals specific to each disability to ensure comprehensive rehabilitative services. According to these norms:

- A **Qari** is mandated for institutes serving VI. students and those with PD.
- A **music teacher** should be appointed in institutes for students with PD (primary level), M.C., and VI and special education institutes (from middle level).
- An **audiometrist** is required for institutes for HI students and special education centres (with 4 disabilities).
- A **drawing master** is necessary in schools for students with HI and PD.
- An **Instructor Physical Education (IPE)** should be present in all disability-specific institutions and special education centres from middle till higher secondary school.
- **Physical Education Teachers (PET)** is required in all the primary school.
- A **physiotherapist** should be present in institutions catering to students with PD.
- A **speech therapist** is required in HI institutions as well as in special education centres (with 4 disabilities).

<sup>7</sup> For details visit: <https://www.teachforamerica.org/>

<sup>8</sup> For details visit:

[https://iteachforpakistan.org/?gad\\_source=1&gclid=Cj0KCQiA1p28BhCBARIsADP9HrPGPGqej5eQB8B90fsizTJzbUp45805DGKzMwW4y6hMvAiF-6gPaF8aAsn\\_EALw\\_wcB](https://iteachforpakistan.org/?gad_source=1&gclid=Cj0KCQiA1p28BhCBARIsADP9HrPGPGqej5eQB8B90fsizTJzbUp45805DGKzMwW4y6hMvAiF-6gPaF8aAsn_EALw_wcB)

- **Vocational Teacher** required in all institutions except degree colleges.
- **Psychologists** are required in all the institutes of special education.
- **Computer Instructors/Teachers** are needed in the institutes where SL (primary level) VI, HI and PD (from secondary level till higher secondary level) students are enrolled.
- **Arts and Craft Instructors** are required in higher secondary institutes of special education for HI, VI and PD.

Despite clear guidelines, the assessment reveals significant staffing gaps in special education institutes, with many posts either unsanctioned or unfilled. For instance, among 13 institutes eligible for a Qari, only 3 had sanctioned posts, none of which were filled. Similarly, while 22 institutes required music teachers, only 7 had sanctioned posts, with just 4 filled. Of the 12 institutes needing audiometrists, only 2 had sanctioned posts. Notably, 3 special education centres had drawing masters, although the school norms do not include this provision.

**Table 5: Allied Professional Posts(Requires Vs Sactioned Vs Filled)- As per School Norms**

Allied Professionals	Institutes Required Post as per Existing School Norms	Institutes with Sanctioned Posts	Institutes with Filled Posts
Qari	14	3	0
Music Teachers	25	7	4
Audio metrists	15	4	3
Drawing Master	7	4	3
IPE	20	7	7
PET	9	5	2
Physiotherapist	1	1	0
Speech Therapist	12	11	9
Vocational Teacher	24	14	5
Psychologist	27	24	22
Computer Instructor/Teacher	7	5	2
Arts and Craft Instructor	1	0	0

***These critical shortages highlight the urgent need for policy reforms, improved resource allocation, and better implementation of school norms to ensure adequate staffing and the effective delivery of rehabilitative services in special education institutes.***

### Capacity Building

Since 2021-2023, the SpED has organised trainings for 1670 staff members that includes 85 administration staff, 302 allied professionals, 96 support staff and 1187 teaching staff. Further analysis of training given to staff members from different institutes and is given below in the table.

**Table 6: Trained Staff by Type of Institutes – 2021-23**

Sr. #	Type of Institutes	Number Of Staff Trained
1	Special Education Centres	1112
2	Special Education Institutes for Hearing Impaired Children	264
3	Special Education Institutes for Slow Learners	133
4	Special Education Institutes for Mentally Challenged Children	48

Sr. #	Type of Institutes	Number Of Staff Trained
5	Special Education Institutes for Physically Disabled Children	23
6	Special Education Institutes for Visually Impaired Children	79
7	Vocational Training Centres	2
8	DEO Office	9
<b>Grand Total</b>		<b>1670</b>

Despite efforts to provide training for teaching staff in SpED, in a series of FGDs, teachers from various government special education centres expressed concerns about the challenges they face in delivering effective education. They mentioned absence of specialised training, particularly in sign language and modern teaching methods for hearing-impaired students as a significant gap. Additionally, a lack of capacity-building initiatives for teachers of MC students was identified as a major barrier to improving educational outcomes for students with mental challenges. While teachers expressed a desire for professional development, they felt that the training provided was often insufficient and lacked motivation, hindering their ability to enhance their teaching skills. They also reported that the implementation of jas identified that teacher training is seen through a bureaucratic lens and as a hierarchic activity. Teacher trainers seem to have a strong perception that they are the ones imparting wisdom on teachers even though many of the teacher trainers have far less experience of in-class teaching. The conditions in schools where resources and incentives are both low, the top-down training paradigm often seems to be a catalyst for low motivation and low professional engagement, and thus counterproductive to student learning and well-being. Currently, as most teachers mentioned, it is not clear what the basis of promotion and access to opportunities is, other than time-in-service. This creates a deficit of teacher agency in their own learning and progression of their career paths, even while they might have regular in-service training opportunities. ***A radical change is needed in this regard towards intellectually and socio-emotionally empowering approaches such as peer-based learning models and mentoring.***

Further gaps in professional development include the absence of digital training materials and a dedicated e-library for teachers and staff. While the training outline is reviewed in consultation with sector specialists, a more detailed review of training manuals and materials is required to ensure effective knowledge creation and delivery. Moreover, opportunities for local and international exposure for faculty, which are critical for gaining updated knowledge and practices in managing various disabilities, are virtually non-existent.

Another key shortcoming is the lack of a mechanism to follow up on the implementation of training learnings in classrooms. The only individual performance monitoring system currently in place is the Annual Confidential Report (ACR), which, while submitted regularly, is not utilised for decision-making or evaluating training outcomes.

Training colleges for the deaf and blind also have a limited impact. Since 2021, only 337 students have graduated, and the degrees they offer, such as B.Ed. in Special Education, are already available at other universities, rendering these colleges redundant in their current form. Further compounding the issue is the absence of leadership; the post of principal at training colleges for the blind has remained vacant for the last five years, further hindering their effectiveness and ability to innovate.

To address these challenges, the department should prioritise inclusivity and effectiveness in its training programmes. ***A more robust TNA framework should be introduced to ensure higher participation rates and the development of targeted training plans that align with the specific needs of teaching staff. Rather than duplicating efforts by continuing to invest resources in B.Ed.***

**in Special Education (already offered by other universities), the focus should shift to in-service training for teachers currently working in the system.** This would enhance their capacity and equip them with the skills needed to address the diverse and evolving needs of students with SEND.

To further improve accessibility and relevance, the department should **develop digital training materials, a dedicated e-library, and app- or website-based platforms in collaboration with the private sector to provide teachers with on-demand learning resources. Facilitating local and international exposure for faculty is equally critical, as it would enable them to adopt updated practices and innovative teaching approaches. Finally, a structured follow-up mechanism should be implemented to monitor and evaluate the application of training outcomes in classrooms, ensuring long-term impact and continuous professional development particularly in twelve identified areas as given in table below.**

**Table 7: List of Training Topics<sup>9</sup> for Teacher/Allied Staff**

Training Topics	Expected Outcomes
Disability awareness training to address personal biases, such as misconceptions that hearing-impaired students have short memory.	Reduce biases and improve understanding of students with disabilities.
Training on inclusive education principles and Universal Design for Learning (UDL).	Enhance teachers' ability to create inclusive classrooms and apply UDL principles.
Effective communication methods for teaching students with specific disabilities, including sign language for hearing impairments and assistive technology-like JAWS for visual impairments.	Minimise communication barriers between students and teachers while enhancing the use of assistive technology for improved instruction.
Instructional approaches based on activity-based learning options, such as TEACCH.	Improve student engagement and learning success through hands-on, activity-based instructional approaches.
Developing IEPs using the SMART rule (specific, measurable, attainable, relevant, and time-bound goals).	Equip teachers to design and implement effective, personalised IEPs using SMART goals.
Promoting Social Emotional Learning (SEL) to foster emotional and social skills among students with disabilities.	Mitigate the risk of social and emotional trauma among students.
Ethical and effective use of digital technology and AI to support teaching and learning.	Encourage responsible and ethical use of digital tools and AI to support inclusive and innovative teaching practices.
Teaching life skills to prepare students for independence and employment readiness.	Encourage responsible and ethical use of digital tools and AI to support inclusive and innovative teaching practices.
Training on modern assessment tools, including Vineland Adaptive Behaviour Scales, Slosson Intelligence Test, and Raven's Coloured Progressive Matrices.	Strengthen the ability to assess and understand students' capabilities using modern assessment tools.

<sup>9</sup> Some of the related findings to the suggested training topics are given in the following chapters

Conducting emergency rescue drills and managing emergency situations effectively.	Enhance safety and preparedness in educational institutions.
Leadership training for heads of institutions to strengthen management, planning, and resource optimisation skills.	Develop leadership capabilities for improved planning, resource optimisation, and management.
Guidance on accessing and using e-learning resources for continuous professional development.	Facilitate continuous professional development by improving access to and use of e-learning resources.

### 3.4 Financial Management

#### Key Highlights

- A review of special education institute coverage in Punjab shows that 39 tehsils rely entirely on rented buildings, creating significant accessibility and space challenges for children with SEND. **Prioritising these tehsils for the allocation of development funds to construct purpose-built schools, especially where government land is available, is required.**
- The review of expenditures revealed inconsistencies in non-salary budget reporting among the assessed schools, with scholarships recorded under multiple codes (e.g., A0614, A06102, A06104), reflecting localised DEA practices. Budget utilisation for FY 2023-24 also showed disparities, with districts like Attock, Jhelum, and Sahiwal achieving 100 percent utilisation, while Khushab managed only 56 percent, highlighting gaps in financial practices and administrative capacity. **Capacity-building in financial management and reporting, along with closer expenditure monitoring, is essential to optimise resource utilisation and ensure consistent reporting.**
- The per capita analysis of non-salary expenditure for special education students in FY 2023-24 reveals significant disparities across districts. Lahore recorded the highest non-salary per capita expenditure at Rs. 120,169, followed by Nankana Sahib at Rs. 80,352. In contrast, Layyah had the lowest at Rs. 28,107, closely followed by Lodhran at Rs. 30,256. **To address these inequalities, it is crucial to reassess the budget allocation formula and adopt a needs-based approach.**
- Currently, a single budgetary code (Code 9) used by the provincial finance department encompasses a wide range of educational services—including school education, special education, higher education, museums, and libraries. This lack of differentiation complicates budget allocation and review processes, limiting financial visibility for special education institutes. **Introducing dedicated budget codes for special education is essential to streamline the process, improve resource allocation, enhance financial transparency, and ensure efficient fund disbursement to address the unique requirements of these institutes.**
- An assessment of resource mobilisation revealed that in-kind donations are insufficient to address the significant resource gaps faced by special education institutes. Reliance on ad-hoc contributions underlines the lack of structured resource mobilisation efforts at the institutional level. Many institutes lack proactive strategies to attract external funding or establish meaningful partnerships with donors, NGOs, and private sector stakeholders. **There is a need for a more systematic approach to resource mobilisation. Developing a formal resource mobilisation framework could empower institutes to proactively engage donors, NGOs, and corporate stakeholders under Corporate Social Responsibility (CSR) programmes.**



For The Month of 31<sup>st</sup> Dec 2023 to Jan 6 2024

PAYMENTS

Month & Date	Pr. No.	PARTICULARS	Folio	AMOUNT		TOTAL
				Rs.	Pk.	
	1.	Previous Adjustments		Rs. 12,500/-		Rs. 12,500
	2.	Payment of House Mother (December)		Rs. 10,000/-		Rs. 10,000
	3.	Payment of Vocational Teacher (December)		Rs. 15,000/-		Rs. 15,000
	4.	Cards (Students + Staff) + Stationery		Rs. 8,700/-		Rs. 8,700
	5.	Photography (Disability Day Program 7 <sup>th</sup> Dec)		Rs. 5,000/-		Rs. 5,000
	6.	U.Flexes + Banner		Rs. 15,000/-		Rs. 15,000
	7.	Refreshment for Guests Bought for Guests (material) + Decoration.		Rs. 11,000/-		Rs. 11,000

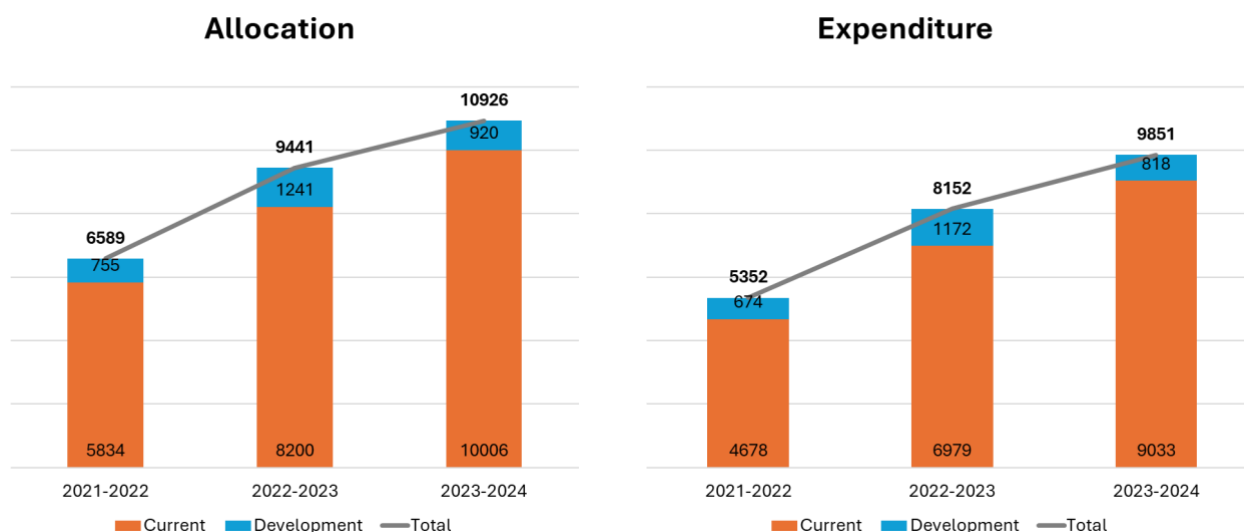


Article 25-A of the Constitution of the Islamic Republic of Pakistan (1973) mandates the state to provide free and compulsory education to all children aged 5 to 16 years as determined by law. Building on this constitutional obligation, the Punjab Free and Compulsory Education Act 2014 reinforces the provision of free and compulsory education from grades one to ten, explicitly including children with SEND. This Act requires the government to ensure suitable education for children with SEND, supported by adequate funding to achieve its objectives. In line with this mandate, the SpED facilitates children with SEND to the maximum extent, acknowledging that the provision of such specialised services often entails a higher per capita investment.

### Overall Allocation and Expenditures for the Last Three Years

Budget documents provided by SpED show that funding for special education institutes has demonstrated a consistent upward trend over the past three years, reflecting the government’s commitment to strengthening support for students with SEND. In the 2021-22 fiscal year, the budget allocation stood at Rs. 6,589 million, which increased exponentially by 66 percent to reach Rs. 10,926 million in the 2023-24 fiscal year. Similarly, expenditures within special education institutes have also risen during this period, reflecting an increased demand for resources. Budget utilisation rates indicate effective spending, standing at 89 percent in 2021-22 and 90 percent in 2023-24. While these trends are encouraging, it remains essential to assess and monitor whether the increased funding is translating into tangible improvements in infrastructure, staff capacity, and learning outcomes for children with SEND.

Figure 20: Overall Budget Allocation and Expenditures for Past Three Years (In Rs. Million)



A review of special education institute coverage across Punjab reveals that 39 tehsils operate entirely in rented buildings, posing significant challenges related to accessibility and space for children with SEND (refer to Annexure XIII for the List of Tehsils with Only Rented Building Special Education Institutes). **It is imperative to prioritise these tehsils for fund allocation to construct purpose-built school buildings, particularly in areas where government land is available.**

The analysis of current budget utilisation for FY 2023-24 reveals that, overall, Special Education Institutes in Punjab have utilised 90 percent of their allocated budget. Districts such as Attock, Jhelum, and Sahiwal demonstrated exemplary budget management, achieving a 100 percent utilisation rate, and showcasing their efficiency and capacity to manage financial resources effectively. In contrast,

Khushab reported the lowest utilisation rate at 56 percent, reflecting disparities in financial practices and administrative capacities across districts. These variations highlight the need for consistent and effective budget utilisation to ensure that resources are allocated and spent equitably, ultimately supporting the educational needs of children with SEND.

**To address these disparities, districts with low utilisation rates require capacity-building initiatives and closer monitoring of expenditures to optimise resource usage. Ensuring uniform financial practices across all districts is essential to maximise the impact of allocated budgets and strengthen the delivery of special education services.** (Please refer to Annexure XIV for district-wise budget and expenditure details over the last three years.)

**Table 8: Current Budget Allocation and Expenditure for Year 2023-24 (In Rs. Million)**

District	Allocation	Expenditure	Percentage Utilisation (%)
Attock	198	198	100%
Bahawalnagar	214	179	83%
Bahawalpur	529	460	87%
Bhakkar	155	144	93%
Chakwal	200	194	97%
Chiniot	131	96	73%
D.G. Khan	218	205	94%
Faisalabad	658	636	97%
Gujranwala	409	388	95%
Gujrat	165	159	96%
Hafizabad	113	85	75%
Jhang	272	248	91%
Jhelum	149	149	100%
Kasur	240	181	75%
Khanewal	243	204	84%
Khushab	107	60	56%
Lahore	1616	1456	90%
Layyah	150	108	72%
Lodhran	93	92	99%
Mandi Bhauddin	88	84	95%
Mianwali	192	152	79%
Multan	556	507	91%
Muzaffargarh	216	206	95%
Nankana Sahib	162	141	87%
Narowal	131	107	82%
Okara	292	269	92%

District	Allocation	Expenditure	Percentage Utilisation (%)
Pakpattan	100	86	85%
Rahim Yar Khan	182	150	83%
Rajanpur	101	98	97%
Rawalpindi	648	636	98%
Sahiwal	203	202	100%
Sargodha	441	387	88%
Sheikhupura	271	269	99%
Sialkot	190	159	84%
Toba Tek Singh	189	172	91%
Vehari	181	167	92%
<b>Total PKR Million</b>	<b>10006</b>	<b>9033</b>	<b>90%</b>

Furthermore, the planning and execution of new educational initiatives within SpED often appear fragmented, reflecting a lack of cohesive strategy in scheme identification, resource allocation, and implementation. This disjointed approach undermines the department’s ability to effectively address the unique needs of students with SEND and achieve meaningful outcomes. To overcome these challenges, there is a pressing need for a more streamlined, coordinated, and systematic framework that prioritises collaborative planning among stakeholders. Regular use of technology-enhanced assessment tools can provide data-driven insights to inform decision-making, while the establishment of clear educational objectives can ensure that initiatives are aligned with the specific needs of students and institutes. In addition, strengthening monitoring systems to track progress and evaluate outcomes is critical. These systems should focus on translating assessments into tangible improvements in teaching quality, learning outcomes, and institutional performance. By adopting a cohesive and strategic approach, the department can enhance the quality of education in special education institutes, empowering students with SEND to achieve their full potential.

### Per Capita Expenditures

According to the Finance Department, the annual budget allocated per child in the school education system stands at Rs. 37,000. In contrast, the budget for a child enrolled in special education is significantly higher, at Rs. 270,000 per year, approximately 5.4 times greater than a child in mainstream education. This elevated allocation reflects the specialised services provided to children with SEND, including free transport, uniforms, books, stationery, and a monthly stipend. Additionally, some students benefit from free hostel facilities, which include accommodation, three meals a day, and essential support services tailored to their needs.

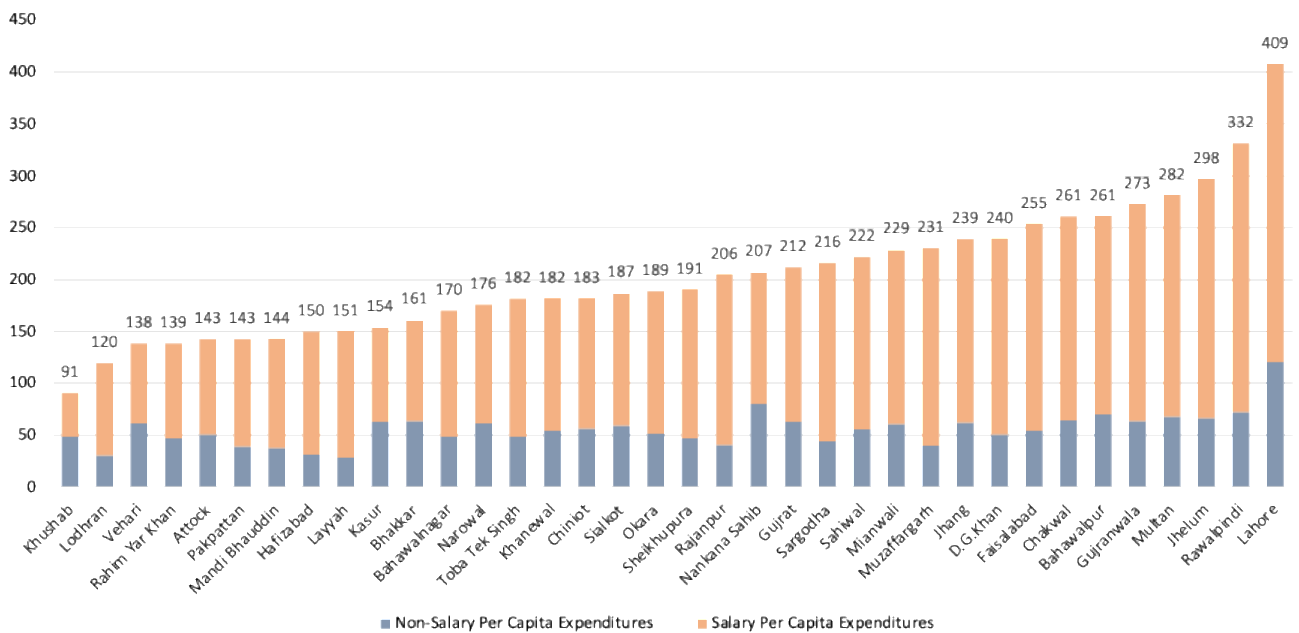
An analysis of the per capita expenditure for special education students in the fiscal year 2023-24 reveals notable disparities across districts. Lahore recorded the highest overall per capita expenditure at Rs. 421,526, followed closely by Rawalpindi at Rs. 378,931. On the other hand, Khushab reported the lowest per capita expenditure, at just Rs. 90,857, followed by Rahim Yar Khan at Rs. 138,660. A deeper look into the annual per capita current expenditures further demonstrates this imbalance. Lahore once again leads with Rs. 408,738, followed by Rawalpindi at Rs. 331,691. In sharp contrast, Khushab lags significantly behind at Rs. 90,857, with Lodhran recording the next lowest figure at Rs. 119,727.

The non-salary component of the current budget, which covers direct costs such as transport, stationery, building maintenance, utilities, stipends, and other school-level expenses, highlights even starker disparities. Lahore leads with the highest non-salary per capita expenditure at Rs. 120,169, followed by Nankana Sahib at Rs. 80,352. In contrast, Layyah recorded the lowest non-salary expenditure at Rs. 28,107, closely followed by Lodhran at Rs. 30,256.

These discrepancies raise serious concerns about the budget allocation criteria and whether they adequately address the specific needs of children in underfunded districts. Reliance on historical trends and population size for budget distribution fails to account for critical factors such as the prevalence of disabilities, infrastructure deficiencies, and the cost of specialised services.

**For overcoming inequalities, it is essential to reassess the budget allocation formula and adopt a needs-based approach. Allocating resources based on district-specific requirements, including the level of SEND prevalence, staffing needs, and infrastructure gaps, would ensure a more equitable distribution of funds. This targeted approach will help bridge existing disparities and guarantee that all children with SEND, regardless of their district, have access to the resources and support necessary to achieve their full potential.**

**Figure 21: District Wise Per Capita of Salary and Non-Salary Expenditure 2023-24 (in Rs thousands)**



### Non-Salary Budget

An analysis of data from 27 assessed special education institutes reveals that the largest portion of the non-salary budget is allocated to food, applicable only to institutes with hostel facilities, which accounts for 23 percent of the total non-salary budget. This is followed by expenditures on P.O.L. charges (Petrol, Oil, and Lubricants) and expenses for uniforms and protective clothing for students, each comprising 17 percent of the non-salary budget.

However, a review of the non-salary budget highlights inconsistencies in the reporting of budget heads across districts. For example, expenditures related to student scholarships were recorded under multiple budget codes, such as A0614, A06102, and A06104, reflecting localised practices adopted by

individual District Education Authorities (DEAs). These inconsistencies hinder accurate financial tracking and reporting, making it challenging to ensure transparency and uniformity in budget utilisation.

It is essential to organise **capacity-building training for DEOs and school administration staff on financial management and standardised reporting practices. Introducing consistent budget coding protocols and ensuring their uniform implementation across all districts would enhance accountability, improve financial oversight, and ensure more effective utilisation of resources allocated to special education institutes.**

**Table 9: Division and Head Wise non-Salary Budget Expenditures of the Assessed Special Education Institutes (In Rs. million) -FY 2023-24**

Division	P.O.L Charges	Rent for Office Building	Uniforms and Protective Clothing	Infrastructure	Utilities	Traveling/Allowance	Scholarship/Stipend	Transport	Food	Others	Total Major Heads of Non-Salary Expenditures
Bahawalpur	6.0	1.2	0.0	0.9	0.5	0.4	1.9	1.1	0.0	2.6	14.4
D.G Khan	0.7	1.0	1.1	0.0	0.0	0.1	0.6	0.2	0.0	0.3	4.0
Faisalabad	3.7	1.4	5.2	0.4	0.3	0.1	1.8	1.2	0.0	4.0	18.0
Gujranwala	1.3	0.2	2.7	0.0	0.2	0.2	0.6	0.1	0.0	0.3	5.7
Lahore	9.2	1.0	12.1	3.4	3.6	0.1	4.2	2.8	34.6	20.8	91.9
Multan	3.1	2.0	2.9	0.5	0.2	0.1	0.9	0.6	0.0	1.4	11.6
Rawalpindi	2.8	5.1	0.8	0.2	1.0	0.3	0.4	0.6	9.0	2.1	22.2
Sahiwal	1.0	0.0	2.5	0.0	1.0	0.0	1.3	0.2	0.0	0.0	6.0
Sargodha	4.6	0.0	4.9	1.5	0.7	0.1	1.9	1.2	0.0	2.7	17.5
<b>Grand Total</b>	<b>32.3</b>	<b>11.8</b>	<b>32.3</b>	<b>7.0</b>	<b>7.4</b>	<b>1.4</b>	<b>13.5</b>	<b>7.9</b>	<b>43.6</b>	<b>34.2</b>	<b>191.4</b>

Insights gathered from KIIs reveal that the non-salary budget for special education institutes is channelled through the DEA and overseen by the CEOs of the Punjab School Education Authorities. This multi-layered process often results in delays in the release of funds to special schools, hindering their ability to deliver timely and effective services. Moreover, the use of a single budgetary code (Code 9) for a wide range of educational services—including school education, special education, higher education, museums, and libraries—further complicates the allocation and budgetary review process. This lack of differentiation makes it challenging to address the specialised needs of children with SEND and ensures limited financial visibility for special education institutes. The KIIs suggested to streamline the budgetary process and introduce dedicated budget codes for special education. This would improve resource allocation, enhance financial transparency, and ensure that funds are disbursed efficiently to meet the unique requirements of special education institutes. In addition, simplifying fund

release mechanisms would enable schools to function more effectively and better serve the needs of children with SEND.

## Resource Mobilisation

During KIIs with various heads of institutes, including principals, headmasters, and headmistresses, it was revealed that special education institutes are restricted from receiving cash contributions from organisations or community members. This policy limits the flexibility of institutes in addressing immediate financial needs or prioritising critical areas where additional resources could have the greatest impact. However, these institutes are permitted to accept in-kind donations, which are carefully recorded and tracked in a designated donation register to ensure transparency and accountability. The assessment observed that in-kind donations are generally infrequent and often limited to essential items such as chairs, wheelchairs, water coolers, prayer mats, and similar goods. While these contributions are valuable, they remain insufficient to bridge the broader resource gaps faced by special education institutes. The reliance on sporadic donations highlights the absence of structured resource mobilisation efforts at the institutional level. Many institutes lack proactive strategies to attract external funding or form meaningful partnerships with donors, Non-government organisations (NGOs), and private sector stakeholders. This has resulted in an over-dependence on government funding allocations, which, while consistent, often fail to fully meet the diverse and evolving needs of children with SEND.

At the departmental level, SpED has demonstrated the value of strategic collaborations by partnering with organisations such as UNICEF. This partnership has played a pivotal role in addressing critical resource shortages and improving service delivery for children with SEND. In October 2024, UNICEF provided substantial support following a comprehensive health assessment of children enrolled in special education institutes across Punjab. This intervention resulted in the provision of 360 wheelchairs, 300 walkers, 344 crutches, 500 white canes, and 7,702 hearing aids for children with hearing impairments. The delivery of these assistive devices significantly enhanced the ability of special education institutes to meet the mobility and communication needs of children, promoting greater independence and access to education.

The success of this collaboration with UNICEF reinforces the importance of strategic partnerships in strengthening the capacity of special education institutes. However, such initiatives remain isolated, and there is a need for a more systematic approach to resource mobilisation. Developing a formal resource mobilisation framework could empower institutes to proactively engage donors, NGOs, and corporate stakeholders under Corporate Social Responsibility (CSR) programmes. This would not only attract additional funding but also encourage donations of targeted resources, such as assistive technologies, specialised learning materials, and infrastructural support.

Moreover, instituting awareness campaigns could help highlight the specific needs of special education institutes and demonstrate the impact that external support can have on the lives of children with SEND. Building such collaborations could include formalising public-private partnerships (PPPs) and establishing dedicated resource mobilisation units within the department to coordinate efforts at the provincial and district levels.

***Strengthen the special education institutes to actively engage external partners, diversify funding sources, and adopt innovative resource mobilisation practices the department can reduce its over-reliance on public funding. A coordinated and strategic approach to external partnerships and resource generation will help ensure that special education institutes can provide sustainable, high-quality support that meets the complex and individualised needs of children with SEND across Punjab.***

## Strategies Used in Mobilizing Physical Resources in Kilolo District Public Secondary Schools, Tanzania<sup>10</sup>

A study was conducted across 26 public secondary schools in Kilolo District, the study used a mixed research approach with a convergent parallel design. The results of the study provide a detailed look into how schools navigate the challenge of limited physical resources. The findings highlight the various strategies employed, their effectiveness, and the challenges encountered.

### 1. Income-Generating Activities

The most prevalent strategy for resource mobilization was income-generating activities. Schools engaged in diverse initiatives such as running school farms, managing tuck shops, and organizing special events like career and cultural days. The funds raised from these activities were primarily allocated toward purchasing essential materials like desks, chairs, and laboratory equipment. The study indicates that schools with consistent income-generating activities had better resource availability than those that did not.

### 2. Community Involvement

Community participation emerged as a critical factor in resource mobilization. Parents, local businesses, and community members contributed by providing labour, materials, and financial assistance for infrastructure development, such as constructing classrooms and repairing damaged furniture. The study underscores the importance of maintaining transparent communication with the community to sustain their support. In cases where community involvement was low, it was often attributed to unclear communication and a lack of visible outcomes from past contributions.

### 3. Fundraising Activities

Fundraising can also be employed in the form of ticket sales for events or direct solicitations from well-wishers and alumni. The limited adoption of fundraising activities was linked to misconceptions among parents who believed that the government should fully fund public education. The study suggests that educating parents on the role of supplementary funds in improving educational quality could enhance participation in such initiatives.

### 4. Project Write-Ups and External Partnerships

The strategy of writing project proposals to secure funding from external stakeholders was relatively underutilized. Schools that successfully employed this strategy often received donations in the form



<sup>10</sup> Mgaya, H. R., and Onyango, D. O. (2022). Strategies used in Mobilizing Physical Resource in Kilolo District Public Secondary Schools, Tanzania. *East African Journal of Education and Social Sciences* 3(1), 83-88. Doi: <https://doi.org/10.46606/eajess2022v03i01.0149>.

of textbooks, furniture, or financial grants from NGOs and government programs. The study recommends capacity-building initiatives to equip school leaders with the necessary skills for drafting effective proposals.

The study concludes that diverse strategies for mobilizing physical resources should be considered to address the ongoing challenges. It recommends that schools continue investing in income-generating activities, enhance community participation, and train school leaders in grant writing to access additional resources. The research underscores the importance of a collective effort from all stakeholders, including parents, teachers, and government authorities, to improve resource availability and enhance educational outcomes in the district.

### 3.5 Infrastructure and Facilities

#### Key Highlights

- Among the assessed schools, 24 percent of buses were non-operational, primarily due to vacant driver positions. Additionally, only 48 percent of students could access bus services due to limited coverage. **Immediate actions should include hiring of drivers and conductors against the vacant posts to operationalise off-road buses. The department should also consider alternative solutions, such as public-private partnerships for transportation services or integrating transportation costs into student stipends to offer greater flexibility and options for families.**
- Lack of accessibility modifications on buses, non-functional security cameras in buses. In certain cases, rude behaviours and bullying by drivers and conductors are also reported. **These critical matters require the immediate attention of senior leadership within SpED to implement accessibility modifications and ensure functional security cameras. Training should be conducted of transport and administrative staff on safeguarding and No-Harm practices with a clear reporting mechanism for immediate actions.**
- Of the assessed schools, only 12 percent had functional filtration plants, 8 percent manually fetch water from nearby filtration plants whereas, the remaining institutes rely on water coolers with small, attached filters that are not regularly replaced, posing serious concerns about water safety and potential health risks to students. **To ensure consistent access to safe drinking water for students, periodic water quality testing should be implemented, accompanied by training for support staff on basic filtration system maintenance and water monitoring protocols.**
- The assessment revealed inefficiencies in space utilisation across special education institutes, with overcrowded classrooms in some schools and underutilised spaces in others. Government-owned buildings offer better infrastructure and accessibility, while rented facilities face challenges like poor lighting, structural decay, and limited outdoor areas. **Addressing these issues through space optimisation, infrastructure improvements, and increased government investment in purpose-built institutes is crucial for ensuring a safe and inclusive learning environment.**
- Many washrooms in the assessed institutes have narrow doors, lack support bars, and do not feature elevated commodes, making them inaccessible for



students with physical disabilities. Door locks are often too high for younger children or those with mobility challenges, and basic amenities such as soap and functional flush systems are frequently absent. In some regions, the student-to-toilet ratio far exceeds recommended standards, such as Faisalabad division, where it was 54:1 in the assessed schools. **Key measures should include retrofitting washrooms with wide doors, support bars, and elevated commodes to meet accessibility standards. Co-educational schools should have gender-segregated washrooms aligned with the gender proportion of students. Adequate soap, flush systems, and ventilation should also be ensured. Schools with high student-to-toilet ratios should be prioritised for targeted resource allocation to repair and upgrade facilities.**



- The assessment of Special Education Institutes reveals critical gaps in rehabilitative facilities essential for the holistic development of students with SEND. Only 7 percent of institutes have common areas for social interaction, limiting opportunities for socialisation. 85 percent of institutes for hearing-impaired students lack dedicated audiology assessment rooms, and 86 percent of institutes for students with mental challenges and autism students lack sensory and occupational therapy rooms. Speech therapy services are inadequate, with only 65 percent of institutes for hearing and speech students offering them, often in group settings due to limited resources. While 78 percent of the assessed institutes have counselling rooms, services are inconsistent and reactive. Only 9 percent of institutes for VI students provide Orientation and Mobility training, and none of institutes for physical disabilities offers physiotherapy facilities. **Addressing these gaps requires targeted interventions, including specialised rooms, recruitment of qualified professionals, expanded counselling services, and improved common areas to support the overall development of students with SEND.**
- Computer labs, essential for skills development and digital learning, are available in only 52 percent of assessed institutes, leaving nearly half without adequate technology facilities. Only 15 percent of institutes for VI students have adaptive software-like JAWS. Additionally, internet services, available in 78 percent of assessed institutes, are underutilised and primarily restricted to administrative use. Library facilities are absent in 71 percent of institutes, depriving students of critical reading and reference resources. **Significant investment is required to upgrade technology infrastructure, establish resource rooms such as computer labs and libraries (including e-libraries), and integrate digital platforms and educational software to create a stimulating learning environment for students with SEND.**



- Essential tools such as magnifying glasses, screen readers, communication aids, and sensory aids, crucial for students with auditory, visual, and cognitive impairments, are largely unavailable. **The department should also prioritise the provision of assistive devices to all students in need.**
- During the assessment, some recently provided hearing aids were found to be malfunctioning due to minor issues, such as the need to replace charging batteries. This highlights the lack of trained focal staff at the school level with basic troubleshooting skills for addressing minor faults in hearing aids and other devices. **It is essential to train and designate focal persons at each school for the repair and maintenance of assistive devices. Additionally, a centralised service centre should be established for repairing and maintaining assistive devices, connected to all schools through these focal persons to streamline repairs and ensure timely maintenance.**
- Among twelve secondary and higher secondary institutes, only six provide hostel facilities for 236 students (135 male, 101 female), but significant challenges hinder their effectiveness. The hostel in Degree College for Special Education Lahore was non-functional at the time of assessment due to delayed budget releases, causing absenteeism. In Sahiwal, half of hostel rooms were repurposed as classrooms, and lunch quality was poor, forcing students to seek external food. In Rawalpindi hostel facility faced water shortages, limiting laundry access, and in Chiniot's hostel has been occupied by the Accounts Office since 2009. While washrooms were adequate in number at the hostel facilities, they lacked essential disability-friendly modifications like support bars, elevated commodes, and wide doors. **Addressing these issues through infrastructure upgrades, resource allocation, placement of staff against the sanctioned posts and enhanced monitoring is crucial to improve service quality and inclusivity for students with SEND. Establish a clear criterion for hostels in light of safeguarding principles and train the staff and students.**
- Only 56 percent of the assessed special education institutes had accessible playgrounds, and just 21 percent were equipped with adaptive sports equipment. **It is essential for special education institutes to prioritise the development and upgrading of inclusive playgrounds while ensuring the provision of adaptive sports equipment. These efforts should focus on creating safe and accessible spaces tailored to the diverse needs of children with SEND, fostering their physical health, and overall development.**
- The assessment revealed significant safety and preparedness gaps in special education institutes. Only 30 percent had fire extinguishers, 71 percent had first aid kits, but 41 percent of these contained expired or insufficient supplies in first aid kits. Additionally, only 23 percent of institutes had conducted emergency drills, with the last sessions held nearly two years ago, and emergency exit signs were often missing or inaccessible to students with various disabilities. **To address these safety concerns, fire safety equipment should be installed and regularly maintained, and emergency exit signs should be clearly visible and accessible to all. First aid kits should be adequately stocked and inspected regularly. Moreover, institutes should conduct regular emergency drills to enhance preparedness and ensure the safety of students and staff.**
- Of the 257 cameras installed in the assessed institutes, 236 were functional, but nine produced blurry footage or were poorly positioned, reducing their effectiveness in ensuring security surveillance. **The department should prioritise improving camera coverage and functionality to minimise security risks in special education institutes.**

## School Infrastructure

An analysis of building space utilisation revealed inefficiencies in 59 percent of schools. While some classrooms are overcrowded, others remain unused, leading to combined classes and increased congestion. Underutilised spaces represent missed opportunities that could be repurposed to establish critical facilities such as computer labs, libraries, or therapy services. Additionally, abandoned areas and incomplete construction projects in certain schools further highlight the lack of a strategic approach to optimising space. In one of the assessed institutes, it was observed that a hall used as a classroom had a dangerously deteriorating ceiling, with parts of it peeling off and hanging down. Addressing these inefficiencies is crucial for improving the learning environment for children with SEND.

The infrastructure of special education institutes also reflects stark disparities between government-owned and rented buildings. Of the 27 institutes assessed, 17 operate in government-owned buildings, while 10 are housed in rented facilities. Government-owned buildings are generally in better condition, offering more space and a well-maintained environment for students. In contrast, rented buildings face significant challenges, including cramped classrooms, limited natural light, visible signs of decay, such as wall fungus, and minimal outdoor space. Many rented institutes also lack playgrounds, which restricts students' opportunities for physical and recreational activities.

### **Holistic Resilient Green School – A Case Study in Philippines<sup>11</sup>**

The Holistic Resilient Green School report explores the need for sustainable and disaster-resilient educational infrastructure, particularly in the Philippines, which is highly vulnerable to climate change-related disasters such as typhoons, floods, and earthquakes. The report highlights the detrimental effects of climate change on housing and settlements, stressing the urgent need for resilient school structures that integrate eco-friendly and adaptive design principles to ensure safety and sustainability. The study advocates for a comprehensive approach that incorporates green building technologies, universal accessibility, and disaster-resistant infrastructure to enhance learning environments while mitigating environmental impact.

The research employs a multi-disciplinary approach, drawing insights from architectural design, environmental sustainability, and disaster risk reduction. It incorporates principles such as biomimicry, aerodynamics, and hydrodynamics to develop innovative and structurally sound school buildings. Various green school models—urban, rural, lowland, mobile, and emergency—are analysed, each tailored to specific geographic and climatic conditions. The study also integrates sustainable resource management strategies, including rainwater harvesting, wastewater treatment, and energy-efficient construction, ensuring the schools function as self-sustaining units even in the aftermath of disasters.

It has significantly enhanced disaster resilience, environmental sustainability, and educational accessibility. By integrating aerodynamic and hydrodynamic design principles, the schools are structurally fortified against extreme weather events such as typhoons, floods, and earthquakes, ensuring minimal disruption to learning. The adoption of eco-efficient solutions, including rainwater harvesting, wastewater treatment, and solar energy, has reduced ecological footprints and made the schools self-sustaining even in post-disaster scenarios. These institutions also serve as multi-functional community resource centres, providing emergency shelter and essential services during crises. Additionally, the intervention has improved learning environments by incorporating universal accessibility, natural ventilation, and energy-efficient designs, promoting student well-being and

<sup>11</sup> <https://www.unescap.org/sites/default/files/2-2%281%29%20Holistic%20Resilient%20Green%20School.pdf>

cost-effective operations. Policy-wise, it has influenced discussions on sustainable school construction, advocating for stricter building codes, material standards, and public-private partnerships to strengthen education infrastructure. Overall, the initiative inspires a culture of resilience and innovation, ensuring long-term sustainability while setting a benchmark for future school developments in disaster-prone areas.

The assessment further revealed notable variations in accessibility between government-owned and rented facilities. Among the 17 government-owned institutes, 15 had accessible entrances with wide gates, flat surfaces, or ramps to accommodate wheelchairs. In comparison, out of the 10 rented institutes, only 7 had accessible entrances. The lack of accessibility in some rented buildings stems primarily from the inability to make structural changes, as landlords often do not permit modifications. This issue highlights the limitations of rented facilities in providing a fully inclusive learning environment.

The analysis also highlighted significant variations in student-to-classroom ratios, largely influenced by classroom size. At the Government Degree College of Special Education in Lahore, the student-to-classroom ratio exceeds the recommended maximum of 20 students per classroom<sup>12</sup>, with 43 students accommodated in a sufficiently spacious room that meets their needs. However, the situation is much more challenging at the Government School of Special Education for Visually Impaired Children (VIC) in Sahiwal, where 38 students are sharing a single room, resulting in overcrowding and limited opportunities for individualised support. Even schools adhering to the recommended ratio face spatial challenges. For example, the Government Institute for Slow Learners in Lahore, operating from a rented building, accommodates 19 students—meeting the prescribed limit—but the classroom is small, cramped, and lacks natural ventilation, which hampers the quality of the learning environment.

The findings from this assessment call for targeted interventions to address space inefficiencies and infrastructure disparities across special education institutes. Unused spaces should be identified and repurposed for resource-based facilities, such as computer labs, therapy rooms, and libraries. Structural modifications should be prioritised for government-owned facilities to improve classroom conditions and reduce overcrowding. For rented facilities, negotiations with landlords to allow basic accessibility upgrades, such as ramps and widened entrances, are essential. Where modifications are not feasible, efforts should be made to relocate institutes to buildings with more suitable infrastructure.

**Table 10: Student Load on Classrooms in Assessed Institutes**

Institutes	Number of Dedicated Classrooms	Enrolment	Average Student per classroom
Government Degree College of Special Education, Lahore	9	390	43
Gov't School of Special Education for VIC, Sahiwal.	1	38	38
Gov.t Special Education Centre, Bhakkar.	8	187	23
Government Primary Special Education Centre, Jinnah Town Faisalabad	8	180	23
Gov't Middle School Education Centre, Shujabad	7	152	22

<sup>12</sup> <https://www.literacentre.com/blog/teacher-student-ratio/#:~:text=The%20pupil%2Dteacher%20ratio%20is,teachers%20can%20provide%20personalized%20guidance.>

Institutes	Number of Dedicated Classrooms	Enrolment	Average Student per classroom
Govt. Institute for Slow Learners Joharabad	4	85	21
Gov't Special Education Centre, Chowk Sarwar Shaheed	3	59	20
Govt Degree College of Special Education, Rawalpindi	8	154	19
Government Institute for Slow Learners. Lahore	8	150	19
Government Special Education for MCC, Gujranwala	7	124	18
Govt School of Special Education for HI Girls Mianwali	5	83	17
Govt Shadab Training Institute for Mentally Challenged	13	197	15
Gov't Secondary School of Special Education for Physically Disabled Children, Multan	7	102	15
Gov't Higher Secondary School of Special Education for HIC, Sahiwal.	17	231	14
Government school of special education for MCC, Rawalpindi	7	95	14
Gov't Special Education Centre, Liaquatpur	15	199	13
Gov't Institute for Slow Learners, Rajanpur	4	48	12
Gov't High School of Special Education for HIC (Girls), Bahawalpur	9	104	12
Gov't Institute for Slow Learners Bahawalpur	11	120	11
Special Education Centre, Nishtar Town, Lahore	22	233	11
Govt Secondary School of Special Education for HIC	15	145	10
Government Secondary Institute for Blind Girls, Allama Iqbal Town, Lahore	15	108	7
Government Sunrise High School of Special Education for VIC, Lahore	12	74	6
<b>Grand Total</b>	<b>215</b>	<b>3258</b>	<b>15</b>

### Standards for Disability-Friendly Classrooms

The goal of Disability-Friendly classroom is to foster learning environments where every child feels safe, respected, and capable of reaching their full potential. Below is the checklist for the classroom standards, organised by disability type, with considerations for equipment, seating arrangements, and classroom furniture.

### Visually Impaired Students

Sr. #	Minimum Standards	Status of Availability
1	Braille signage and tactile paths with clear labels on doors, desks, and materials	
2	Audio-assisted learning tools for instructions and lessons	
3	Seating near the teacher or auditory devices for better access to verbal instructions	
4	U-shaped seating for clear communication and peer engagement	
5	Tactile strips guiding from entrance to seats and key areas	
6	Desks and chairs with tactile markers	
7	Rounded-edge tables for safety	
8	Adjustable desks for Braille materials and assistive devices	
<b>Additional Standards</b>		
9	Screen readers and auditory feedback devices for digital content	
10	Large-print materials for textbooks and worksheets	
11	Smartboards with integrated audio feedback	

**Design Insight:** Use different textures to indicate different zones (e.g., ribbed patterns for caution, dotted patterns for stopping areas).

### Hearing Impaired Students

Sr. #	Minimum Standards	Status of Availability
1	Soundproofing to minimize background noise	
2	Visual alarms and flashing lights for emergencies	
3	Captioned videos and interactive visual tools	
4	Circular or horseshoe seating for clear visual communication	
5	Clear lines of sight to teachers and interpreters	
6	Front-row seating for students relying on visual aids	
7	Desks positioned to ensure clear sightlines to teachers and peers	
8	Interactive whiteboards for text-based communication	
9	Padded chairs and acoustic panels to reduce noise	
<b>Additional Standards</b>		
10	Hearing loops for students with hearing aids	
11	Speech-to-text applications for live transcriptions	
12	Visual timers and sign language posters	

**Design Insight:** Ensure well-lit, visually accessible spaces with extensive use of pictorial aids and written instructions.

### Mentally Challenged Students

Sr. #	Minimum Standards	Status of Availability
1	Simplified, clutter-free layouts with visual aids for instructions	
2	Clear, straightforward instructions supported by images	
3	Sensory-friendly materials in calming colours	
4	Small group tables to promote social interaction	
5	Visual markers on desks for consistent seating routines	
6	Separate calm zones for sensory breaks	
7	Low-height, rounded-edge tables for safety	
8	Movable chairs for adaptable group learning setups	
9	Visual task boards and schedule charts	
	<b>Additional Standards</b>	
10	Interactive touch screens with simple interfaces	
11	Picture schedules and communication boards	
12	Fidget tools and sensory cushions for engagement	

**Design Insight:** Use soft pastel colours, clear visual labels, and flexible seating for a structured learning environment.

### Physically Disabled Students

Sr. #	Minimum Standards	Status of Availability
1	Wheelchair-accessible entrances, wide corridors, and adaptable furniture	
2	Non-slip, level flooring for safe mobility	
3	Accessible restroom facilities with grab bars	
4	Straight or semi-circular seating arrangements for mobility aids	
5	Wide, unobstructed aisles	
6	Priority seating near entrances	
7	Height-adjustable desks and chairs	
8	Restrooms with height-appropriate sinks and safety bars	
9	Spacious layouts for unrestricted movement	
	<b>Additional Standards</b>	
10	Portable ramps and stairlifts for multi-level access	
11	Accessible computer workstations with voice recognition	
12	Ergonomic seating with lumbar support	

**Design Insight:** Ensure smooth flooring, wide passageways, and adjustable furniture for better mobility and participation.

### General Recommendations for All Classrooms

Sr. #	Minimum Standards	Status of Availability
1	Consistent, glare-free lighting	
2	Non-slip surfaces for enhanced safety	
3	Sound-absorbing panels to improve concentration	
4	Different textures to indicate different learning zones	
5	Dual-language signs in print and Braille	

### Transport Service

The assessment of transportation facilities in special education institutes<sup>13</sup> reveals severe inadequacies, with only 33 operational buses out of the 43 available buses. The primary reason for non-operational buses is the unavailability of drivers. Out of 3,318 enrolled students in the assessed institutes, 1,579 students rely on transportation services, resulting in an average load of 47 students per bus—far exceeding the design capacity of 32 passengers. This overcrowding is evident in certain divisions. For instance, in Bahawalpur, the average bus load is an alarming 73 students per bus, while in Sargodha, each bus accommodates approximately 70 students. At the Government Sunrise School for Visually Impaired Children (VIC) Boys, the situation is even more critical, with only a single eight-seater Suzuki Bolan available to cater to the school’s total enrolment of 74 boys, highlighting a dire transportation shortfall.

Field observations and FGDs with parents and teachers further emphasised the challenges due to insufficient and inadequate transportation facilities. Key concerns included the lack of accessibility modifications on buses, outdated security measures, and manual attendance monitoring systems. None of the operational buses had been modified to accommodate students with SEND, creating significant accessibility barriers for those who require wheelchairs or additional support. While security cameras had been installed on the buses, none were functional at the time of assessment, leaving student safety compromised. Moreover, student attendance on buses is still recorded manually in registers, reflecting the absence of a modernised monitoring system.

According to SEIS data from November 2024, SpED owns a total of 500 buses across Punjab’s special education institutes. However, the system suffers from a significant staffing shortfall, with only 453 drivers employed against 628 sanctioned posts, leaving a gap of 175 drivers. This shortage often results in buses being left idle when drivers are unavailable, further exacerbating the transportation crisis. Additionally, there are 398 conductors working against 417 sanctioned posts, placing further strain on existing transportation services. For example, at the VTIs in Lahore, the absence of a conductor has forced two students to take on the role, raising serious concerns about child safety and the adequacy of such coping measures.

Addressing these challenges requires urgent and targeted interventions. **Immediate measures should include the hiring of additional drivers to operationalise idle buses, as well as the recruitment of conductors to ensure student safety. The department should also explore alternative solutions, such as public-private partnerships for transportation services or incorporating transportation costs into student stipends to provide flexibility and additional options for families. Furthermore, there is a critical need to enhance accessibility by modifying buses to accommodate the specific needs of children with SEND, including features such as wheelchair ramps, support harnesses, and safety modifications. Modernising security systems, such as ensuring functional cameras**

<sup>13</sup> It does not include three vocational training institutes

**and introducing digital attendance tracking systems, will improve monitoring, enhance safety, and streamline transportation management.**

The division-wise breakdown of the student-to-bus ratio provided in the below table illustrates regional disparities and highlights the strain on transportation resources, underscoring the need for equitable resource allocation and long-term strategic planning. By prioritising transportation improvements, SpED can ensure that students with SEND have safe, reliable, and accessible transportation, enabling them to attend school regularly and participate fully in educational opportunities.

**Figure 22: Division Wise Student Load Per Bus**

Division	Total number of on road buses	Total Enrolment in the assessed schools	Students availing bus facility	Average Student load (bus)
Bahawalpur	4	423	290	73
D.G Khan	1	107	35	35
Faisalabad	3	325	140	47
Gujranwala	1	124	60	60
Lahore	10	1212	406	41
Multan	4	254	166	42
Rawalpindi	3	249	105	35
Sahiwal	3	269	115	38
Sargodha	4	355	280	70
<b>Grand Total</b>	<b>33</b>	<b>3,318</b>	<b>1,597</b>	<b>48</b>

## WASH Services

An assessment of drinking water facilities in special education institutes across Punjab reveals significant concerns regarding water quality. While drinking water is available in all 27 assessed institutes, only 4 schools are equipped with filtration plants, and of these, only 3 are operational. In two institutes, water is manually fetched from nearby filtration plants in medium-sized containers, which is neither a sustainable nor hygienic solution. The remaining 21 institutes rely on water coolers with small, attached water filters, which are not replaced regularly, raising concerns about water safety and potential health risks to students. Moreover, none of the institutes conduct regular water quality testing to ensure safety standards, leaving students vulnerable to contamination. To address these issues, **periodic water quality testing should be implemented, and support staff should be trained in the basic maintenance of filtration systems and water monitoring protocols to ensure consistent access to safe drinking water.**

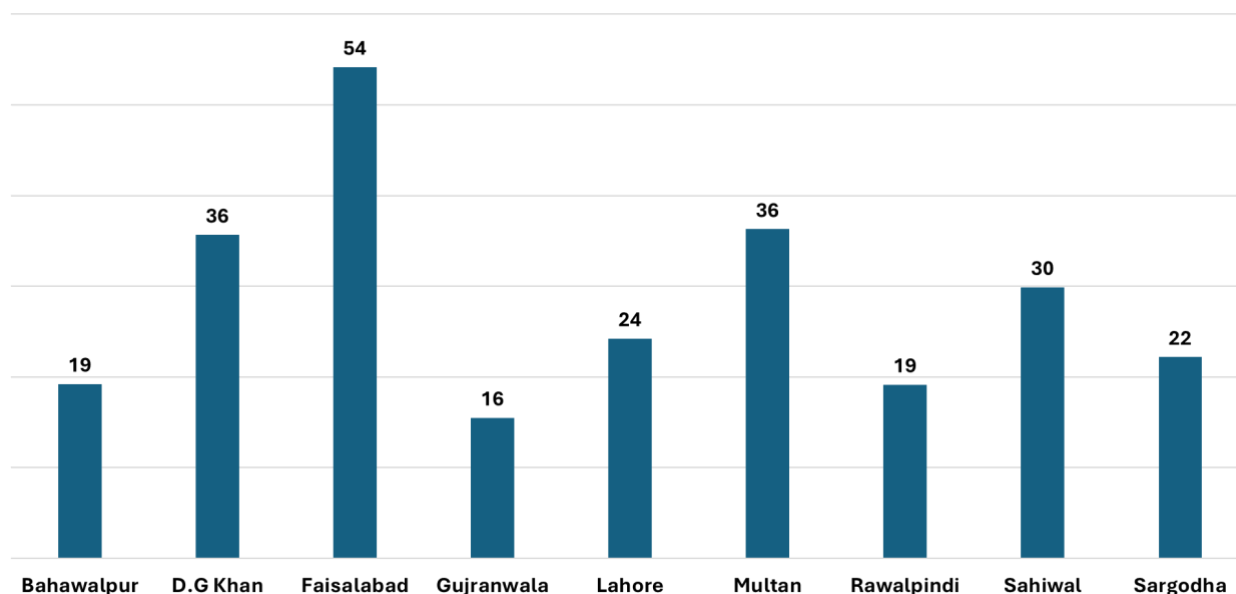
The sanitation facilities in Punjab's special education institutes remain equally concerning, with a lack of gender-specific toilets and essential accessibility features<sup>14</sup> for students with SEND. Across the 27 assessed institutes, there are 134 toilets, which are insufficiently distributed to meet students' needs. According to the WinS Strategy Punjab 2016, the standard is one toilet per 40 boys and one per 30 girls, with a minimum of two functional toilets per school. However, the assessment reveals alarming deviations, particularly in Faisalabad, where 54 students share a single toilet. Overburdened sanitation

<sup>14</sup> The Accessibility code of Pakistan, 2006 has been used as a reference which can be assessed at; ([https://dgse.gov.pk/SiteImage/Downloads/pdfresizer.com-pdf-resize\(1\).pdf](https://dgse.gov.pk/SiteImage/Downloads/pdfresizer.com-pdf-resize(1).pdf))

facilities not only compromise student health and hygiene but also increase the risk of infectious diseases, leading to higher rates of absenteeism and impacting the overall learning experience of children with SEND.

Further examination highlights significant gaps in the availability of gender-segregated washrooms. Of the 27 institutes assessed, 22 are co-educational, yet only 11 schools (50 percent) provide gender-segregated toilets. Even in institutes with such facilities, the distribution of washrooms does not reflect the gender proportion of enrolled students, placing additional strain on available resources, particularly for female students.

Figure 23: Student load Per Toilets in Institutes



The accessibility of these facilities presents another critical concern. Many washrooms have narrow doors, lack support bars, and do not feature elevated commodes, making them unsuitable for students with physical disabilities. Door locks are often positioned too high for younger children or students with mobility challenges, while basic amenities such as soap and functional flush systems are frequently unavailable. Some washrooms also face ventilation issues due to improperly placed windows, while others remain closed entirely for use owing to security concerns, further limiting their usability.

Addressing these deficiencies in drinking water and sanitation facilities is critical to improving the health, hygiene, and overall well-being of students with SEND. **Key measures include the regular testing of water quality, the provision of maintenance training for support staff, and retrofitting washrooms to meet accessibility standards by installing wide doors, support bars, and elevated commodes. All co-educational schools should be equipped with gender-segregated washrooms, aligned with the gender proportion of students. In addition, adequate soap, flush systems, and ventilation should be ensured to maintain hygiene standards. Infrastructure improvements, particularly in schools with high student-to-toilet ratios, should be prioritised through targeted funding to repair and upgrade facilities.** By addressing these systemic challenges, special education institutes can create a safe, inclusive, and hygienic learning environment that upholds the health, dignity, and educational experience of children with SEND.

### The Three Star Approach for WASH in Schools: Field Guide

The Three Star Approach for WASH in schools is a framework designed, by UNICEF and GIZ, to improve access to and the quality of water, sanitation, and hygiene facilities in educational institutions. The approach focuses on creating a healthier and more supportive learning environment by ensuring that WASH services in schools are both functional and inclusive. It is based on three progressive levels of intervention, referred to as "stars," with each step representing increasing levels of commitment and improvement in WASH practices. The approach emphasises collaboration between governments, educational institutions, and communities to create sustainable solutions for WASH in schools.

- **One Star – Basic WASH Access:** This is the foundational level where basic WASH facilities are available but may still have limitations. The school must have functional water supply and sanitation facilities, but they may not yet meet all necessary health and hygiene standards. At this level, the aim is to ensure that there is access to water and sanitation for all students and staff, with basic hygiene practices introduced.
- **Two Star – Improved WASH Practices:** At this level, WASH facilities are improved, and a broader set of hygiene practices is implemented. In addition to functioning toilets and water points, schools introduce hygiene education, promote handwashing with soap, and ensure menstrual hygiene management (MHM) for girls. The environment becomes cleaner, and more attention is given to maintaining facilities and encouraging safe water practices.
- **Three Star – Optimal WASH Services:** This is the highest level where schools provide a comprehensive and sustainable WASH environment. At this stage, WASH services are fully integrated into the school's culture, and hygiene practices are deeply embedded in the curriculum and everyday routines. The facilities are fully inclusive, taking into account the needs of all students, including those with SEND, and there is a strong focus on sustainability, with students and teachers actively involved in maintaining and managing the facilities.

#### Results

The results of implementing the Three Star Approach indicate several positive outcomes:

- **Improved WASH Facilities:** Schools that adopt this approach report enhanced access to clean water and sanitation facilities, leading to better hygiene practices among students.
- **Behaviour Change:** The programme fosters a culture of hygiene awareness among students and staff, promoting healthier behaviours that contribute to overall well-being.
- **Increased Equity:** The approach prioritises marginalised groups, ensuring that all children have access to essential WASH services regardless of their background.
- **Scalable Solutions:** The guide provides a framework that can be adapted and scaled in various educational contexts, making it a valuable resource for policymakers and practitioners.

### Rehabilitative Services

The assessment of Special Education Institutes in Punjab highlights critical gaps in infrastructure and essential facilities that are necessary to support the holistic development of students with SEND. Only 11 percent of the assessed institutes (3 out of 27) provide common areas that encourage social interactions, restricting opportunities for meaningful socialisation activities, which are vital for the emotional and social development of students with SEND.

The findings revealed a critical shortage of specialised rooms required for essential services and therapeutic interventions. For instance, 85 percent of institutes catering to hearing-impaired (HI) students—13 out of the 14 assessed HI Institutes and Special Education Centres/Degree Colleges—

lacked dedicated audiology assessment rooms. In the few institutes where audiology rooms were available, such as the Government High School of Special Education for HIC (Girls) in Bahawalpur, their effectiveness was severely compromised. The room, repurposed from a storeroom, was neither soundproof nor adequately equipped. External noise sources, such as traffic and generators, further undermined the functionality of these spaces. Additionally, the absence of audiologists in these institutes significantly limits the provision of effective audiology services.

The situation is similarly concerning for sensory and OT rooms. Among the 14 special education institutes serving students with Mentally Challenges (M.C) and ASD, 86 percent (12 out of 14) lacked these essential facilities. This deprives students of critical spaces tailored to support sensory regulation and developmental needs. Even in institutes where OT rooms exist, such as the Government Special Education Institute for MCC in Gujranwala, the absence of a qualified occupational therapist limits the effectiveness of these services.

Speech therapy services are also insufficient across institutes catering to hearing-impaired students. Out of the 14 institutes assessed, only 9 offered speech therapy services, and the quality of these services was found to be compromised. Four of these institutes had access to only basic equipment, such as mirrors and flashcards, which are inadequate for comprehensive therapy. Further, speech therapists primarily conducted group sessions rather than personalised interventions, due to additional teaching responsibilities, unavailability of dedicated therapy rooms, and the high student load. This results in significant gaps in addressing the speech and communication needs of students who require individualised support.

While 78 percent of Special Education Institutes (21 out of 27) have designated counselling rooms, the counselling services provided are inconsistent. In 71 percent (15 out of 21) of these institutes, both group and individual counselling sessions are conducted, whereas in 14 percent (3 out of 21), counselling is limited to group sessions only. The FGDs with teachers and psychologists revealed that individual sessions are usually conducted on teachers' recommendations, indicating a reactive rather than a structured approach to mental health and emotional support.

The situation for students with visual impairments is equally concerning. Only 1 out of 12 assessed institutes for VI children and Special Education Centres/Degree Colleges had dedicated spaces or resources for Orientation and Mobility (O&M) training. Teachers reported that, in the absence of dedicated facilities, they provide basic orientation sessions during the first week after admission to help students familiarise themselves with the school premises. Furthermore, none of the assessed institutes had dedicated rooms or resources for physiotherapy services, depriving students with physical disabilities of essential therapeutic interventions. Additionally, only 25 percent of institutes catering to VI children had low-vision assessment facilities, further restricting their ability to provide comprehensive visual care support.

The findings highlight systemic gaps in facilities and services that significantly impact the ability of Special Education Institutes to address the diverse needs of students with SEND. Addressing these issues requires targeted interventions, including the establishment of dedicated specialised rooms for audiology, sensory integration, occupational therapy, and physiotherapy. Existing facilities should be soundproofed and adequately equipped, while qualified professionals such as audiologists, speech therapists, and occupational therapists should be recruited to ensure effective service delivery. Similarly, there is an urgent need to expand counselling services by adopting a structured and proactive approach that ensures both group and individual sessions are implemented consistently. For VI students, dedicated O&M rooms and comprehensive low-vision assessment facilities should be prioritised. Finally, the provision of common areas that foster social interactions is critical to

supporting the holistic development of students with SEND, enabling them to build confidence and social skills in a structured and inclusive environment.

## Learning Resource

The assessment of technology infrastructure in special education institutes highlights critical gaps in computer labs, resource rooms, and assistive devices, which are essential for inclusive and accessible learning environments. Computer labs, a vital resource for skills development and digital learning, are available in only 52 percent (14 out of 27) of assessed institutes, leaving nearly half of them without adequate technology facilities. Of the 178 computers available, 51 are non-functional, with the most significant shortfall observed in institutes for students with intellectual disabilities, where 24 out of 52 computers are unusable. For VI students, adaptive software such as JAWS (Job Access with Speech) is critical to enabling computer use, yet only 2 out of 12 institutes serving VI students have JAWS installed. ***This highlights the urgent need to invest in upgrading technology infrastructure and ensuring the availability of adaptive tools to enhance learning opportunities for students with SEND.***

The lack of resource rooms further limits the educational experience for students with SEND. Nearly 92 percent of assessed institutes do not have resource rooms equipped with specialised materials such as LEDs, flashcards, and charts tailored to meet students' diverse learning needs. Similarly, library facilities are missing in 71 percent (19 out of 27) of institutes, depriving students of critical reading and reference resources. Even in the 7 institutes where libraries exist, arrangements remain rudimentary and fail to meet the needs of children with SEND. ***These findings underline the need for substantial investment in technology, resource rooms, and library infrastructure to create inclusive and stimulating learning environments.***

The classroom environment also reveals significant gaps in adherence to the Standard Operating Procedures (SOPs) set by the department. Only 4 institutes had classrooms fully decorated in accordance with SOPs, and another 4 institutes were largely aligned with these standards. In 10 institutes, classrooms were minimally decorated, barely meeting the guidelines, while 9 institutes had no classroom decorations at all. This lack of compliance indicates a missed opportunity to create visually stimulating environments that can motivate and engage students effectively.

The assessment further highlights a shortage of assistive devices across Special Education Institutes, significantly limiting students' ability to participate fully in classroom activities. Essential tools such as hearing aids, magnifying glasses, screen readers, communication aids, and sensory aids—critical for students with auditory, visual, and cognitive impairments—are largely unavailable. Among the 12 assessed institutes with enrolment of VI children, only 5 institutes have magnifying glasses, and just 2 institutes have access to screen readers. For students with hearing impairments, 10 out of 14 institutes reported having hearing aids available. However, many of these hearing aids were provided through UNICEF funding, with teachers and students acknowledging their immense value in facilitating classroom engagement.

During the assessment, some recently provided hearing aids were found to be malfunctioning due to minor issues, such as the need to replace charging batteries. A critical concern is the lack of trained personnel to maintain and repair assistive devices at school level even basic knowledge of troubleshooting minor issues, such as changing batteries or addressing functional faults in hearing aids and other devices. It is essential to train and designate focal persons at each school for the repair and maintenance of assistive devices. Additionally, establish a centralised service centre for the repair and maintenance of assistive devices will be immensely useful. This service centre should be connected to all Special Education Institutes through designated focal persons to streamline repairs and ensure timely maintenance.

The assessment also highlights significant underutilisation of internet access in Special Education Institutes. While 78 percent (21 out of 27) of institutes have internet connectivity, its use is largely restricted to administrative purposes. The absence of educational apps or interactive digital tools in teaching processes limits opportunities for students to benefit from modern learning technologies. The integration of digital platforms, educational software, and assistive learning tools could greatly enhance students' engagement and learning outcomes.

In summary, the following key actions emerged from KIIs and FGDs: **upgrade computer labs to ensure all systems are functional and install adaptive software like JAWS in institutes for VI students; establish resource rooms with specialised materials (LEDs, flashcards, charts) and enhance library facilities to improve accessibility and resource quality for SEND students; enforce compliance with classroom decoration SOPs to create stimulating learning environments; increase the availability of assistive devices such as hearing aids, screen readers, and magnifying glasses, and establish a centralised repair and maintenance service managed through designated focal persons; provide staff training on the operation, maintenance, and basic troubleshooting of assistive devices; and integrate digital tools and educational apps into teaching processes to promote interactive and accessible learning.** Implementing these measures will help bridge critical infrastructure gaps, enhance the effective use of assistive technologies, and create inclusive learning environments, enabling students with SEND to achieve their full potential.

## Sports and Recreational Services

Among the 27 assessed institutes, only 15 had playgrounds—comprising 12 in government-owned buildings and just 3 in rented facilities. This significant shortfall severely limits students' access to outdoor spaces and opportunities for recreational activities, which are vital for their physical development, mental well-being, and social interaction. Furthermore, only 21 percent of the institutes were equipped with adaptive sports and games equipment, such as audible balls, tactile sports boards, visual cue systems, and soft foam balls. The absence of these essential facilities disproportionately impacts students with SEND, depriving them of opportunities to engage in inclusive sports, which play a crucial role in developing their motor skills, teamwork, and confidence.

Playgrounds and adaptive sports equipment are not merely amenities but essential components of a holistic learning environment that supports the physical, emotional, and social development of students with SEND. Their absence restricts students' ability to participate in physical activities and prevents them from fully enjoying the benefits of recreation, such as improved focus, stress relief, and the development of social bonds. It is imperative to prioritise the development and upgrading of playgrounds in all special education institutes, ensuring that these spaces are safe, accessible, and tailored to meet the needs of children with diverse disabilities. Moreover, investment in adaptive sports equipment is crucial to enable equal participation in sports and physical activities. Schools should also be encouraged to implement structured physical education programmes and engage trained staff to facilitate inclusive sports, ensuring that students with SEND are given opportunities to thrive physically and socially.

## Security and Safety

The security and safety measures across special education institutes are inadequate, posing significant risks to the well-being of both students and staff. Observations revealed that none of the assessed schools had emergency exit signs displayed, making it challenging for students and staff—particularly those with SEND—to navigate efficiently in the event of an emergency. This absence of clear signage is particularly concerning, as it limits the ability to ensure a safe and orderly evacuation during critical situations.

The assessment also highlights severe gaps in basic fire safety provisions. Out of the 27 institutes assessed, fire extinguishers were found in only 8 institutes, reflecting a significant shortfall in fire safety equipment. Inadequate fire preparedness leaves schools vulnerable to emergencies and compromises the safety of students and staff.

With regard to surveillance, security cameras were installed in all 27 institutes; however, there were significant disparities in their number, coverage, and functionality. Of the 257 installed cameras, only 236 were functional, and even among these, 9 cameras produced blurry footage or were inadequately positioned, limiting their effectiveness in monitoring and ensuring safety. This inconsistency in surveillance systems undermines the ability to maintain a secure environment and identify potential safety threats. Additionally, only one school in Lahore was equipped with an audio alert system, a critical feature for promptly notifying VI students during emergencies. ***The lack of such systems across other institutes highlights a gap in inclusive emergency preparedness for students with SEND who require tailored support during crises.***

Emergency response training remains another critical shortcoming. Only 6 out of 27 institutes had conducted emergency drills with the support of Rescue 1122, and these sessions took place almost two years ago without any follow-up training. This lack of regular preparedness exercises leaves staff and students ill-equipped to respond effectively in emergency situations. The availability of first aid kits was noted in 19 schools; however, 11 of these kits contained insufficient or expired supplies, rendering them ineffective for addressing medical emergencies. A well-stocked first aid kit is a basic yet vital component of any school's safety infrastructure, and its absence highlights the lack of attention to emergency preparedness. The broader absence of safety protocols—including accessible emergency signage, functional fire safety equipment, regular emergency response training, and adequately stocked first aid kits—exposes critical vulnerabilities in special education institutes. These gaps are particularly concerning for students with SEND, who often require additional support and clear guidance during crises.

Schools should install and maintain emergency exit signs that are clearly visible and accessible to all students, including those with visual impairments. The availability and regular inspection of fire extinguishers and other essential fire safety equipment should be ensured to guarantee readiness during emergencies. Surveillance systems should be upgraded to ensure that all cameras are functional, well-positioned, and capable of providing clear footage for effective monitoring and security. To enhance inclusive emergency communication, audio alert systems should be installed in all institutes, particularly to support VI students during emergencies. ***Regular emergency response drills should be conducted in collaboration with emergency services such as Rescue 1122, ensuring both students and staff are adequately prepared for crisis situations. Furthermore, schools should provide well-stocked first aid kits, with periodic checks to ensure supplies are always adequate and unexpired.***

## Residential Facilities

Among the 12 secondary and higher secondary institutes, only 6 had provision of hostel facilities with a total lodging of 236 students (135 male and 101 female). However, significant challenges hinder optimal utilisation. The hostel at the Degree College for Special Education in Lahore, with a capacity of 65 students, was temporarily non-functional at the time of assessment due to delayed non-salary budget releases, causing absenteeism and reliance on private accommodations. In Sahiwal, three out of six hostel rooms at the Government Higher Secondary School of Special Education for HIC were repurposed as classrooms, limiting capacity. Additionally, lunch provided at the hostel was reported as unhygienic, prompting students to seek external food sources. At the Government Degree College of Special Education in Rawalpindi, girls faced water shortages, restricting laundry to bi-weekly home

visits. Furthermore, at the Government Secondary School of Special Education for HIC in Chiniot, the hostel building has been occupied by the Accounts Office since 2009.

**Table 11: List of Assessed Hostel Facilities with Lodging Students**

Sr. #	Institutes Name	Male	Female	Total
1	Government Degree College of Special Education, Lahore	48	17	65
2	Govt Degree College of Special Education, Rawalpindi	0	30	30
3	Gov't Higher Secondary School of Special Education for HIC, Sahiwal.	9	0	9
4	Government Sunrise High School of Special Education for VIC, Lahore	43	0	43
5	Government Secondary Institute for Blind Girls, Allama Iqbal Town, Lahore	0	54	54
6	Govt Secondary School for HI Boys, Rawalpindi	35	0	35
<b>Total</b>		<b>135</b>	<b>101</b>	<b>236</b>

Furthermore, there is a lack of sufficient hostel staff in the assessed institutes. For example, in Government Degree College of Special Education Rawalpindi, none of the sanctioned posts for hostel staff i.e. House Mother, Hostel Superintendent, Hostel In-charge and cook, are filled. Although the number of washrooms at the hostel facilities was sufficient, the infrastructure lacked necessary modifications to cater to various disabilities, such as support bars, elevated commodes, and wide doors. ***There is a need to address these key gaps in boarding facility through targeted infrastructure improvements, efficient resource allocation, placement of staff against the sanctioned posts and enhanced monitoring to significantly improve the service quality and inclusivity of these hostels, ensuring they effectively support the educational journey of students with SEND. There is also a need to establish a clear criterion for hostels in light of safeguarding principles and train the staff and students.***

### 3.6 Curriculum and Instruction

#### Key Highlights

- The special education curriculum's rigid alignment with the National Curriculum and mainstream benchmarks limits alternative learning approaches and neglects diverse student needs. Emphasising board exams often overlooks vocational and practical skills. **Adopting models like the hermeneutical circle for personalised curriculum implementation could foster a more context-sensitive framework.**
- SpED customises the syllabus for SEND students up to matriculation, while universities made modifications for graduation students. However, these changes largely involve omitting chapters without considering any scientific rationale. Assessments showed further omissions by schools, with 100 percent of slow learner schools, 92 percent of hearing and speech impairment schools, and 73 percent of mentally challenged institutes making additional omissions in the provided syllabus by SpED. **A comprehensive curriculum review is needed to focus on tailored content, visual aids, tactile resources, and assistive technologies. Expanding IEPs, training teachers in curriculum adaptation, and strengthening syllabus delivery monitoring are essential to better support SEND students.**
- The assessment revealed inadequate instructional methods in Punjab's special education institutes, particularly for Visually Impaired (VI) and Hearing Impaired (HI) students. Teachers often rely on audio recordings for VI students, while HI students are primarily taught through board writing with minimal use of sign language. **Specialised training programmes are needed to equip teachers with advanced sign language skills and effective instructional techniques tailored to SEND students. These programmes should emphasise interactive teaching methods, utilising multimedia tools, real-life examples, and adaptive materials to improve comprehension and retention.**
- Independent monitoring of learning outcomes is absent in the special education system. Currently, the Punjab Examination Commission (PEC) includes only slow learners and children with physical disabilities in their Large-Scale Assessments (LSA). Learning outcomes for other disabilities remain weak, with only 37.6 percent achievement observed for hearing-impaired children during the assessment. **SpED should adopt an internal learning outcome assessment system, such as a recently developed (not implemented yet) assessment framework for HI students, ensuring inclusive evaluation practices for all SEND students. This framework would**



**enable the department to assess service quality and identify areas for improvement effectively.**

- The current vocational training within SpED reveals significant gaps, including staffing shortages, a disconnect between current courses being offered and the market demands and, specific budgetary allocations for vocational training, which is hindering effective training and employment outcomes. Efforts like the PVTC partnership have failed to engage SpED students, while TEVTA offers potential collaboration opportunities. **To address these issues, SpED should develop a comprehensive vocational training strategy that aligns with market demands, enhances industry linkages, and prioritises modern, inclusive, and practical skills for students with SEND.**
- The vocational training workshops for the visually impaired persons remain largely inefficient, generating minimal revenue. Students have limited observational exposure with no practical training. **The department should either align operations with market demands or transfer the facility to a relevant government entity.**

The curriculum and instructional practices in special education institutes are fundamental to ensuring the delivery of quality education that addresses the diverse needs of students with SEND. These components play crucial role in advancing inclusive education, equipping students with essential skills, and promoting their successful integration into society.

### **Adaptation of Curriculum According to Needs of Children with SEND**

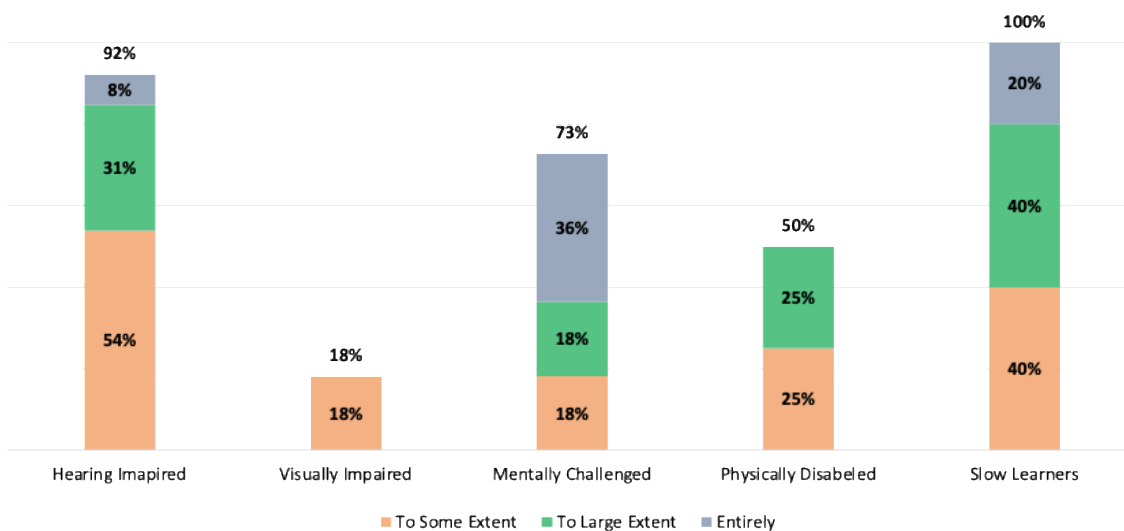
In Punjab's special education institutes, the Punjab Textbook Board syllabus is followed up to the matriculation level. At the college level, intermediate students with HI are offered a diploma in special education in affiliation with the Punjab Board of Technical Education, Lahore, while VI students follow the regular F.A syllabus under the Board of Intermediate and Secondary Educations in Punjab. For graduation, both HI and VI students are enrolled in the Associate Degree Programme, affiliated with the University of Punjab, Lahore.

The review by School of Education, LUMS indicate that current special education curriculum exhibits systemic rigidity, primarily due to its overemphasis on alignment with the National Curriculum and mainstream education benchmarks. While alignment is important, prioritising these standards limits the incorporation of alternative learning approaches and fails to address the diverse needs of students across various disability groups and levels. For example, aligning special schools with board examinations may overlook students' aptitudes for vocational and hands-on competencies, which are inadequately addressed in a reduced mainstream curriculum. Alternative models of special and inclusive education from formal and non-formal settings could help create a localised and context-sensitive alignment framework. For board level education, SpED perform the customisation of the syllabus for children with SEND, whereas at the university level, syllabus modifications are undertaken by the respective universities. However, these modifications primarily involve only omission of a few chapters without knowing the scientific rationale. The review by School of Education, LUMS highlighted that scientific rationale underpinning a number of aspects of the curriculum, warrants further examination by the curriculum development committee.

It was observed during the assessments that schools further tailor the syllabus independently based on teachers' convenience, often without SpED's involvement, whereas colleges make no additional adjustments to the provided syllabus. It was further revealed that 100 percent of assessed institutes of SL adjust their syllabus to varying extents, either through minor modifications or significant adjustments. Similarly, in 92.3 percent of the assessed institutes for hearing-impaired students further modify the syllabus. For MC students, 73 percent of the school found further modifying the syllabus.

According to the FGDs conducted with teachers, the curriculum fails to address the real-world challenges these children face and does not equip them with the necessary skills to lead independent lives. The teachers recommended a complete overhaul of the curriculum to prioritise functional academics and vocational training. They stressed the importance of teaching practical skills that can help students secure jobs or manage everyday tasks independently.

Figure 24: Further Modification of Curriculum at Institute Level for Various Disabilities



**The above-given findings emphasise the need for a comprehensive revision of the curriculum rather than omitting chapters is insufficient; instead, tailored content, visual aids, tactile resources, and assistive technologies should be prioritised. Expanding IEPs and providing teacher training on curriculum adaptation are essential to ensure personalised instruction. A structured, inclusive curriculum with innovative methods and tools will enable special education institutes to better support SEND students and help them reach their full potential.**

### Instructional Methods

The instructional methods employed in Punjab’s special education institutes face significant challenges in addressing the diverse learning needs of students with SEND. For VI students, teachers often rely on audio recordings to supplement their lessons, frequently sharing these via WhatsApp. While this approach offers some support, it highlights the absence of critical assistive devices and tactile learning materials that could significantly enhance students’ engagement and comprehension. The limited availability of Braille books further exacerbates the situation, forcing teachers to dictate entire lessons. This process is not only highly time-consuming but also places an immense burden on both teachers and students, slowing the pace of learning and hindering the development of essential skills.

For HI students, teaching methods are similarly inadequate and fail to meet their specific needs. Teachers predominantly rely on writing on the board, with minimal use of sign language to explain concepts. This limited instructional approach often leaves students unable to understand or retain information effectively. FGDs with students and parents highlighted that such methods create significant learning gaps. For instance, assessments of fourth-year HI students revealed their inability to differentiate between similar-sounding words, such as “green” and “greed,” or construct simple sentences. These findings underpin the ineffectiveness of current teaching practices and reflect the lack of specialised training and resources available for instructors.

### Pre-conception of Instructors

The assessment revealed a concerning bias among teachers towards children with hearing and speech impairments, based on the misconception that these children suffer from short-term memory issues. However, this claim lacks any scientific foundation and appears to stem from the use of inappropriate instructional methods. Teaching approaches often rely heavily on-board writing without adequately reinforcing concepts through practical demonstrations or sign language, leaving students reliant solely on print memory. This inherently limits knowledge retention and reinforces teachers' biases, perpetuating the inaccurate perception of the students' cognitive abilities. Addressing this requires the adoption of inclusive, interactive teaching methodologies that are tailored to the specific learning needs of children with hearing and speech impairments.

Another critical finding relates to the limited effectiveness of speech therapy provided to these students, primarily due to its delivery in large group settings within classrooms of over 20 students. The lack of individualised attention significantly reduces the impact of these sessions. While the provision of hearing aids has improved listening abilities, older students, particularly those in grade 4 and above, demonstrate reluctance to speak. This is often driven by peer dynamics and a fear of bullying from other deaf students, which undermines their confidence and the effectiveness of speech therapy. Such barriers highlight the need for smaller, more personalised speech therapy sessions, alongside interventions to promote a supportive and inclusive peer environment that encourages verbal communication.

The review of curriculum highlighted the use of outdated disability groupings and terminology, such as "educable," and "trainable," perpetuate harmful stereotypes and fail to address the unique needs of children with SEND. According to the department's syllabus, M.C students are expected to acquire fundamental skills such as knowing their name, address, parents' names, and school contact details. These competencies are essential for their personal and social development. However, assessments revealed gaps in achieving these basic objectives across most institutes. Many students were unable to recall their address or contact information when asked, reflecting the lack of effective teaching strategies to support their learning.

Despite these challenges, notable exceptions were observed at the Government Institute for Mentally Challenged Students in Rawalpindi, where students demonstrated better outcomes. In this institute, many students not only knew their personal information but also showcased additional skills such as performing basic arithmetic operations like addition and subtraction. Some students could even construct sentences when provided with a word, reflecting the use of effective teaching practices and more individualised attention to student needs.

Teachers reported ambiguity surrounding IEPs, with inconsistencies in their use and implementation. Common misconceptions about disabilities influenced the development of IEPs and instructional practices, often leading to deficit-based thinking. Teachers expressed the need for updated professional development to address these misconceptions and to improve the quality of instruction. Communication barriers for hearing-impaired students were also highlighted, with calls for standardised sign language to enhance effective communication and learning. Highlighting the importance of family involvement by training parents in supportive strategies and engaging them in their children's education. Various consultations have also reported lack of understanding of the diverse learning styles and abilities of students with visual impairments and the potential pedagogical approaches and curricular content that could work for them.

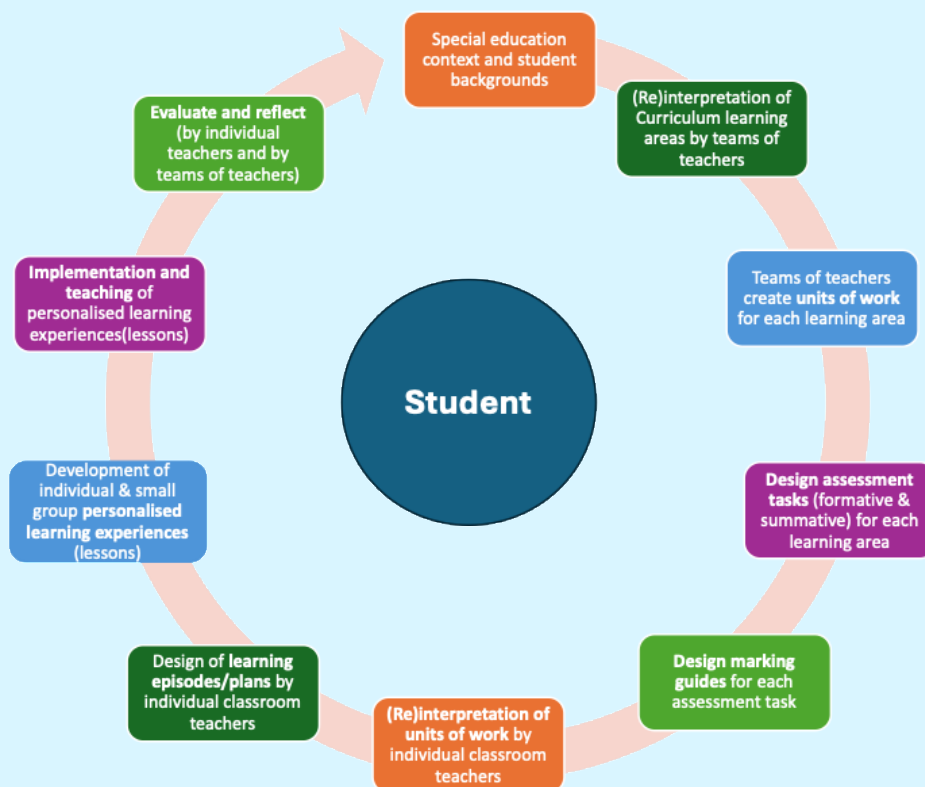
The experts and teachers in KIIs suggested that **specialised teacher training programmes should be introduced to equip educators with advanced sign language proficiency and effective**

*instructional techniques tailored to the needs of students with SEND. These training programmes should prioritise interactive and visual teaching methods, incorporating multimedia tools, real-life examples, and adaptive materials to enhance comprehension and retention. For VI students, the availability of Braille materials, tactile aids, and assistive technologies such as screen readers should be prioritised. Moreover, regular performance evaluations and feedback mechanisms should be implemented to monitor the effectiveness of teaching methods and allow for adjustments based on the evolving needs of students. By investing in teacher capacity-building, modern teaching tools, and tailored instructional strategies, special education institutes in Punjab can significantly improve learning outcomes and better equip students with the skills and knowledge they need for personal development and meaningful social integration.*

### HERMENEUTICAL CIRCLE AND CURRICULUM IN SPECIAL SCHOOLS

Ronksley-Pavia (2023) proposed the hermeneutical circle model for personalised curriculum implementation in special education. This approach empowers teachers to adapt the curriculum and teaching methods to individual students' needs, rejecting one-size-fits-all solutions. Special education focuses on maximising students' potential, promoting independence, and enhancing communication skills, ultimately preparing them for active participation in their communities. The model provides a structured, step-by-step framework for effective personalised learning.

Figure 25: Hermeneutical Circle



#### 1. Special Education Context and Student Backgrounds:

This stage emphasises understanding the unique needs and contexts of students in special education settings. It considers diverse student profiles, including disabilities, learning styles, communication needs, socioeconomic factors, health requirements, and behavioural challenges. Teachers also address students' aspirations, interests, and vocational goals, creating personalised learning environments that foster equity and inclusion.

## 2. Creation of Units of Work

Teachers collaboratively design structured units of work that align with students' needs and interests. For example, a "Healthy Living" unit might incorporate lessons on nutrition and exercise, tailored to real-life scenarios. These units promote relevance and inclusivity, ensuring all students can engage with the material meaningfully while maintaining a clear framework for measuring progress.

## 3. Design of Assessment Tasks

Assessment tasks, both formative and summative, are developed collaboratively to evaluate student progress effectively. Formative tasks provide ongoing feedback, while summative assessments measure overall achievement. For instance, students might complete hygiene checklists or present a healthy routine, with tasks tailored to individual abilities using accommodations like visual aids or tactile resources.

## 4. Design of Marking Guides

Clear and consistent marking guides are created to evaluate performance fairly. These guides outline criteria for tasks, such as completeness and clarity, and define performance levels like "Excellent" or "Needs Improvement." This ensures transparent evaluation and helps families understand progress measurements.

## 5. (Re)Interpretation of Units of Work by Individual Teachers

Individual teachers adapt collaboratively designed units to suit their specific classroom needs. For example, they may include tactile resources for VI students or adjust activity complexity for those with physical disabilities. This reinterpretation ensures lessons are both flexible and aligned with educational objectives.

## 6. Design of Learning Episode Plans

Detailed lesson plans break units into actionable steps, including objectives, strategies, materials, and timing. For example, in a "Healthy Living" unit, a 30-minute activity might involve sorting healthy and unhealthy foods, followed by a group discussion. These plans incorporate formative assessments to monitor real-time progress.

## 7. Development of Personalised Learning Experiences

Teachers tailor experiences for individual students or small groups. For instance, a student with fine motor difficulties might use a visual hygiene checklist, while another creates a poster on healthy habits. Personalisation ensures inclusivity and fosters achievement at each student's pace.

## 8. Implementation and Teaching

Teachers deliver personalised learning using their detailed plans while adapting in real-time to student responses. They manage classroom dynamics, encourage engagement through positive reinforcement, and address barriers. Collaborative activities foster peer learning and social skill development alongside individual progress.

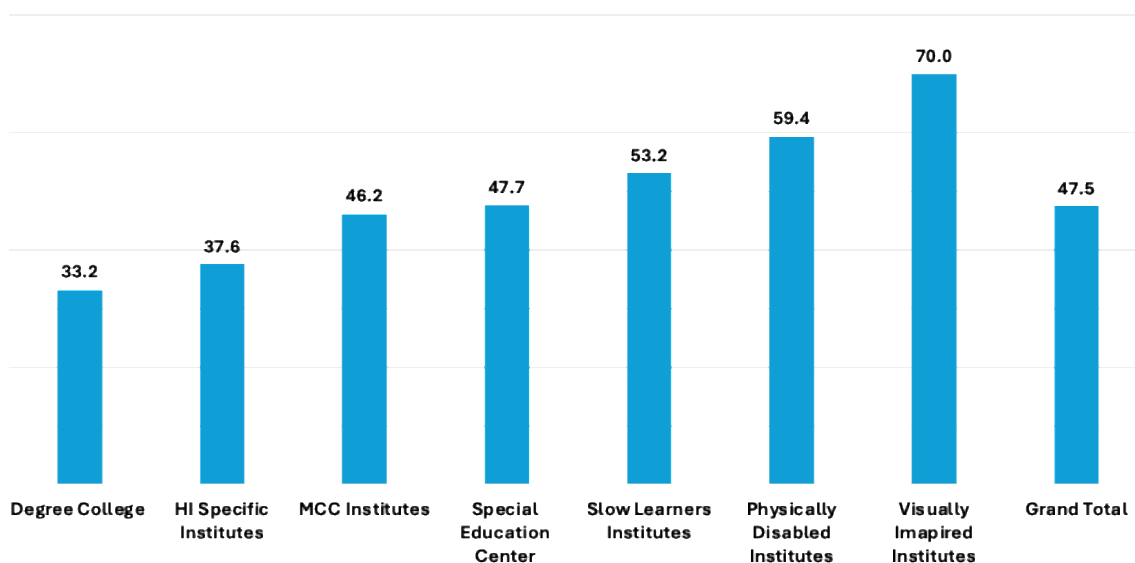
## 9. Evaluation and Reflection

Teachers evaluate the curriculum's effectiveness by analysing student outcomes, gathering feedback, and identifying improvement areas. For example, they may discuss whether assessments captured learning objectives effectively or if activities need adjustment. This reflective process drives continuous improvement, ensuring teaching remains relevant and impactful.

## Learning Outcomes

The study applied a learning outcome assessment kit covering Mathematics, English, and Urdu subjects in selected special education institutes. The results revealed clear disparities in learning outcomes across institute types and disability categories. Only 33 percent of students in degree colleges demonstrated basic knowledge, while 37.6 percent of students in HI-specific schools achieved basic comprehension. In contrast, VI students displayed significantly higher learning outcomes, with 70 percent demonstrating understanding. This disparity reflects variations in instructional effectiveness, highlighting the differing quality of teaching and support across these institutes. The learning outcome assessment kit is given in the annexure XVI.

**Figure 26: Percentage Wise Learning Outcomes in Different Institutes**



The learning outcome results illustrate significant inequities in both instructional quality and student outcomes across institutes. While some schools succeed in equipping students with foundational skills, others lag due to critical challenges, including limited resources, untrained staff, and ineffective curriculum implementation. ***These findings point to the urgent need for standardised and consistent teaching methodologies, specialised teacher training, and targeted resource allocation to address these disparities. By implementing these measures, special education institutes can ensure that all children with SEND receive equitable, effective, and high-quality education that fosters their academic development and practical skill-building.***

## Academic Assessments

Academic assessments in special education settings are designed to monitor and evaluate student progress comprehensively. Regular annual and biannual exams are conducted across all institutes, with some schools supplementing these with monthly tests to closely track student development. The Punjab Examination Commission (PEC) model, implemented by SpED, uses an item bank developed based on recommendations from selected teachers. This item bank ensures standardised exam content and serves as a resource for creating assessments tailored to the specific needs of students in special education settings.

Feedback mechanisms include result cards for students and report cards, WhatsApp updates, and periodic Parent-Teacher Meetings (PTMs) for parents. However, parental engagement remains

inconsistent, often due to the distance parents have to travel to attend PTMs. Although some schools maintain student portfolios to document progress, concerns persist about the effectiveness of current assessments, particularly for students struggling in core subjects.

During FGDs, teachers emphasised the need for objective and goal-oriented assessments to better capture student comprehension and progress. They recommended introducing preparatory assessments before final exams to improve student readiness and provide timely support. Teachers also highlighted the impact of high student-to-teacher ratios, which hinder their ability to provide individualised attention and affects learning quality. Some students and parents also reported teacher distraction in overcrowded classrooms, further affecting educational outcomes.

To address the existing gaps in student assessment, the department has recently developed “Assessment Framework for Hearing Impaired Students (Grades I-X),” which is yet to be implemented. This framework outlines tailored summative and formative assessments prioritising sign language inclusion. It emphasises using video responses, sign language in classroom activities and tests (e.g., MCQs, SRIs), and discourages extensive response questions while promoting portfolios and translation mechanisms. The framework advocates visual and alternative formats, small-group assessments, and native language use, supported by sign language interpreters and collaborative teacher-student communication. It aligns assessments with Student Learning Outcomes (SLOs) using reliable rubrics, ensuring time- and resource-efficiency, and includes both formal and informal teacher observations.

The SpED lacks Classroom Observation Tool (COT) to evaluate lesson delivery and classroom engagement; however, institutes submit an annual report to SpED, but these reports lack actionable insights into teacher performance, limiting their utility for improving educational outcomes. Although indicators exist in the monitoring and evaluation (M&E) framework, SpED continues to face challenges in defining clear learning outcomes and integrating innovative technologies into daily instruction to enhance learning.

### **Case Study of Teacher Evaluation System in United States-District of Columbia**

IMPACT is a comprehensive teacher evaluation system launched by the District of Columbia Public Schools (DCPS) in 2009. Designed to address long-standing issues of teacher quality and accountability in a historically low-performing district, IMPACT employs a structured and multi-faceted framework to evaluate teachers. The system integrates classroom observations, student achievement data, and professional contributions to provide a holistic view of teacher performance. Classroom observations, conducted by school administrators or master educators, are unannounced to capture authentic teaching practices and assess how effectively teachers implement the system's Teaching and Learning Framework (TLF), which is centered on nine research-based principles of effective instruction. These principles emphasise organised, objective-driven lessons, clear content delivery, engagement strategies, mastery pathways, and a supportive classroom environment.

IMPACT also incorporates a value-added model (VAM) to measure teacher impact on student academic growth, linking pre- and post-test results to teacher performance. Teachers are further evaluated on their collaboration with colleagues, support for diverse student needs, and community engagement. The evaluation process includes both formative and summative components. Formative evaluations, conducted multiple times annually, provide actionable feedback to guide improvement, while summative evaluations, conducted mid-year and at the end of the school year, produce a final performance score influencing decisions on tenure, bonuses, and even terminations. Evaluation frequency is tailored to teacher experience and performance; new or struggling teachers undergo more frequent observations, while high-performing veterans are evaluated less often.

To support teacher development, IMPACT offers instructional coaches, professional development resources, and peer mentorship programmes. Instructional coaches work closely with teachers to address weaknesses identified in evaluations, offering strategies and personalised guidance. Online training materials aligned with the TLF principles are also available, alongside the Teaching in Action programme, which pairs struggling teachers with high-performing peers for mentorship.

For independent and large-scale evaluations, the PEC administers Large-Scale Assessments (LSA) annually across special education and mainstream schools. However, these assessments are currently limited to students with physical disabilities and SL, excluding those with other disabilities such as hearing impairments and visual impairments. This exclusion reveals a significant gap in inclusive assessment practices, as it fails to reflect the diverse learning needs of all students in special education. Expanding the scope of large-scale assessments to include all disability categories is essential to provide a more accurate picture of educational outcomes and inform tailored intervention strategies for all students.

***SpED should adapt its own Large-Scale Assessments (LSA) at the departmental level to ensure inclusive evaluation practices that cater to all students with SEND. In addition, efforts should focus on training heads of institutes to utilise tools like the COT effectively, enabling the collection of actionable data to enhance teacher performance. By refining its assessment frameworks, promoting inclusive practices, and highlighting teacher accountability, SpED can improve educational outcomes and ensure that all students with SEND receive the support and opportunities they need to thrive.***

## Vocational Training

As outlined in the Special Education Policy 2020, SpED prioritises vocational training for children with SEND, including the development of specialised programmes to prepare individuals with varying needs for employment. However, of the 304 special education institutes of SpED, only three are VTIs, located in Lahore, Okara, and Faisalabad, with a total enrolment of just 104 students out of total 39,818 SpED's students. During the assessment, the VTI in Lahore was visited, revealing critical gaps. Out of 11 sanctioned positions, only three vocational teachers were available, resulting in a student-teacher ratio of approximately 20:1. Communication barriers further weakened the learning environment, with a hearing-impaired teacher tasked with managing 15 MC students, many of whom were idle or engaged in unproductive activities due to insufficient engagement strategies. Although the institute officially offers skills such as mobile phone repair, industrial stitching, beautician training, rug making, and drafting, students were primarily observed participating in wood cutting, colouring, and embroidery during the visit. ***SpED should prioritise filling vacant vocational teacher positions to ensure an adequate student-teacher ratio and introduce tailored engagement strategies to accommodate diverse disabilities. Expanding the range of practical skills offered and aligning them with market demands is essential to provide meaningful training opportunities for students.***

On the other hand, the Vocational Rehabilitation and Employment of Disabled Persons Service Centre-III Gujrat, devolved from the federal government after 18<sup>th</sup> amendment, remains the only such facility in the province. Despite being authorised for eight sanctioned positions, the centre currently operates with only two staff members, leaving six posts vacant, some of which have remained unfilled since 2009. This staffing shortfall has severely limited the centre's capacity to deliver meaningful outcomes. As of August 2023, the centre has registered a total of 1,457 PWDs, comprising 1,058 men and 399 women- yet only 10 registered PWDs are currently employed and earning an income. Insights from a Key Informant Interview (KII) with the Senior Instructor revealed another significant challenge: many individuals who undergo training fail to retain their jobs, leading to recurring cycles of unemployment.

This high turnover rate underlines systemic flaws in the placement framework, including lack of effective support mechanisms and job retention strategies to improve outcomes for PWDs.

SpED has also established four vocational training workshops to support VI individuals, one of which is located at the Government Sunrise High School of Special Education for the Visually Impaired in Lahore, which was visited during the assessment. This workshop comprises three rooms, with one functioning as a cane workshop for crafting/ repairing cane chairs, while the other two rooms were found abandoned during the assessment. The workshop employs 28 staff members, including 25 workers (20 permanent and 5 daily wagers), one saleswoman, one storekeeper, and one attendant. This workshop performs the services of repairing cane chairs for government departments and special education institutes in Lahore. In FY 2023-24, the workshop repaired only 200 chairs, billing Rs. 333,320 to various organisations for its services, of which only Rs. 47,173 has been received so far. Even if the total billed amount is collected, it would account for merely around one percent of the workshop's annual operational cost, highlighting a highly inefficient business model<sup>15</sup>. Notably, none of the students at the Sunrise School are directly involved in the chair-repairing process. Their interaction with the workshop is limited to weekly visits as part of their learning experience. These visits are largely observational, offering minimal hands-on engagement or practical training, thereby failing to equip students with meaningful vocational skills. **The department should align workshop operations with market demands or transfer these facilities to any other government entity specialising in enterprise development for PWDs.**

To foster vocational training, SpED signed a Memorandum of Understanding (MoU) with the Punjab Vocational Training Council (PVTTC) on January 6, 2004, to provide demand-driven vocational training for children with SEND. Under this agreement, PVTTC established seven VTIs within the premises of Special Education institutes across Punjab. Between 2016 and 2021, 806 children with SEND were enrolled and trained at PVTTC's VTIs; however, these trainees were not student of SpED. Despite the presence of PVTTC's VTIs within the premises of seven special education institutes, none of the students from these institutes enrolled in the VTIs, highlighting a significant disconnect between SpED and PVTTC in addressing vocational training needs. This disconnect stems from a lack of awareness about upcoming vocational training courses among neighbouring special education institutes and a lack of proactive engagement from the management of these institutes with PVTTC's VTIs. Due to suboptimal performance, the MoU was revoked, and four VTIs were relocated from the premises of Special Education institutes, while the remaining three are to be relocated. However, the discussions with PVTTC management revealed that they are still interested to continue this partnership with commitment of more tangible results. On the other hand, discussions with the Technical Education and Vocational Training Authority (TEVTA) highlighted opportunities for collaboration, including teacher training and the enrolment of SpED students in TEVTA institutes to enhance vocational training. **However, prior to implementing such partnership, it is crucial for SpED to develop a comprehensive strategy for vocational training that aligns with the specific needs of children with SEND. This strategy should also address the future of the existing underutilised vocational training and placement facilities within SpED.**

Furthermore, special education schools are mandated to deliver pre-vocational training alongside the educational curriculum. However, a significant gap in the delivery of pre-vocational skills was observed during the assessment. Only 33 percent of dedicated special education schools have vocational training areas. Additionally, only 38 percent of the assessed schools have sanctioned posts for vocational training teachers, and these posts are filled in just 13 percent of schools. Further analysis of SEIS data reveals that out of 192 sanctioned posts for vocational teachers/instructors at SpED, only 123 positions are filled. This situation is further exacerbated by inadequate resources and insufficient funding to support pre-vocational training in special education schools. A review of the non-salary

<sup>15</sup> Rs. 23.5 million estimated salaries of 28 employees at an average rate of Rs. 70,000

budget of the assessed schools revealed that no specific budget line is allocated for pre-vocational training, further limiting its implementation. **Addressing these challenges requires a comprehensive approach, including staffing vocational teacher/instructor positions, establishing necessary vocational training facilities with appropriate equipment, and allocating sufficient funding to develop dedicated resources, ensuring that children with SEND are better equipped for economic participation and advanced skill training.**

The review of curriculum for special education institutes highlights a significant disconnect between the vocational training provided and the demands of the modern job market. Vocational skills such as fabric painting, candle making, tailoring, weaving, and knitting are introduced for students with MC, VI and HI. However, these courses lack market research and fail to align with current employment trends. In contrast, specialised VTIs in Punjab offer market-relevant trades like AutoCAD, computer applications, electronics, and web design. Despite this, the pre-vocational curriculum in special education institutes does not adequately prepare students to transition into these advanced trades, leaving them ill-equipped to transition into vocational programmes or the workforce, further widening the gap between education and employment readiness. Discussions with stakeholders during the assessment identified 74 vocational and technical skills aligned with current market demands and tailored to the specific needs and limitations of various disabilities (refer to Annexure XV). On the other hand, Punjab Skill Gap Analysis report 2019<sup>16</sup>, developed by the National Vocational and Technical Training Commission (NAVTTTC), outlines the supply and demand for 606 skills across various sectors, providing a valuable resource for aligning vocational training with market requirements. **Such available resources should form the core of the revised pre-vocational curriculum, ensuring it is relevant and inclusive in preparing students for future employment opportunities. Establishing linkages and collaboration with industries and vocational training providers is essential to ensure the curriculum remains up-to-date and equips students with the practical skills required for meaningful employment. In this regard, the department should delegate the role of market connectivity to existing vocational teachers or establish a parallel cadre focused on market placement to ensure skilled students are effectively placed through robust market linkage development.**

The consultation with the CPWB highlighted an innovative approach being tested, where business entities, under Corporate Social Responsibility (CSR), train beneficiaries and provide jobs to those who successfully complete the training. According to CPWB, this approach has achieved an impressive placement rate of over 90 percent. **This model could also benefit SpED by facilitating the placement of vocational training students. It offers a win-win scenario: businesses eliminate the need to search for employees in the open market, provide on-the-job training tailored to their requirements, and begin paying salaries only after the training is completed. For students, this approach ensures targeted training and simplifies job placement by aligning roles directly with their skills and training.**

#### **Finland's Inclusive Vocational Education and Training (IVET) Model for Students with SEND<sup>17</sup>**

Finland's IVET model is an exemplary framework that prepares students with SEND for employment and societal integration. This model emphasises personalised learning pathways tailored to each student's unique abilities, needs, and aspirations, ensuring equitable access to vocational readiness and skill development. Through a comprehensive approach, the IVET model fosters inclusion, independence, and active participation in the labour market for SEN students.

<sup>16</sup> Available at: [https://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skills%20Gap%20Analysis%20\(Punjab\).pdf](https://tvetreform.org.pk/wp-content/uploads/downloads/governance/Skills%20Gap%20Analysis%20(Punjab).pdf)

<sup>17</sup> Virolainen, Maarit & Stenström, Marja-Leena. (2014). Finnish vocational education and training in comparison: Strengths and weaknesses. International Journal for Research in Vocational Education and Training. Vol 1. 81-106.

### Key Features of Finland's IVET Model

**Personal Competence Development Plans (PCDPs):** Each SEND student is supported with a customised PCDP, a strategic document outlining individualised learning goals, skills development areas, and the steps needed to achieve them. The plans are dynamic, regularly reviewed, and adapted to reflect the student's progress and changing needs.

**Small-Group Teaching:** Instruction is delivered in small groups to create a supportive and focused learning environment. This setup allows teachers to provide personalised attention, adapt teaching strategies to individual learning styles, and foster collaboration among students.

**Specialised Teacher Support:** Trained vocational teachers work closely with SEND students, offering guidance in both academic and practical settings. Teachers are equipped with expertise in special education and employ innovative teaching methods, such as hands-on activities, work simulations, and assistive technologies.

**Workplace Integration and Training:** The model includes strong partnerships with local industries and employers, providing students with on-the-job training opportunities. These placements are tailored to suit the student's abilities and career interests, helping them develop real-world employment skills and experience.

### Empowering Abilities: Inclusive IT Skills Development Programme for PWDs

Sightsavers' IT skills development programme in Kenya is a groundbreaking initiative aimed at empowering young persons with disabilities by equipping them with industry-relevant IT skills and practical work experience. Recognising the untapped potential of persons with disabilities in the labour market, this programme adopts a multi-phase approach to ensure holistic training and seamless integration into the workforce. The programme begins with a nine-month classroom-based training phase, during which participants are taught a wide array of IT skills, including programming, data management, and software applications. The curriculum is designed in collaboration with industry partners to align with current job market demands. Following this, participants engage in a six-month internship with leading companies like Cisco UK. These internships provide real-world work experience and allow participants to apply their skills in professional settings. Throughout the programme, mentorship plays a vital role, with participants receiving guidance and support from industry professionals who help them navigate challenges, build confidence, and prepare for long-term careers.

The Punjab SpED can effectively implement a model similar to Kenya's IT skills development programme by partnering with *Future Makers*, a programme supported by Standard Chartered in Pakistan. *Future Makers* focuses on promoting economic inclusion for marginalised youth, including PWDs, by providing them with employable skills and connecting them with inclusive employers. Through this collaboration, SpED can develop a specialised IT curriculum that incorporates assistive technologies and is accessible to students with a variety of disabilities. The curriculum can include training in areas such as programming, software applications, and IT support, aligned with industry needs. *Future Makers* can help guide students through career planning and interview preparation, equipping them with the tools needed to succeed in the job market. Additionally, SpED can facilitate internship opportunities with inclusive employers in the IT and telecom sectors, supported by *Future Makers'* existing partnerships. These internships would provide students with hands-on experience, allowing them to apply their skills in real-world work environments.

### 3.7 Stakeholder Engagement

#### Key Highlights

- The Finance Department oversees provincial finances, including budget preparation and fund disbursements, but delayed allocations and a lack of dedicated budget code specific for SpED hinder its operations. Similarly, the Planning and Development Board leads development initiatives aligned with Punjab's Growth Strategy and SDGs but faces funding constraints, political influence in resource allocation, and bureaucratic delays. **A regular engagement with both departments is required to streamline financial processes, prioritise assistive technologies, and allocate dedicated budget code to address gaps in special education children with SEND.**
- Recently, the School Education Department has piloted some infrastructure modifications for children with SEND along with health screenings through initiatives like the TALEEM Programme but lacks comprehensive accessibility protocols and effective inclusion for students with SEND. Meanwhile, the Higher Education Department provides accommodations such as fee waivers and assistive devices but lacks a formal policy and focuses mainly on physical disabilities. **There is need to establish a clear screening and assessment criteria to be followed by school education and high education departments for children with SEND. Both departments should collaborate with SpED to enhance teacher training, develop inclusive learning tools, and implement pilot projects to refine inclusive education approaches before scaling them province-wide. Ensure the implementation of Article 8 (5) of Punjab Empowerment of Persons with Disabilities Act 2022 with a focus on 3 percent quotas of enrolment of children with special education needs in all educational institutes.**
- Currently, the Primary and Secondary Healthcare Department is planning comprehensive screenings and developmental assessments for newborns and infants, integrated with vaccination schedules, which could significantly improve early diagnosis and interventions for children with SEND. **The department also aims to pilot school screening initiatives, which should be extended to special education institutions in collaboration with SpED. Strengthening this partnership is crucial to addressing the healthcare needs of students with SEND and supporting their educational outcomes.**
- The Social Welfare and Bait-ul-Maal Department facilitates disability certification, vocational training, and welfare services while chairing the Council on the Rights of Persons with Disabilities (CRPD) under the Punjab Empowerment of Persons with Disabilities Act, 2022, which mandates a three percent quota for persons with disabilities (PWDs) in schools and employment. Punjab Social Protection Authority (PSPA) provides cash transfers and microfinance programs for PWDs, while the Punjab Welfare



Trust for the Disabled (PWTD) supports NGOs and operates community-based rehabilitation programs. **Strengthened collaboration among SpED, Social Welfare, PSPA, and PWTD under CRPD can streamline services, enforce quotas, expand vocational training, and enhance community awareness to provide comprehensive support for children with SEND.**

- TEVTA and PVTC provide vocational training but lack programs tailored for students with SEND. While TEVTA has enrolled some students with SEND on Punjab Government's directives, PVTC's earlier collaboration with SpED was discontinued due to inefficiencies. **Renewed partnerships with both organisations through MoUs and capacity-building initiatives can improve vocational training and establish clear pathways to employment for students with SEND.**
- The CPWB provides rescue and rehabilitation services but lacks shelters equipped for children with SEND. The Bureau of Statistics collects and disseminates data on disability-related indicators but does not include targeted analyses for SpED. **Collaborating with SpED, CPWB can establish inclusive shelters and leverage its skill training model, while the Bureau of Statistics can provide data-driven insights to identify out-of-school children with SEND and improve educational interventions.**
- The Youth Affairs and Sports Department promotes inclusivity through accessible sports facilities and events for PWDs, while private institutions like Hamza Foundation Academy focus on skill development and interactive learning for hearing-impaired students and, Deaf Reach focuses on bridging the existing gap in educational materials for the deaf by developing digital PSL learning resources. **SpED can collaborate with these organisations to enhance sports programs, organise inter-school competitions, sign-language proficiency and expand vocational training initiatives, ensuring long-term inclusion and skill development for students with SEND.**



## Finance Department

The Finance Department supervises and controls provincial finances, prepares the provincial budget, and formulates rules related to pay, perks, and pensions for civil servants, as well as managing public debt. Within the department, a single education section oversees the financial matters of three key departments: the School Education Department, the Special Education Department, and the Literacy & Non-Formal Basic Education Department. Of these, the School Education Department receives the largest share of funding due to its broader reach and the number of institutes it encompasses. However, this structure often results in smaller departments, such as SpED, being overlooked. To address this imbalance, there is a need to establish a separate section and budgetary code for SpED. The other key challenge related to the financial management of these departments is the delayed release of quarterly allocations. While such delays may not significantly impact the School Education Department due to its large resource base, they are particularly problematic for the SpED, where delays in disbursements disrupt project execution. This is particularly concerning given the students' reliance on transport, school uniforms and protective clothing (especially during the winter), stipends, and other specialised provisions. To address these challenges, the Finance Department should adhere to a stricter timeline for fund releases to prevent delays and ensure that budgets are disbursed earlier in the fiscal year, especially for smaller departments like SpED. Additionally, a collaborative framework between the Finance and SpEDs should be established to streamline financial processes, enhance accountability, and ensure that funds are utilised effectively to address sector-specific needs.

## Planning and Development Board

The Planning and Development (P&D) Board plays a crucial role in spearheading development projects, conducting comprehensive needs assessments, and fostering collaboration with diverse stakeholders. P&D aligns the development initiatives in the province with the Punjab's Growth Strategy with the Sustainable Development Goals (SDGs) to promote inclusive education. For the education sector, the key priorities of the board include enhancing access to education, improving educational quality, and strengthening governance mechanisms. Despite its significant efforts, the Board faces critical challenges such as limited government budgets, political influence, and legal complexities, which hinder effective implementation. Additionally, ensuring seamless collaboration with the SpED is vital for efficient planning, timely disbursement of funds and optimal resource utilisation. To address these challenges, there is a need to initiate regular stakeholder consultations to identify and prioritise high-impact interventions, ensuring that resources are directed toward areas with the greatest need. Furthermore, dedicated budgets should be allocated for acquiring advanced assistive technologies and tailored learning resources, enabling individualised support for students with SEND. Pre-emptive budget planning is critical to mitigate delays in fund disbursement and streamline bureaucratic processes, which often impede timely project execution. Lastly, promoting strong cross-sectoral partnerships can leverage specialised expertise, optimise the utilisation of resources, and drive innovative approaches for inclusive education, ensuring that the P&D Board's initiatives are impactful and sustainable.

## School Education Department

The School Education Department has developed an inclusive education policy through a consultative process, which is currently under approval. Meanwhile, in collaboration with UNICEF, the department is implementing the TALEEM Programme in the Jhelum and Multan districts of Punjab. As part of this initiative, 300 schools have been supported with infrastructure modifications to enhance accessibility for wheelchair users, and health screenings for children have been conducted. Additionally, 213 hearing-impaired children identified through these screenings were provided with hearing aids under the project. However, the Annual School Census 2023-24 reveals that only 6 percent of the enrolled

children with hearing impairments in schools of the education department children are in the targeted districts. The Programme Monitoring and Implementation Unit (PMIU) of the school education department noted that infrastructure modifications for accessibility have primarily focused on constructing ramps without addressing complete accessibility protocols. To achieve better outcomes in inclusive education, it is essential to move beyond ramps and develop comprehensive, inclusive environments. This includes integrating accessible learning tools, tailored teaching methodologies, and robust support systems for students with SEND. Furthermore, there is a pressing need to enhance teacher capacity in disability mainstreaming and provide specialised training, such as sign language, Braille reading, and psycho-social support.

### Higher Education Department

The Higher Education Department in Punjab manages 829 colleges and five boards of intermediate and secondary education. Moreover, nine Boards of Intermediate and Secondary Education (BISE) for examination purposes at each at divisional headquarters and 69 public / private sector universities are also operating under the supervision of Higher Education Department. During the consultation, DPI Colleges highlighted various initiatives to support students with SEND at the college level. These include fee waivers, provision of books and assistive devices, construction of ramps, and special accommodations such as seating arrangements and free transportation services. However, these efforts are primarily driven by the self-initiatives of the current administration, lacking a formal departmental policy. Additionally, most initiatives focus only on physical disabilities, with limited consideration for other disabilities such as hearing and speech impairments or visual impairments/blindness. DPI has expressed interest in collaborating with the SpED for teacher training and the provision of learning aids such as Braille materials, hearing aids, and Perkins devices. Furthermore, DPI aims to establish partnerships with the Social Welfare Department for provision of assistive devices like wheelchairs and other essential equipment to students. It is recommended to pilot inclusive education initiatives in one college at each divisional headquarters in Punjab. This pilot could serve as a model to refine approaches before scaling them to the district level.

### Primary and Secondary Healthcare Department

The Primary and Secondary Healthcare Department Punjab serves the residents of the province through 4,120 healthcare facilities, which include 48 teaching hospitals, 34 District Headquarters (DHQ) hospitals, 139 Tehsil Headquarters (THQ) hospitals, 319 Rural Health Centres (RHCs), 2,522 Basic Health Units (BHUs), 287 Maternal and Child Health (MCH) centres, and 1,026 dispensaries. Beyond facility-based services, the department provides community-based health services through its field staff, comprising 2,568 EPI vaccinators, 1,525 sanitary inspectors, 3,741 midwives, 26,460 Lady Health Workers, and 1,400 School Health and Nutrition Supervisors<sup>18</sup>. The department is currently planning enhanced screening and assessment for newborns and infants. This includes considering heel prick tests for newborns and integrating screenings with the vaccination schedule. Proposed assessments include hearing and visual checks, as well as developmental assessments at 9 and 15 months of age. Early diagnosis through these measures would facilitate timely interventions, significantly contributing to the educational outcomes of children with SEND. Additionally, the department is also planning to pilot school screening initiatives across the province. However, the School Health and Nutrition staff currently do not provide services to special education institutes. To address this gap, a collaboration between the SpED and the Primary and Secondary Healthcare Department Punjab is essential to ensure inclusive healthcare services reach children in special education institutes under the current and future school health initiatives.

<sup>18</sup> Punjab DHIS Report 2023-24

## Social Welfare and Bait-ul-Maal Department

The Social Welfare and Bait-ul-Maal Department supports PWDs through assessment, registration, and welfare services under the Punjab Empowerment of Persons with Disabilities Act 2022. To facilitate registration, the department has developed an online portal called the Disabled Persons Management Information System (DPMIS). Registered individuals undergo assessment by District Assessment Boards (DABs) at district level, after which they are awarded a disability certificate. This certificate is a prerequisite for accessing various services, such as a 50 percent railway fare concession, financial assistance, and assistive devices. By October 2024, the department had issued disability certificates to 395,463 PWDs (279,814 male, 115,601 females, and 48 transgender individuals). However, this figure represents only 2 percent of the 23,170,373 individuals with functional limitations reported in the 2023 Census. Notably, a significant number of students of SpED were found to lack disability certificates during the assessment. The Social Welfare and Bait-ul-Maal Department also chairs the Council on Rights of PWDs, also including membership from the SpED and the School Education Department. The council has functions to ensure the implementation of the Punjab Empowerment of Persons with Disabilities Act 2022, which also mandates the enrolment of at least 3 percent of students with SEND in all educational institutes under Article 8(5). However, current enrolment in public schools is only 2.5 percent (385,812 children with SEND out of a total enrolment of 15,410,168), according to the Annual School Census 2023. Whereas no data of students with SEND enrolment in private educational institutes is yet available. There is a pressing need to enforce this enrolment percentage across both private and public schools in Punjab. The Social Welfare Department also offers vocational training for PWDs at three Nasheman homes, financial aid through the Himmat Card, and other welfare services. These programs are also some opportunities for SpED to collaborate with social welfare department. Additionally, since social welfare department regulates NGOs in the province, it can facilitate partnerships between SpED and NGOs working on PWD-related initiatives. Community awareness for PWD rights is another core function of the Social Welfare Department, where joint efforts with SpED could amplify impact. Thus, a working collaboration between SpED and the Social Welfare Department under the Council on Rights of PWDs would help streamline services for children with SEND in education, rehabilitation, and welfare.

## Punjab Social Protection Authority

The Punjab Social Protection Authority (PSPA), established under the Punjab Social Protection Authority Act 2015, is mandated to develop a comprehensive, efficient, and effective social protection system for the poor and vulnerable in Punjab. The authority implements various programmes aimed at supporting marginalised groups, including Humqadam Programme, which provides unconditional cash transfers of Rs. 2,000 per month to PWDs, the Zewar-e-Taleem Programme, a conditional cash transfer scheme for girls in low-literacy districts, and a micro-finance initiative offering interest-free loans to PWDs to promote self-sufficiency. Additional programmes focus on other vulnerable groups, such as acid attack survivors, the transgender community, elder artists, and those requiring human capital development. Despite these efforts, PSPA faces significant challenges due to the lack of coordination among social protection programmes, leading to overlaps such as between the Humqadam Programme and the Social Welfare and Bait-ul-Maal Department's Himmat Card. Furthermore, inactive district-level social protection committees, outdated data hindering effective implementation, and the failure to convene the PSPA board meeting over the past two years have further limited the authority's impact. Although the Secretary of the SpED is a member of the PSPA board, cultivating a stronger working relationship between SpED and PSPA could ensure that children with SEND benefit more effectively from PSPA's social protection programmes. The CRPD presents an ideal forum for enhancing collaboration among member departments, addressing duplication of efforts, and ensuring streamlined, impactful service delivery to PWDs.

## Punjab Welfare Trust for the Disabled (PWTD)

The Punjab Welfare Trust for the Disabled (PWTD), established by the Government of Punjab in 1991, supports PWDs by facilitating NGOs in prevention and rehabilitation efforts, providing financial grants, training, networking, and programme development support. Of the 150 registered NGOs with PWTD, 110 are active, partnering on initiatives for various disabilities, including hearing and visual impairments, psychological disorders, and special schools, alongside 21 eye hospitals. PWTD's Community-Based Rehabilitation (CBR) programmes benefit 2,000 children with SEND through doorstep services, while 400 rural and nearly 500 urban students participate in inclusive education initiatives of PWTD. Its outpost models deploy specialists such as clinical psychologists and physiotherapists to remote areas, while the Independent Living Programme supports spinal injury patients with doorstep services. Although PWTD occasionally provides an advisory role to SpED on disability-related activities, and the SpED Secretary serves as a board member of PWTD, there is a pressing need for more frequent and structured collaboration between SpED and PWTD to effectively address disability-related challenges. PWTD's experience of community models offers valuable insights for SpED in designing community awareness and rehabilitation programmes. Moreover, PWTD can play a pivotal role in developing collaboration between its partner NGOs and SpED, particularly with partner eye hospitals and special education schools, to enhance support for PWDs.

## Technical Education and Vocational Training Authority

The Technical Education and Vocational Training Authority (TEVTA) was established in 1999 under an ordinance and later formalised through the enactment of the TEVTA Act in 2010. It operates 400 institutes across Punjab, including 40 technical colleges, 335 VTIs, 20 service centres, and 5 staff training colleges. TEVTA offers a variety of demand-driven courses such as graphic design, artificial intelligence, game development, electrician training, plumbing, masonry, and language programs etc. Recently, accessibility of TEVTA institutes has improved for PWDs under special government directives, leading to the enrolment of some hearing and speech impairment students in specific fields like graphic design. However, instructors at TEVTA lacks specific capacity to teach children SEND and does not offer modified courses tailored to their unique requirements. Although TEVTA has enrolled some SpED students in selected training programs, a regular partnership between TEVTA and the SpED is currently absent.

A formal collaboration between SpED and TEVTA could create mutual benefits for both departments, such as training TEVTA instructors on disability-specific teaching methods by SpED and facilitating the enrolment of SpED students in TEVTA's technical and vocational courses. Therefore, an MoU between TEVTA and SpED is essential to formalise this partnership and unlock opportunities for both departments to enhance inclusivity and skill development.

## Punjab Vocational Training Council

The Punjab Vocational Training Council (PVTC) was established in October 1998 under the Companies Ordinance 1984 as a Public-Private Partnership initiative by the Government of Punjab. PVTC operates 184 VTIs across Punjab, utilising vacant or underutilised government buildings, with an annual training capacity of 68,000 students. On January 6, 2004, PVTC signed an MoU with the SpED to provide demand-driven vocational training for children with SEND. However, due to suboptimal performance, SpED eventually revoked the MoU. Despite this setback, PVTC has expressed willingness to renew the partnership with SpED, ensuring improved outcomes and greater involvement from SpED to better meet the needs of children with SEND.

## Child Protection and Welfare Bureau

The Child Protection and Welfare Bureau (CPWB) was established in March 2004 by the Government of Punjab and has served 59,106 vulnerable children across 14 categories through its rescue and rehabilitation services, including abandoned and destitute children. However, during discussions with CPWB, it was revealed that none of its shelters are equipped to cater to the needs of children with SEND. Currently, such children are referred to organisations like Edhi Welfare. This limitation often leads CPWB staff to hesitate in rescuing children with SEND unless it is a special emergency case. While the SpED plays a vital role in providing education and rehabilitation services for children with SEND who are supported by their families, a significant gap exists in services for those children with SEND who have been abandoned by their families. To bridge this gap, CPWB and SpED should collaborate to establish a pilot shelter specifically designed for children with SEND. Additionally, CPWB has successfully tested a unique model for skill training, where business organisations provide training to beneficiary children and offer them employment upon successful course completion. This approach has shown tangible results in ensuring meaningful employment for these children. SpED can benefit from CPWB's experience by adopting this model and seeking CPWB's support to establish partnerships with business organisations, thereby creating sustainable employment opportunities for children with SEND.

## Bureau of Statistics Punjab

Bureau of Statistics (BOS) Punjab is the hub of statistical data activity in the province and is responsible for collection, processing and dissemination of statistical data through periodic publications and electronic media. As an attached department of the P&D Department, BOS publishes various data-driven reports across sectors such as demography, agriculture, health, development, and socio-economic indicators. One of BOS's key studies is the Multiple Indicator Cluster Survey (MICS), which measures progress against the SDGs. For MICS, the Bureau employs the Washington Group criteria to assess functional limitations. Although the SpED contributes to the review committees of MICS, specifically for disability-related tools. However, to enhance the utility of these tools, a formal partnership between SpED and BOS should be established to enable demand-based analyses for targeted educational interventions, such as identifying out-of-school children with SEND. Currently, such specific insights are not included in MICS reports.

## Youth Affairs and Sports Department Punjab

The Youth Affairs and Sports Department of Punjab has taken significant steps to promote inclusivity for PWDs. These efforts include granting free access to sports complexes, establishing ramps for easy accessibility in sports complexes, and ensuring the inclusion of disabled individuals in various sports and general events. The department actively organises games and events for PWDs, provides free sports-related equipment tailored to their needs, and reserves an employment quota for PWDs. Although no formal MoU exists between the SpED and the Sports Department, collaboration has been evident in initiatives like the planned "Khelta Punjab" event, which was postponed due to smog. A potential area for collaboration between the two departments is the training of SpED physical trainers by the Sports Department, enhancing their capacity to promote sports for PWDs. Furthermore, opportunities like jointly organising inter-schools sports competitions of special education institutes.

## Private Institutes

Besides the public special education institutes, there are some well-known private institutions are providing valuable services for special education, including Hamza Foundation Academy for the Deaf, Innayat Foundation Academy for the Deaf, and Deaf Reach Schools. As part of this study, Hamza Foundation Academy and Innayat Foundation Academy were assessed to identify the value addition

these private organisations bring to the sector. Both institutions share a strong commitment to empowering hearing-impaired individuals through education and skill development, despite challenges such as resource limitations and affordability of hearing aids. A notable strength of these institutes is the interactive involvement of parents and school administration, which plays a crucial role in enhancing the learning outcomes of the children. While both institutes have formal collaborations with the SpED for administrative matters and occasional events like job fairs, there remains significant potential to deepen this partnership. Future opportunities include joint leadership programs for students, expanded vocational training initiatives, and the development of systems to track and support graduates, ensuring sustained progress and inclusion for hearing-impaired individuals. Furthermore, Deaf Reach has developed learning resources for Pakistan Sign Language (PSL), including a book titled "1000 Basic Signs" published in six local languages: English, Urdu, Punjabi, Sindhi, Pashto, and Balochi. They have also created a web portal and a mobile app featuring a 6,000-word digital dictionary in both English and Urdu. This presents an opportunity for the department to collaborate with Deaf Reach to standardise PSL and train their teachers to effectively utilise these available learning resources.

**Table 12: Stakeholders Map for Special Education Department Punjab**

Department	Key Services for Child with Special Needs (SENDs)/PWDs	Specific Opportunities for Collaboration for SpED
Finance Department	Supervises provincial finances, prepares the provincial budget, and oversees financial matters of provincial departments, including SpED.	<ul style="list-style-type: none"> <li>• Create a separate budgetary code for district level disbursement for SpED schools to address funding imbalances.</li> <li>• Ensure timely fund disbursement to avoid delays in essential services for SpED students.</li> </ul>
P&D Board	Lead provincial development portfolio, aligns provincial initiatives with Punjab’s Growth Strategy and SDGs, and conducts needs assessments.	<ul style="list-style-type: none"> <li>• Initiate regular stakeholder consultations to identify high-impact interventions.</li> <li>• Allocate dedicated budgets for assistive technologies and tailored learning resources.</li> <li>• Strengthen cross-sectoral partnerships to optimise resource utilisation and drive inclusive education initiatives.</li> </ul>
School Education Department	Developed an inclusive education policy and implemented infrastructure modifications in select schools to improve accessibility.	<ul style="list-style-type: none"> <li>• Expand inclusive environments beyond ramps to integrate accessible learning tools and robust support systems.</li> <li>• Enhance teacher capacity in disability mainstreaming through specialised training in areas like sign language and Braille.</li> </ul>
Higher Education Department	Manages colleges and universities in Punjab, providing fee waivers, ramps, and free transportation for students with SEND.	<ul style="list-style-type: none"> <li>• Pilot inclusive education initiatives at divisional colleges.</li> <li>• Collaborate for teacher training and provision of learning aids like Braille materials.</li> <li>• Partner with the Social Welfare Department to provide essential assistive devices.</li> </ul>
Primary and Secondary Healthcare Department	Manages healthcare facilities across Punjab and plans enhanced screening for newborns and infants.	<ul style="list-style-type: none"> <li>• Pilot school screening initiatives to integrate health services with special education institutes.</li> <li>• Collaborate to ensure inclusive healthcare services for SpED students.</li> </ul>

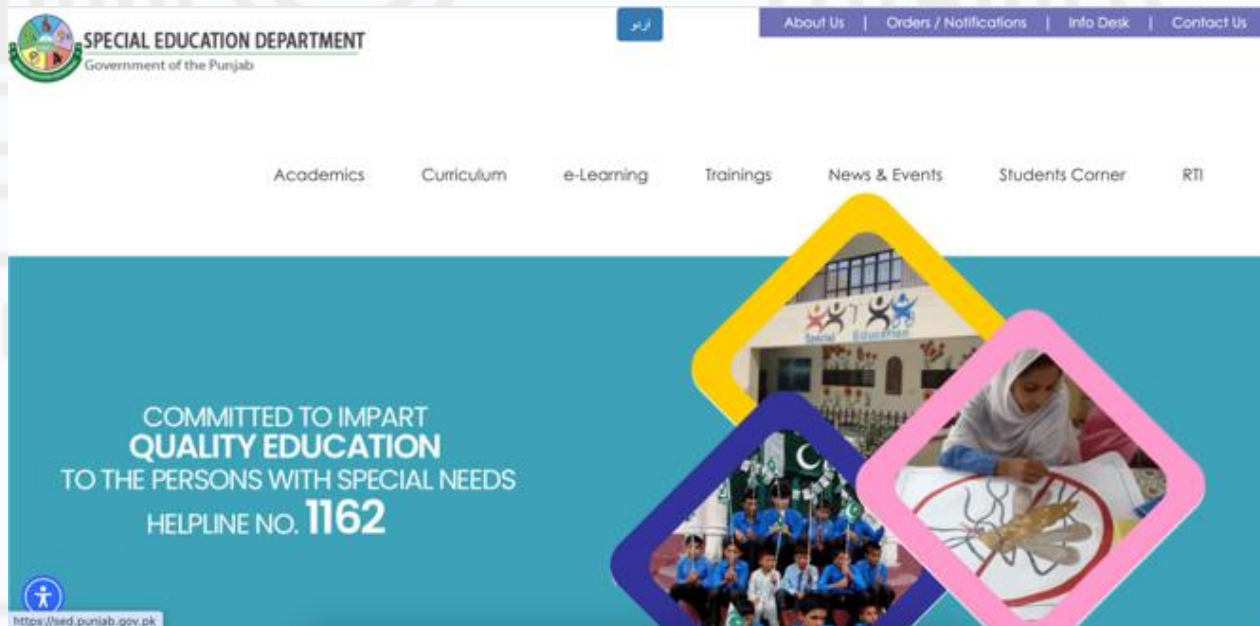
Department	Key Services for Child with Special Needs (SENDs)/PWDs	Specific Opportunities for Collaboration for SpED
Social Welfare and Bait-ul-Maal Department	Supports PWDs through assessment, registration, welfare services, and implementation of the Punjab Empowerment of Persons with Disabilities Act 2022.	<ul style="list-style-type: none"> <li>Enforce enrolment quotas for students with SEND in public and private schools.</li> <li>Facilitate partnerships between SpED and NGOs for PWD-related initiatives.</li> <li>Jointly community awareness initiatives for PWD rights.</li> </ul>
Punjab Social Protection Authority	Implements social protection programs such as Humqadam (cash transfers for PWDs) and Zewar-e-Taleem (support for girls' education).	<ul style="list-style-type: none"> <li>Strengthen coordination to ensure children with SEND benefit from PSPA programs.</li> <li>Use the platform of Council on Rights of PWDs to enhance collaboration and streamline services.</li> </ul>
Punjab Welfare Trust for the Disabled	Supports PWDs through NGO partnerships, community-based rehabilitation programs, and outreach services.	<ul style="list-style-type: none"> <li>Leverage PWT's expertise for community awareness and rehabilitation programs.</li> <li>Foster partnerships with PWT-affiliated NGOs to enhance support for PWDs.</li> </ul>
Technical Education and Vocational Training Authority (TEVTA)	Provides demand-driven courses and vocational training, with limited accessibility improvements for PWDs.	<ul style="list-style-type: none"> <li>Train TEVTA instructors on disability-specific methods.</li> <li>Facilitate enrolment of SpED students in technical and vocational courses.</li> <li>Formalise the partnership through an MoU.</li> </ul>
Punjab Vocational Training Council	Operates VTIs and previously partnered with SpED for vocational training of SEND students.	<ul style="list-style-type: none"> <li>Renew the partnership with SpED to provide improved vocational training for SEND students around more tangible results.</li> </ul>
CPWB	Rescues and rehabilitates vulnerable children, including abandoned children with SEND, though current facilities are inadequate.	<ul style="list-style-type: none"> <li>Establish a pilot shelter for abandoned children with SEND.</li> <li>Collaborate with SpED for lessons learnt on skill training initiatives and partnerships with businesses for employment opportunities.</li> </ul>
Bureau of Statistics Punjab	Collects and disseminates data, including disability-related data, using the Washington Group criteria.	<ul style="list-style-type: none"> <li>Develop demand-based analyses for targeted educational interventions.</li> <li>Enhance MICS reports to include specific insights on out-of-school children with SEND.</li> </ul>
Youth Affairs and Sports Department Punjab	Promotes inclusivity in sports for PWDs through free access, ramps, and tailored sports events.	<ul style="list-style-type: none"> <li>Train SpED physical trainers to promote sports for Children with SEND.</li> <li>Include dedicated sports components for PWDs in initiatives like 'Khelta Punjab'.</li> </ul>
Private Institutes	Provide education and skill development for children with SEND through innovative programs and vocational training.	<ul style="list-style-type: none"> <li>Strengthen partnerships for joint leadership programs, expanded vocational training initiatives, and graduate tracking systems.</li> </ul>

### 3.8 Monitoring and Evaluation

#### Key Highlights

- The current monitoring Performa of SpED lacks clear scoring criteria, staff training components, integration of technological solutions, and evaluation of assistive device availability. Assessment data also revealed inconsistencies in monitoring visit frequencies, with some institutes visiting quarterly and others bi-annually. **A review of the monitoring Performa is needed, along with the adoption of a structured M&E framework, sampling-based inspections, digital data collection tools linked to a centralised dashboard and generate actionable insights.**
- Punjab's SpED developed the Special Education Information System (SEIS) to centralise operations but faces challenges with irregular updates and underutilisation, limiting its impact on decision-making and transparency. Similarly, the biometric attendance system integrated with HRMIS lacks real-time monitoring. **To enhance efficiency, SpED should ensure regular SEIS updates, integrate SEIS and HRMIS data into a centralised dashboard, and enable real-time alerts for issues like low attendance, supporting data-driven decision-making and improved institutional performance.**
- The SpED's helpline (1162) is underutilised due to limited awareness among parents and students, with only 71 complaints (0.17 percent of enrolment) lodged from January to October 2024, primarily about pick-and-drop services. The recently introduced Critical Incident Register (CIR) is also underutilised, with some schools recording merely daily staff tasks and others failing to document serious incidents like corporal punishment or staff misconduct. **SpED should enhance helpline outreach via notice boards, parent-teacher meetings, and SMS alerts, while integrating complaint data into a centralised dashboard for real-time monitoring. Additionally, regular audits of the CIR should be conducted to ensure accurate documentation of complaints and incidents.**
- The SpED website offers key information in Urdu and English with a user-friendly layout but lacks interactive features, accessibility tools like text-to-speech and screen reader compatibility, and consistent mobile responsiveness. **SpED should address these gaps by enhancing accessibility, improving mobile functionality, updating content regularly, and adding interactive elements to better engage users and support children with SEND.**
- SpED, the School Education Department, and the Social Welfare Department manage major datasets related to children and PWDs, mainly SpED and school education department focusing on enrolment while social welfare department for disability certification and social security services. However, these systems operate in silos and lack mechanisms to track students after graduation. **To address this, SpED should upgrade SEIS into an integrated dashboard with unique IDs for seamless tracking across education, vocational training, and employment. The system should feature detailed profiles, analytics, and referral tools to ensure smooth transitions and promote inclusion. Collaboration under the CRPD and capacity-building for SpED staff are vital to ensure real-time data accuracy and long-term empowerment for individuals with disabilities.**





- Parental engagement in special education remains limited due to a lack of awareness, inactive SMCs, and minimal participation in Parent-Teacher Meetings (PTMs). Many parents are unaware of the helpline (1162) and lack training in sign language or Braille, further isolating children with SEND. Discriminatory behaviour, domestic violence, and poor communication exacerbate feelings of neglect among students. **To address this, regular SMC meetings, parent workshops, and training on sign language and advocacy are essential, alongside improved communication tools like diaries, WhatsApp groups, and SpED helpline awareness to foster collaboration and support.**

According to the Special Education Policy 2020, an independent M&E system is to be established to collect and analyse data and report on the effective functioning of SpED. In addition to tracking progress and informing the P&D processes. Additionally, new posts of specialist M&E inspectors at district level are to be created to ensure that the SpED institutes are monitored efficiently and effectively. However, the existing M&E system operates in several fragments and fails to consolidate data into a unified platform, limiting its effectiveness in providing a comprehensive overview for decision-making.

### School Monitoring

The M&E of schools under the SpED rely on a “School Inspection Proforma”, which is designed to assess multiple areas, including staff attendance, infrastructure quality, transport facilities, the availability of basic resources such as drinking water and washrooms, student enrolment categorised by disability type, and the quality of educational and therapy services. The proforma also examines the distribution of incentives, implementation of security measures, progress on development projects, and adherence to child safeguarding practices and anti-dengue measures.

Despite its comprehensive scope, the proforma has several critical shortcomings that limit its effectiveness as a monitoring tool. It lacks clear scoring criteria to quantify school performance objectively, making it difficult to track progress or identify underperforming areas systematically. The absence of sections to assess the availability and functionality of essential assistive devices—such as computers, audiometers, and other supportive equipment—further reduces its relevance in evaluating the specific needs of students with SEND. Additionally, the proforma does not include indicators to measure the awareness of students and parents about important services, such as the helpline number 1162, which is essential for safeguarding and providing timely support.

The format of the current proforma also combines qualitative and quantitative data without a structured approach, making analysis cumbersome and limiting its ability to inform decision-making effectively. Moreover, the absence of a digitised reporting system means that data is collected manually, delaying analysis and creating inefficiencies in tracking trends and outcomes. ***These proformas should be revised to include sections on inclusive education practices, staff training programmes, use of technology, and sustainability efforts. A more structured and streamlined data analysis framework is needed to enhance its utility for decision-making and planning.***

The KIs with the Director of Monitoring at SpED and other stakeholders mentioned that DEOs are required to conduct at least 10 monitoring visits to out-stationed schools each month, with more frequent visits mandated for schools located in divisional headquarters cities. However, the data collected from various institutes portrayed significant inconsistencies in the frequency of these visits. For instance, one institute in DG Khan reported receiving monitoring visits on a quarterly basis, while another in Lahore indicated that visits occurred only bi-annually. Such discrepancies emphasise the need for a standardised and uniform approach to school monitoring, ensuring consistent oversight, particularly for out-stationed institutes, which are often at greater risk of being overlooked due to logistical challenges.

**Table 13: Frequency of Monitoring Visits by the DGSE or DEOs reported by Special Education Institutes**

Division	Biannually	Monthly	Quarterly	Total
Bahawalpur	-	3	-	3
DG Khan	-	1	1	2
Faisalabad	-	2	-	2
Gujranwala	-	1	-	1

Division	Biannually	Monthly	Quarterly	Total
Lahore	1	6	-	7
Multan	-	2	-	2
Rawalpindi	-	5	-	5
Sahiwal	-	2	-	2
Sargodha	-	3	-	3
<b>Total</b>	<b>1</b>	<b>21</b>	<b>1</b>	<b>27</b>

For an effective monitoring, it is recommended that SpED introduce an appropriate sampling approach and methodology for selecting schools to be inspected. This system would ensure transparency, fairness, and randomness, enabling an equitable distribution of monitoring efforts across all institutes. Furthermore, the adoption of digital tools for data collection, integrated with a centralised dashboard, would allow for real-time monitoring and data analysis. This modernised approach would enhance the accuracy and timeliness of data reporting, facilitating quicker identification of gaps and enabling targeted interventions to address emerging issues. A revised and structured system will enable SpED to enhance the quality of education, improve service delivery, and create a more inclusive learning environment that addresses the needs of all students with SEND across Punjab.

## Complaint Management

SpED has launched a helpline (1162) for information and complaint registration, with special education institutes being directed to display the number prominently on school buses to increase awareness. However, FGDs with parents and students, it was revealed that awareness of the helpline remains extremely limited. Only a few participants in two schools in Lahore and one institute in Bahawalpur reported knowledge of the service.

Departmental data on complaint management further highlights the underutilisation of the system. Between January 1, 2024, and October 10, 2024, only 71 complaints were lodged through the helpline, representing a mere 0.17 percent of the total student enrolment. The highest number of complaints originated from the Lahore division (14 complaints), followed by Gujranwala (13 complaints). Of these 71 complaints, 59 were resolved, with the most common issues concerning pick-and-drop services. The division-wise breakdown reveals that complaints span across multiple areas, including unfair treatment, cleanliness, hostel facilities, and electricity issues. The division wise complaint registered via helpline are given in the table below.

**Table 14: Complaint Registered Via Helpline from 1-1-2021 to 10-10-2024**

Division	Total Complaint Received	Complaints Resolved	Complaint Type
<b>Bahawalpur</b>	6	3	Pick and Drop Issues
<b>D.G. Khan</b>	3	3	Pick and Drop Issues
<b>Faisalabad</b>	5	5	Unfair Treatment, Pick and Drop Issue, Education
<b>Gujranwala</b>	13	10	Stipend, Admission, Cleanliness, Pick and Drop, Education
<b>Lahore</b>	14	11	Pick and drop and hostel Issues
<b>Multan</b>	12	11	Education, Pick and drop
<b>Rawalpindi</b>	3	2	Staff leave, Unfair Treatment
<b>Sahiwal</b>	5	5	Financial extortion, Pick and drop Issue
<b>Sargodha</b>	10	9	Pick and drop, Unfair Treatment, Electricity Issue

SpED in Punjab has also a Critical CIR to document and address such incidents. However, it was revealed that while registers were present in majority of the institutes, they were often empty, indicating a lack of recorded incidents. In Gujranwala institutes, daily tasks of the duty teacher were noted in the CIR, but no critical incidents were documented. Additionally, during FGDs with parents at the Special Education Centre Nishtar Town, it was revealed that complaints regarding transport staff behaviour and corporal punishment had been reported to school management, yet none were recorded in the CIR. This highlights a systemic issue where established procedures for documenting and addressing critical incidents are not being effectively implemented.

The findings highlight the significant ***underutilisation of the existing complaint management system. There is a pressing need for improved outreach to ensure greater awareness of the helpline, particularly among parents. Institutes should actively promote the helpline using multiple communication channels, such as notice boards, parent-teacher meetings, and SMS alerts. On the other hand, the CIR should be audited regularly to ensure incidents are properly documented and addressed with transparency. Consistent integration of a centralised dashboard for real-time monitoring of complaints could further strengthen the department's response mechanisms and improve service delivery.***

### Website of Special Education Department

The SpED Punjab website serves as an essential hub for stakeholders seeking information on special education services in the province. At a fundamental level, the website effectively provides detailed insights into the department's operations, institutes, and initiatives for children with SEND. The homepage layout is straightforward, offering a clear navigation menu with sections such as *Academics, Curriculum, News & Events*, and *e-learning*. This organised structure allows users to quickly locate relevant information, enhancing ease of use for general visitors, professionals, and parents. Furthermore, the website demonstrates a commitment to inclusivity by providing content in Urdu alongside English, ensuring it caters to a broader audience across Punjab.

However, while the website meets basic informational needs, it lacks interactive features that could further engage users. The content is predominantly static, with limited multimedia elements, feedback mechanisms, or tools that encourage interaction. Features such as virtual tours of facilities, real-time communication options, or interactive data dashboards could significantly enhance the user experience. Additionally, the *News & Events* section requires more frequent updates to ensure users receive current and relevant information. Outdated content risks undermining user trust and may lead to misconceptions about the department's ongoing activities and achievements.

From an accessibility perspective, the website falls short of meeting international standards for users with disabilities. While SpED highlights its services for visually and hearing-impaired children, the site does not incorporate critical accessibility features such as text-to-speech functionality, screen reader compatibility, adjustable text sizes, or high-contrast modes. These tools are essential to align with the principles of inclusive design, enabling individuals with disabilities to access and interact with content independently. Without these enhancements, the site risks excluding its most critical audience—families and children with SEND—which contradicts the department's mission of promoting inclusivity.

The website also lacks comprehensive mobile optimisation, an increasingly essential feature given the reliance on smartphones for internet access, particularly in rural areas. While the desktop version is functional, the mobile experience can be inconsistent, with content sometimes appearing

misaligned or requiring excessive scrolling. Enhancing mobile responsiveness would ensure a seamless experience for all users, regardless of their device or location.

In summary, the SpED Punjab website performs well in delivering essential information through a user-friendly structure, significant improvements are required to maximise its effectiveness. Addressing accessibility gaps, enhancing content relevance, introducing interactive features, and improving mobile optimisation will make the platform more inclusive, engaging, and impactful. By aligning the website with modern digital standards, the department can better serve its diverse audience and strengthen its commitment to accessibility, innovation, and educational excellence for children with SEND.

## Centralised Information System

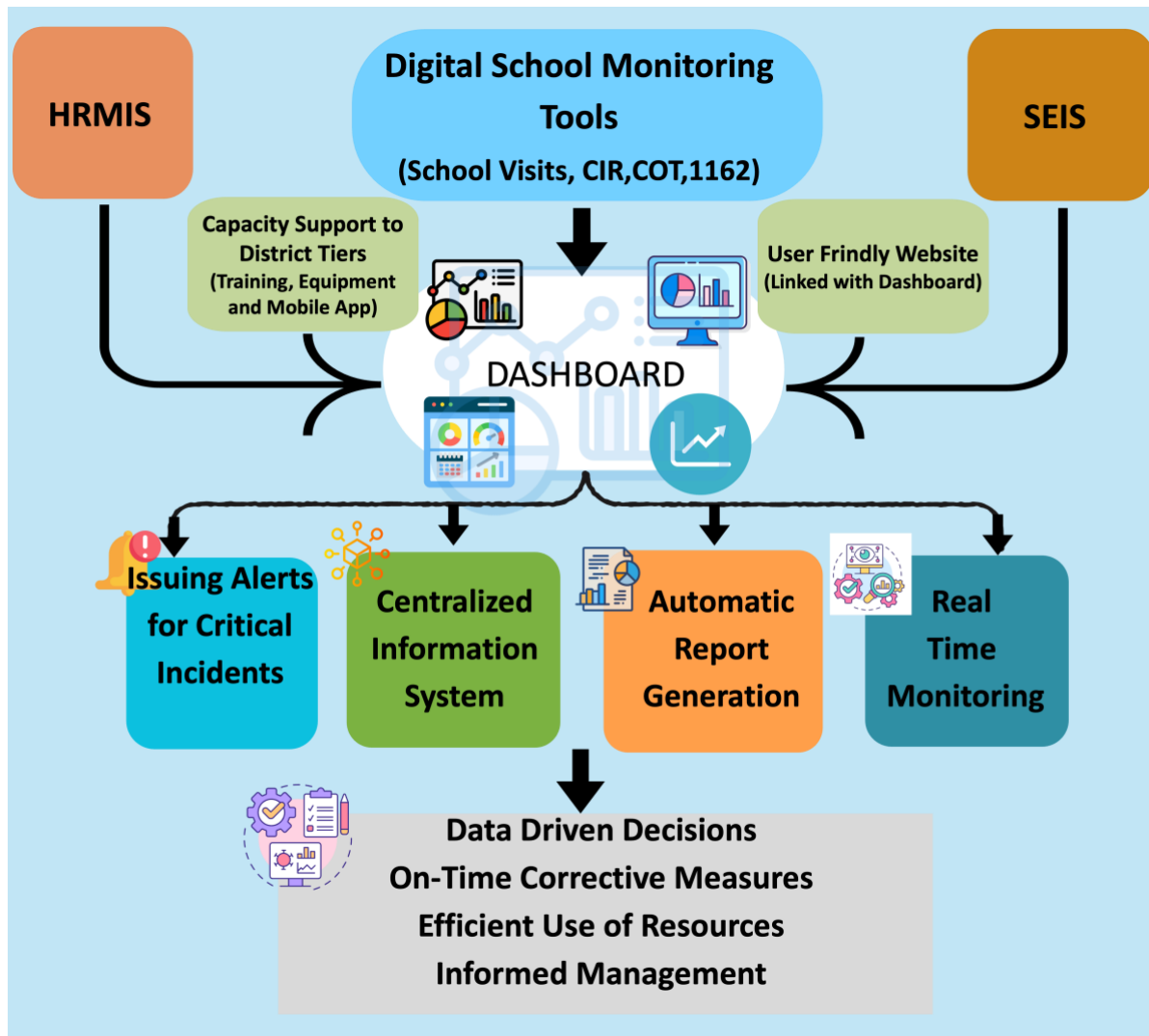
The SpED of Punjab has developed the SEIS, accessible at <https://sis.punjab.gov.pk>, to enhance operational efficiency through a centralised, web-based platform for managing data across Punjab's special education institutes. SEIS allows for the collection and storage of critical information, including demographic details, daily attendance, enrolment records, and the tracking of service delivery. However, the platform is underutilised, with irregular updates resulting in an incomplete and non-real-time picture of institutional operations. Compounding this issue, the data collected is not published, reducing its value for decision-making and undermining transparency.

For staff attendance monitoring, a biometric attendance system integrated with the Human Resource Management Information System (HRMIS) has been introduced to ensure accurate and efficient tracking. While this data is currently managed by the Punjab Information and Technology Board (PITB), it is not being monitored in real time within the department. An integrated dashboard is under development by PITB, which will incorporate HRMIS data and provide real-time insights. **Once operational, the dashboard should be made accessible in senior management offices, displaying alerts for issues such as low staff attendance and other critical concerns. This would enable timely monitoring and support data-driven decision-making, significantly improving institutional performance.**

To strengthen monitoring and coordination, the department is also developing a mobile app to assist with navigation and streamline school monitoring activities. This app is expected to enhance the efficiency and effectiveness of oversight processes. **However, there is a clear need to address existing capacity gaps at the district and divisional levels, particularly the lack of essential equipment, such as Android tablets, that are required for effective monitoring and reporting during field visits.** The department is also planning to implement an online monitoring surveillance system using the cameras already installed in schools. This initiative has the potential to provide real-time oversight of institutional operations, but its effectiveness will rely on consistent maintenance and technical support to ensure smooth functionality.

Making these initiatives efficient, transparent, and sustainable, it is pertinent to prioritise the following actions: **enforce regular data updates on SEIS by all institutes and publish this data to promote accountability; operationalise the integrated dashboard to enable real-time monitoring of attendance, critical performance issues and complaint management; equip monitoring teams at district and divisional levels with the required equipment to enhance their capacity for field data collection and reporting; ensure that the online monitoring system using installed cameras is maintained and integrated effectively; and fast-track the development and implementation of the mobile app to improve monitoring.** A proposed model for an integrated dashboard for the SpED and data driven decision making is as in below.

Figure 27: Proposed Model for an Integrated Dashboard



### Proposed Key Performance Indicators for Special Education Institutes

#### Institutional Governance and Leadership

- **Attendance and Punctuality:** Ensuring consistent attendance and punctuality among teaching and non-teaching staff through biometric systems.
- **Record Management:** Maintaining accurate and up-to-date student, financial, and resource records.
- **Budget Utilisation:** Efficient allocation and utilisation of school budgets, ensuring transparency and meeting institutional needs.
- **Resource Mobilisation:** Efforts to secure additional resources (grants, donations, partnerships) for school improvement.

#### Inclusive Education Practices

- **Enrolment and Retention:** Increasing student enrolment and minimising dropout rates.
- **Accessibility:** Ensuring school infrastructure (ramps, accessible classrooms, functional buses) meets the needs of SEND students.
- **Inclusive Curriculum Delivery:** Incorporating assistive technologies and adapting teaching strategies to include all students.

### Academic and Co-Curricular Development

- **Lesson Planning and IEPs:** Developing and implementing IEPs aligned with specific learner needs.
- **Curriculum Adaptation:** Delivering instruction using accessible formats like Braille, audio materials, and tactile learning aids.
- **Student Motivation:** Enhancing self-esteem through positive reinforcement and structured encouragement.
- **Extra-Curricular Participation:** Facilitating and increasing student participation in co-curricular and sports activities.

### Professional Development

- **Training and Workshops:** Organising professional development programmes for teachers and allied staff in areas such as Braille, sign language, and special education techniques.
- **Technology Integration:** Adoption of modern teaching technologies (e.g., Zoom, Google Classroom) for effective education delivery.

### Parental and Community Engagement

- **Parent-Teacher Meetings (PTMs):** Regularly engaging parents in decision-making and school activities.
- **Community Outreach:** Conducting awareness programmes to promote inclusivity and encourage community participation in school initiatives.
- **School Management Committees (SMCs):** Active involvement of SMCs in decision-making and progress monitoring.

### Safety and Well-being

- **Corporal Punishment Compliance:** Zero tolerance for corporal punishment with robust monitoring mechanisms.
- **School Safety:** Implementation of safety measures such as functional surveillance cameras, trained security staff, and emergency preparedness drills.

### Student Outcomes

- **Academic Achievement:** Students demonstrate progress in key academic areas (e.g., literacy, numeracy) through regular assessments.
- **Vocational Training:** Providing demand based pre-vocational skills to students and preparing students for meaningful professional development through.
- **Social Inclusion:** Encouraging participation in inclusive events and encouraging a culture of empathy and acceptance.

### Monitoring and Accountability

- **Stakeholder Coordination:** Collaborating with district officers, councils, and other stakeholders to ensure smooth operations and compliance.
- **Performance Audits:** Conduct regular inspections and audits to evaluate institutional and staff performance.

## Participatory Forums for Children, Parents, and Caregivers

While initiatives like the complaint helpline (1162), School Management Councils and Parent-Teacher Meetings (PTMs) provide some channels for feedback, yet these platforms remain underutilised. During FGDs with parents, it was found that many parents were unaware of the helpline, indicating a gap in awareness and accessibility. Additionally, SMCs in Special Education Institutes are largely inactive, contributing little to school management or improvement efforts. Parent-Teacher Meetings (PTMs) are

typically conducted after exams; however, many parents and caregivers fail to attend, as reported by teachers during FGDs at special education institutes. Teachers further highlighted that parental involvement is minimal, with many parents showing little interest in learning how to better support their children. This lack of engagement hinders effective communication between the school and parents, limiting opportunities for collaboration and timely feedback. Teachers have also created WhatsApp groups for communication, but these groups are largely inactive and limited only parents possessing smart phone, further hindering consistent and effective communication between the school and parents.

Some parents demonstrate discriminatory behaviour toward their children with SEND, prioritising other siblings and subjecting these children to unfair treatment. In more severe cases, children with SEND face physical punishment at home which was reported by teachers in FGDs. It was further revealed during FGD with HI students that they even struggle to communicate with community including their parents and siblings due to lack of understanding of sign language. This communication gap contributes significantly to feelings of isolation and discrimination outside the school environment.

*To address these challenges, a more structured and regular system of parent engagement is needed, where both parents and caregivers can actively participate in their child's education and contribute to the development of their learning plans. Actively involving parents in the development and review of IEPs and transition plans is crucial for ensuring that the educational goals align with the child's needs. Providing training for parents in sign language and Braille will empower them to effectively support their children's studies. Implementing communication logs or diaries can create a direct link between school and home, enabling both parties to share progress and concerns. Additionally, parent workshops focused on advocacy can equip parents with the skills to advocate for their child's needs within the school and community. Engaging parents in extracurricular activities and volunteering can deepen their connection with the school, while raising awareness of the SpED helpline through digital and manual methods like notice boards, parent-teacher meetings, and SMS alerts is critical. Additionally, ensuring regular SMC meetings with active parent participation will foster stronger collaboration and accountability.*

## Data System for Tracking and integration of Children with SEND

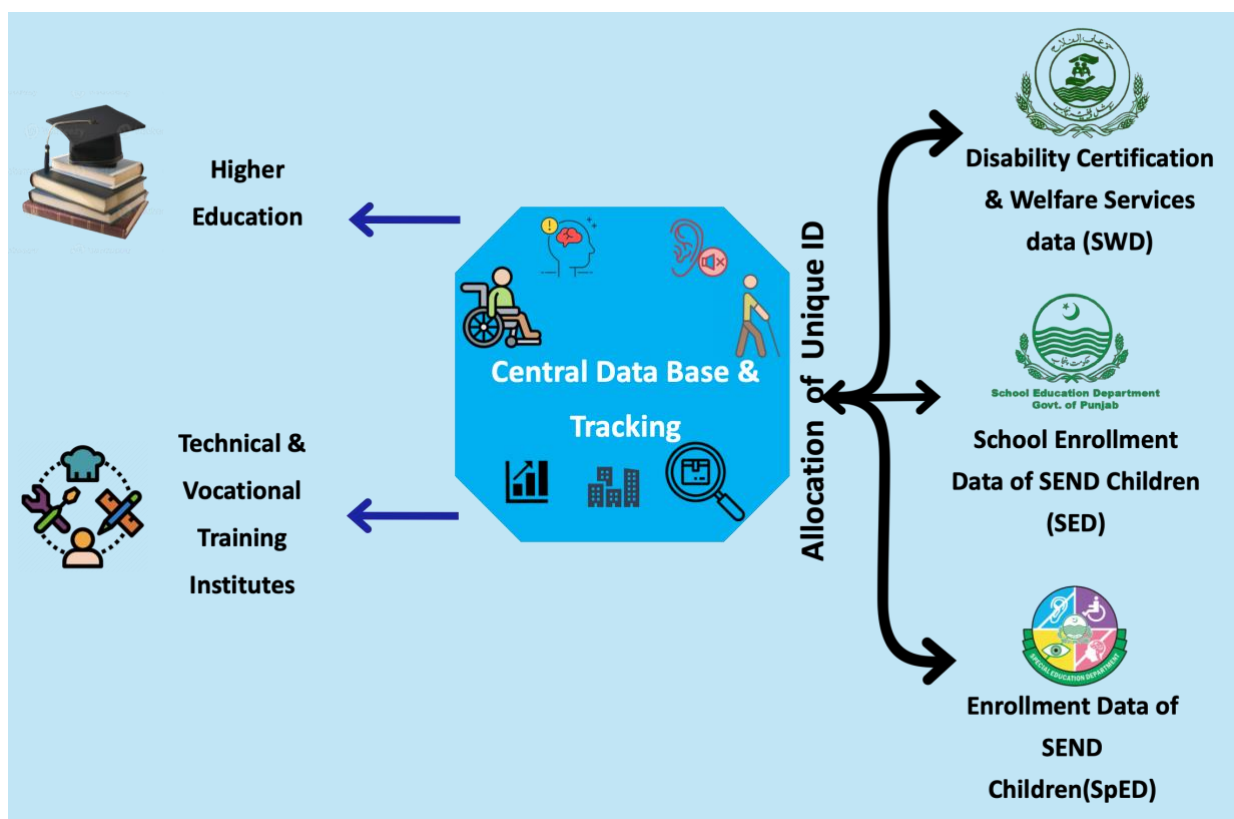
The SEIS of SpED manages data for 39,818 children with SEND, while the EMIS of the School Education Department tracks 385,812 children with SEND in their schools. However, both datasets are limited to school enrolment, attendance, and basic facilities yet lacks mechanisms to track students after graduation. Similarly, the Punjab Social Welfare and Bait-ul-Maal Department manages data for 395,463 PWDs seeking certificates or social security services as of November 2024, but there is no integration among the datasets of SpED, school education department and Social Welfare department.

Although SpED has introduced Individual Transition Plans (ITPs) for their graduates, inconsistent implementation and inadequate monitoring have hindered their effectiveness. Additionally, the absence of collaboration between SpED and vocational training organisations and higher education institutes limits its ability to support career development and ensure a smooth transition for students with SEND into higher education, vocational training, or the workforce. ***There is need upgrade SEIS into comprehensive dashboard where all data related to children with SEND are systematically intergraded and made publicly accessible, while ensuring strict data protection protocols are followed.*** This dashboard should include student profiles containing detailed information about disabilities, health assessments, educational progress, and transitions to vocational or job opportunities. ***Under the auspices of CRPD and in collaboration with the Social Welfare and Bait Ul Mall Department and the School Education Department, each child should be allocated a unique identification number.*** This unique ID would enable seamless tracking of progress through

different educational stages and facilitate referrals to technical / vocational institutes and higher education.

The platform should also feature analytics and reporting tools, providing real-time insights and visualisations to identify trends, gaps, and areas for improvement. **A referral system should be embedded within the dashboard to link children with relevant institutes and enable follow-ups, ensuring that students are supported as they transition to higher education.** This holistic approach would not only promote inclusion but also foster long-term social and economic empowerment for individuals with disabilities. Additionally, ensuring the proper follow-up and implementation of Individual Transition Plans and fully integrating the data of various stakeholders will be key to the success of this initiative. The proposed model for this tracking and referral system is as in below.

Figure 28: Proposed Model for Tracking and Referral System



### 3.9. Policy and Legal Compliance

#### Key Highlights

- The Government of Punjab has established a comprehensive policy and legal framework for special and inclusive education; however, certain gaps in the framework are creating bottlenecks in its implementation and adherence. The **Punjab Special Education Policy 2020** lacks a comprehensive plan for out-of-school SEND children, adequate funding, accountability mechanisms, and a clear implementation strategy. The **Punjab Empowerment of Persons with Disabilities Act 2022** is missing enforceable deadlines for accessibility, robust monitoring, and sustained financial resources. The **Punjab Free and Compulsory Education Act 2014** offers limited guidance on inclusive education for SEND students, highlighting the need for expanded provisions, teacher training, and inclusive curriculum design. Finally, the **Draft Punjab Inclusive Education Policy** remains unapproved, with unclear resource allocation and undefined roles for mainstream schools.
- Corporal punishment persists in Punjab's special education institutions, highlighting significant non-compliance with the Prohibition of Corporal Punishment Act 2014 and a 2018 government circular banning physical, emotional, and mental punishment. Only 19 percent of the assessed institutes fully enforce the ban, while 63 percent exhibit partial compliance, with emotional and mental punishment still prevalent. Common practices include expelling students from classrooms, slapping, and throwing notebooks, while remaining 19 percent institutes show no awareness of the prohibition. Severe cases, such as slapping during assemblies in Faisalabad and a teacher in Lahore kicking a student, demonstrate blatant disregard for protective laws. Fear of retaliation discourages reporting, and inadequate responses, such as issuing mere warnings, exacerbate the problem. **Stricter enforcement, robust monitoring, educator training, and clear punitive measures are urgently needed to eradicate corporal punishment in these institutions.**
- The SpED has established comprehensive SOPs for child protection, covering measures such as security cameras, bus safety, teacher supervision, and addressing students' mental health needs. However, assessments reveal significant implementation gaps, with only 22 percent of institutes fully adhering to the SOPs, while 50 percent of special education centres reported no child protection measures at all. Key concerns include overcrowding on buses, inappropriate interactions, inconsistent teacher supervision, and inadequate follow-up on reported incidents. Negative teacher attitudes, including discriminatory stereotypes and inappropriate behaviour, further undermine the safety and dignity of students. **A regular follow-up, close monitoring and comprehensive teacher training are required to create a safe and inclusive environment for students with SEND. Additionally, a zero-tolerance policy should be enforced against inappropriate staff behaviour, with clear disciplinary measures such as warnings, suspensions, or dismissals to uphold professional standards.**



## Punjab Special Education Policy 2020

The Punjab Special Education Policy 2020, developed by the Punjab Special Education Department, provides a comprehensive framework to address the educational needs of children with SEND across the province. The policy signifies a progressive shift from a traditional medical approach to a social model of disability, emphasising inclusion and empowerment. Its overarching goal is to equip SEND students with skills that enable them to become productive, respected members of society. The policy is structured around three pillars: strengthening governance, increasing access to education, and enhancing educational quality. Together, these pillars aim to improve SpED's operational capacity, expand educational opportunities for SEND students, particularly in marginalised areas, and ensure tailored, high-quality learning experiences.

The governance pillar focuses on building SpED's capacity to deliver effective services by improving resource management, increasing budget allocations, and establishing stronger district-level support structures. The access pillar addresses barriers to enrolment by enhancing infrastructure, expanding transport options, and broadening the classification of disabilities to include diverse needs. The quality pillar prioritises specialised teacher training, curriculum updates, and vocational training to equip SEND students with employable skills and foster independence. The policy offers several key services, such as establishing new facilities in underserved areas, tailoring educational materials, and providing assistive devices for a personalised learning experience. Vocational training programmes are integral to the policy, helping students transition into meaningful employment, while broader social initiatives focus on reducing stigma and promoting social acceptance of SEND rights.

The Punjab Special Education Policy 2020 provides a structured framework for supporting children with SEND. However, it lacks several essential components necessary for an inclusive, effective, and sustainable special education system. The absence of detailed data on out-of-school SEND students hinders effective planning and resource allocation, while insufficient funding for key areas such as assistive devices, infrastructure development, and staff training further limits progress. Additionally, the policy continues to use outdated and inappropriate terminology when referring to children with SEND, which is inconsistent with international best practices and inclusive education standards. Terms such as "mentally challenged" and "slow learners" should be replaced with "children with intellectual disabilities" and "children with learning difficulties", following guidelines from the UNCRPD (United Nations Council of Rights of Persons with Disabilities) and the WHO's (World Health Organisation) International Classification of Functioning, Disability, and Health (ICF). Similarly, "physically handicapped" is an outdated term that should be replaced with "children with physical disabilities" to uphold dignity and respect. To address this, the policy should undergo a terminology revision, aligning with UNCRPD and WHO standards, and introduce a glossary of standardised terms across all official special education documents. Updating these terms is essential for cultivating respect, inclusion, and dignity, ensuring that the policy aligns with global best practices.

Another major gap is the lack of Early Childhood Development (ECD) and early intervention services, which are essential for children with SEND. Despite strong evidence that early support significantly improves long-term learning outcomes, there is no structured programme for early screening, diagnosis, and intervention. Furthermore, the policy does not provide a roadmap for mainstreaming children with SEND in the general education system, missing an opportunity to promote inclusive education where possible. While vocational training is mentioned, it fails to align with current market demands, limiting employment opportunities for students with disabilities. The existing vocational training model is outdated and lacks collaboration with industry stakeholders, businesses, or entrepreneurship initiatives that could provide real job placements and self-employment pathways.

Another critical shortcoming is the lack of a financial sustainability plan for special education services. Sole reliance on government budgets is inadequate, and the policy fails to explore alternative funding strategies, such as public-private partnerships (PPPs) and donor contributions, to enhance infrastructure, teacher training, and accessibility. Finally, the policy lacks a clear implementation and monitoring framework to track progress and ensure accountability. While it outlines broad policy goals, it does not establish KPIs, monitoring mechanisms, or clear accountability measures to assess its effectiveness. Without an independent monitoring body and periodic progress reports, there is no mechanism to evaluate whether the policy is achieving its intended outcomes.

Beyond terminology revision and policy updates, there is a need to establish a multi-sectoral coordination mechanism that brings together education, health, social welfare, and labour departments to ensure a holistic approach to special education. This would facilitate integrated service delivery, improve early identification and intervention, and bridge gaps between education and employment pathways for students with disabilities. Strengthening engagement with private sector entities, NGOs, and international donors could further enhance policy impact by securing financial and technical support for inclusive education initiatives. Addressing these gaps is crucial to ensuring that the Punjab Special Education Policy 2020 achieves its full potential in transforming the educational landscape for children with SEND in Punjab.

### **Punjab Empowerment of Persons with Disabilities Act, 2022**

The Punjab Empowerment of Persons with Disabilities Act, 2022 repealed the Disabled Persons (Employment and Rehabilitation) Ordinance, 1981, with the aim of advancing the rights, dignity, and inclusion of PWDs in Punjab. In alignment with Pakistan's commitments under the UNCRPD, the Act addresses discrimination and ensures accessibility across education, employment, healthcare, and public infrastructure. Article 8(5) of the Act binds schools to enrol at least 3 percent of students with SEND, provide resources such as Braille and sign language, and train teachers in inclusive practices. Additionally, the Act enforces a 3 percent job quota for PWDs in organisations with more than 30 employees, with penalties or contributions to a rehabilitation fund for non-compliance. Other significant provisions include free public healthcare, early disability identification, community-based rehabilitation programmes, and special courts to protect against abuse and discrimination.

The Act establishes the Council on Rights of PWDs to enforce the rights and entitlements outlined in the legislation. This council is chaired by the Minister for Social Welfare and Bait-ul-Maal Punjab, with the Secretary of Social Welfare and Bait-ul-Maal Punjab serving as vice-chairperson. Membership includes heads of relevant departments, including the Secretary of the SpED. At the district level, the Act constitutes District Welfare and Rehabilitation Units under the leadership of the DC, with membership from concerned district departments, to ensure localised implementation of the Act's provisions.

Despite its progressive framework, several gaps could impede the Act's effective implementation. The absence of enforceable timelines for key provisions, such as infrastructure accessibility improvements, risks delaying intended progress. While the councils and welfare units are established, robust monitoring mechanisms and clear accountability structures are lacking, limiting their effectiveness. The funding model, heavily reliant on penalties and contributions, raises concerns about sustainability for long-term rehabilitation initiatives. Public awareness campaigns and social integration mechanisms, critical for reducing stigma and fostering acceptance, are also absent. These gaps highlight the need for supplementary regulations, detailed implementation plans, and rigorous oversight to maximise the Act's potential in creating an inclusive and equitable society.

## Punjab Free and Compulsory Education Act 2014

The Punjab Free and Compulsory Education Act 2014 mandates free education for children aged five to sixteen, as outlined by Article 25A of the Constitution of Pakistan. The Act's primary objective is to provide equitable access to education without financial barriers, emphasising quality and inclusivity. It assigns responsibility to both government and local authorities for funding and infrastructure, requiring that children receive quality education in their neighbourhood or allocated schools. For children with SEND or special needs, the Act stipulates that suitable education should be provided, but it lacks specific implementation details or measures to ensure that these children receive adequate support within the mainstream or specialised systems. This includes limited guidance on accessibility, individualised support services, or integration with regular students, which are crucial for an inclusive educational environment. However, it could be further strengthened by expanding provisions for special needs, including clear definitions of support mechanisms, enhanced training for teachers, and an inclusive curriculum designed to meet diverse learning needs.

## Draft Punjab Inclusive Education Policy

The draft Inclusive Education Policy emphasises attitudinal changes among all stakeholders, including leadership, teachers, students, and communities, through robust campaigns and community engagement strategies. It aims to dismantle barriers by promoting inclusive school infrastructure, admission policies, and targeted efforts to ensure equitable access for marginalised children. The policy advocates for creating child-centred, safe, and accessible learning environments supported by IEPs and adapting curricula and pedagogy to meet diverse learning needs. It also talks about comprehensive teacher training programmes and continuous professional development (CPD) to equip educators with inclusive teaching practices, and inclusive assessments, such as flexible exam formats and alternative grading systems, to provide fair opportunities for all students.

The policy integrates disaster risk reduction strategies to ensure the continuity of education during emergencies and emphasises leveraging technology to create inclusive digital learning environments. It highlights the importance of providing accessibility features and assistive devices to support students with challenging needs and encourages private sector engagement and public-private partnerships to promote inclusivity. It also talks about M&E frameworks to track progress through data collection and analysis and partnerships and coordination among various stakeholders, including academia and related agencies, to ensure sustainability. The policy also mentions of devising a policy implementation framework.

However, it does not clearly outline the role of families in implementing inclusive education or strategies to empower parents and caregivers. The policy also lacks provisions for transition planning, such as pathways to higher education, vocational training, or employment for students with SEND, which are essential for their long-term societal inclusion. Furthermore, although the goals are ambitious, there is no detailed framework for budget allocation or financial mechanisms to sustain the initiatives. Cultural and gender-specific challenges, particularly for girls with disabilities or children from minority communities, are not adequately addressed. While M&E are mentioned, the policy does not elaborate on accountability mechanisms or measurable progress indicators at institutional and district levels. It also fails to emphasise early childhood interventions, which are crucial for the developmental needs of children with SEND from a young age. Although accessible infrastructure is highlighted, broader infrastructural inadequacies, such as insufficient school spaces, inadequate sanitation facilities, and poor environmental conditions like lighting and ventilation, are overlooked. Addressing these gaps would strengthen the policy's effectiveness in achieving equitable education for all children in Punjab.

## Prohibition of Corporal Punishment Act 2014

The issue of corporal punishment in Punjab's special education institutes reveals a significant gap between policy and implementation. Despite the Prohibition of Corporal Punishment Act 2014 and a 2018 circular by the Government of Punjab explicitly banning physical, mental, and emotional punishment, assessments indicate widespread non-compliance. Only five out of 27 assessed institutes demonstrated a comprehensive understanding of corporal punishment across physical, emotional, and mental dimensions, implementing policies to protect students from harm. However, in 17 institutes, understanding was partial, with emotional and mental punishment still prevalent. Common disciplinary measures included students being expelled from classrooms, having notebooks thrown at them, being made to stand on chairs, and, in some cases, being slapped. Alarming, five institutes showed no awareness of the prohibition, with routine physical punishment reported.

Specific cases highlight the severity of this issue. At the Government Special Education Centre in Faisalabad, students reported instances of frequent slapping. The assessment team also observed frequent instances during assemblies where MC students were dragged and slapped on their hands or arms for not standing straight. At the Government Special Education Centre for Slow Learners in Lahore, a more severe case was reported by a student being kicked and beaten with a shoe by a teacher. Such behaviour blatantly contravenes existing protective laws and policies, underscoring the failure of enforcement mechanisms. Fear of retaliation prevents many students from reporting incidents, and even when cases are reported, responses are inadequate. For example, in Faisalabad, a teacher accused of slapping students received only a warning, with no substantive measures taken to address or prevent such misconduct. These findings emphasise the urgent need for stricter enforcement of laws, robust monitoring mechanisms, comprehensive awareness programmes for educators, and clear punitive measures to ensure that corporal punishment is eradicated from Punjab's special education institutes.

## Standard Operating Procedures (SOPs) for Child Protection against abuse, neglect, and violence

The Punjab SpED has established comprehensive SOPs for child protection against abuse, neglect, and violence. These protocols are designed to ensure a safe and supportive environment for students. Key measures outlined in the SOPs include mandatory security guards on school buses, separate seating arrangements for male and female students, and the installation of security cameras on buses, which should be actively monitored. Furthermore, the SOPs require the presence of a teacher or school head at the bus arrival point to ensure student safety upon arrival. In addition, students who require assistance disembarking the bus should receive help from a teacher of the same gender. The SOPs also mandate the installation of security cameras across all school premises, including classrooms, playgrounds, and hallways, to ensure continuous monitoring and safety. Schools are required to maintain fully stocked first aid boxes containing essential medications, and provisions are made for teachers or attendants to assist students in using the toilets if necessary. Additionally, the SOPs emphasise that students should not be left alone with any individual older than them, reinforcing the importance of safeguarding their well-being. There is also a significant focus on child protection, including mental health, and ensuring that students' emotional and psychological needs are addressed.

However, despite these well-intentioned guidelines, students reported a range of concerns during assessment, suggesting gaps in the implementation of these SOPs. Although most students felt that bus drivers drove carefully, overcrowding on the buses was a recurring issue. This overcrowding created uncomfortable conditions for students, with one student even mentioning an unpleasant encounter with a rude bus driver. It was also observed that teachers were not consistently present

during pick-up and drop-off times, despite the SOPs clearly stating that teachers or school heads should be present to receive students. During the assessment, teachers appeared at the pick up time, but students noted that this was not a regular occurrence. This inconsistency undermines the safety measures outlined in the SOPs. Furthermore, students indicated that they were discouraged from sharing negative feedback about the school, which raises concerns about an environment that may not fully support open communication and transparency.

In FGD with students, participants reported experiencing verbal bullying from siblings and peers in the community. In some instances, children arrived at school showing signs of physical abuse, prompting teachers to refer them to the school psychologist. Students at the Government Secondary Special Education Centre in Liaquatpur, Rahim Yar Khan, expressed concerns about harassment from workers at nearby alcohol manufacturing companies. Similarly, girls at the Government School of Special Education for Hearing Impaired Girls in Mianwali reported incidents of boys pushing them and making them uncomfortable in school bus, as well as staring at them.

In the assessment, it was found that only 22 percent of the institutes had fully implemented the SOPs for child protection, as outlined by the Punjab SpED. Another 22 percent of schools had partially implemented these procedures, meeting many but not all of the guidelines. However, in the remaining schools, the implementation was either non-existent or minimal. In some cases, a one-time session on child protection was conducted, but there were no follow-up actions to ensure continued adherence to the SOPs or to address ongoing concerns.

A deeper analysis revealed that the situation was particularly concerning in special education centres, where the implementation of child protection SOPs was notably inadequate. In fact, approximately 50 percent of these special education centres had not implemented any child protection measures at all, which raises significant concerns about the safety and well-being of students in these specialised environments. In some cases, corporal punishment is administered to students with parental consent as reported by the parents during FGDs.

Furthermore, there were reports of students experiencing feelings of discrimination. Some students, particularly those with hearing impairments, reported being treated differently or unfairly. This was compounded by troubling observations regarding teacher attitudes. Specifically, it was noted that most of the teachers held negative stereotypes, viewing hearing-impaired students as having short-term memory issues and blind students as being "cunning" or overly prone to complaining. This derogatory perspective from educators not only undermines the dignity and self-esteem of students with SEND but also violates the principles of inclusivity and respect that are central to child protection protocols. Additionally, instances of rudeness from teachers were observed, further exacerbating the negative school environment.

SL and hearing-impaired students from four institutes of Lahore, Rawalpindi and Khushab have shared instances where they are tasked with physically demanding chores, such as carrying chairs and fetching water for teachers to upper floors of the building even in the presence of the support staff. These tasks not only disregard their specific needs but also pose potential physical and emotional risks. Additionally, sweepers in two of the institutes i.e. Government Special Education Centre Bhakkar and, Government Sunrise High School of Special Education for VIC, Lahore, were observed smoking openly in school premises during school hours. This behaviour not only sets a poor example but also creates an unsafe environment for students, exposing them to the dangers of passive smoke. **Such incidents indicate the need for stricter monitoring, enforcement of appropriate behaviour by staff, and a focus on creating a safe, supportive environment tailored to the needs of students with SEND.**

**Table 15: Summary of Policy and Legal Compliance**

Legal Frameworks	Key Aspects	Gaps Identified	Recommendation for Improvement
<b>Punjab Special Education Policy 2020</b>	<p>A comprehensive framework for addressing SEND needs in Punjab, focusing on inclusion, governance, access, and quality. It emphasises specialised teacher training, vocational programmes, and social initiatives to reduce stigma and promote the inclusion of SEND students.</p>	<p>Lack of detailed data on out-of-school SEND students.                      Insufficient funding for assistive devices, infrastructure, and staff training.                      Lack of strong implementation strategies and accountability mechanisms.                      Use of outdated and inappropriate terminology that does not align with international best practices.                      Absence of a structured Early Childhood Development (ECD) and early intervention programme.                      No clear roadmap for mainstreaming children with SEND into the general education system.                      Vocational training programmes do not align with current market demands and lack collaboration with industry stakeholders.                      Lack of a financial sustainability plan, relying solely on government budgets without exploring (PPPs) or donor contributions.</p>	<p>A comprehensive data collection system should be implemented, involving schools, local authorities, and NGOs. Regular surveys, community outreach, and enhanced coordination between relevant departments can help identify and enrol these children, ensuring better tracking and access to education.                      Increase funding and allocate it efficiently also partnering with private organisations, international donors, and NGOs to secure additional resources and ensure the sustainability of these initiatives.                      Revise terminology in the policy to align with UNCRPD and WHO standards and introduce a standardised glossary across official documents.                      Develop and implement a structured ECD and early intervention programme.                      Establish a phased plan for integrating SEND students into mainstream schools and train teachers in inclusive education practices.                      The policy should establish clear timelines, milestones, and regular monitoring processes.                      Strengthening accountability mechanisms through independent audits, performance evaluations, and the involvement of community stakeholders will ensure transparency and effective execution of the policy.</p>
<b>Punjab Empowerment of Persons with Disabilities Act 2022</b>	<p>Provides rights and protections for PWDs, including education, healthcare, employment, and public infrastructure accessibility. It mandates 3 percent disability quotas in schools and workplaces (with more than 30 employees). It also provides free healthcare, early disability</p>	<p>No enforceable timelines for infrastructure accessibility.                      Lack of robust monitoring and accountability mechanisms.                      Reliance on penalties and contributions for funding, raising</p>	<p>Clear deadlines should be established for required infrastructure improvements, with progress monitored regularly.                      Regular audits and inspections should be mandated to assess the implementation of the Act's provisions. Clear performance indicators and accountability structures should be established at both the provincial and district</p>

Legal Frameworks	Key Aspects	Gaps Identified	Recommendation for Improvement
	<p>identification, and community-based rehabilitation programmes. The Act establishes a Council on Rights of PWDs for enforcement and District Welfare and Rehabilitation Units for localised implementation.</p>	<p>sustainability concerns. Absence of public awareness campaigns.</p>	<p>levels, with designated bodies responsible for overseeing compliance and addressing any gaps or delays in execution. Establishing a dedicated fund for disability-related initiatives, supported by both public and private sectors, would ensure long-term financial sustainability for rehabilitation programmes and other services. The government should initiate awareness campaigns to reduce stigma and promote the inclusion of PWDs, collaborating with media and civil society organisations for broader impact.</p>
<p><b>Punjab Free and Compulsory Education Act 2014</b></p>	<p>Ensures free education for children aged 5-16, with a focus on quality and inclusivity. In respect of children with SEND, the Appropriate Government shall make appropriate and safe transportation and facility arrangements to enable them to attend school and complete elementary education. Additional assistance in the form of home-based teaching shall be arranged for children with severe disabilities, by the Appropriate Government.</p>	<p>It lacks specific implementation details or measures to ensure that children with SEND receive adequate support within the mainstream or specialised systems. Limited guidance on accessibility, individualised support services, or integration with regular students, which are crucial for an inclusive educational environment.</p>	<p>Expand provisions for special needs education, including clear definitions of support mechanisms and individualised support. Train teachers in inclusive practices and design an inclusive curriculum.</p>
<p><b>Draft Punjab Inclusive Education Policy</b></p>	<p>The Policy emphasises creating equitable and inclusive learning environments by cultivating attitudinal changes among stakeholders, improving school infrastructure, and ensuring accessible admission policies. It advocates for child-centred, safe, and accessible classrooms supported by IEPs and curriculum adaptations to meet diverse learning needs. The policy prioritises comprehensive teacher</p>	<p>The policy has yet to be approved. The policy does not clearly outline the role of families in implementing inclusive education or strategies to empower parents and caregivers. Lacks provisions for transition planning, such as pathways to higher education, vocational training, or employment for students with SEND, which are essential for</p>	<p>Expedite the approval process by engaging key stakeholders to finalise and endorse the policy. Develop specific strategies to engage and empower families, such as providing training programmes for parents and caregivers, creating family support networks, and involving families in decision-making processes related to inclusive education. Incorporate provisions for transition planning, including pathways to higher education, vocational training, and employment.</p>

Legal Frameworks	Key Aspects	Gaps Identified	Recommendation for Improvement
	<p>training, inclusive assessments, and disaster risk reduction strategies to ensure continuity during emergencies.</p> <p>It highlights leveraging technology, providing assistive devices, and engaging private sector partnerships to enhance inclusivity.</p> <p>Additionally, it focuses on M&amp;E frameworks, stakeholder collaboration, and a structured implementation framework to sustain and track progress effectively.</p>	<p>long-term societal inclusion.</p> <p>No detailed framework for budget allocation or financial mechanisms to sustain the initiatives.</p> <p>Cultural and gender-specific challenges, particularly for girls with disabilities or children from minority communities, are not adequately addressed.</p> <p>M&amp;E are mentioned but lack elaboration on accountability mechanisms or measurable progress indicators at institutional and district levels.</p> <p>Broader infrastructural inadequacies, such as insufficient school spaces, inadequate sanitation facilities, and poor environmental conditions like lighting and ventilation, are overlooked.</p>	<p>Introduce a detailed financial plan that identifies funding sources, allocates resources for infrastructure, training, and assistive technologies, and ensures long-term sustainability through government and private sector collaboration.</p> <p>Implement targeted interventions to address cultural and gender-specific barriers, such as awareness campaigns, and scholarships for girls with disabilities.</p> <p>Develop clear accountability mechanisms and regular reporting systems at institutional and district levels to assess the impact of inclusive education initiatives.</p> <p>Address broader infrastructural inadequacies by upgrading school spaces, ensuring accessible sanitation facilities, and improving lighting and ventilation. Prioritise inclusive design principles for future construction and renovations.</p>
<p><b>Prohibition of Corporal Punishment Act 2014</b></p>	<p>Bans physical, mental, and emotional punishment in schools.</p> <p>It aims to protect students from harm and ensure safe educational environments.</p>	<p>Widespread non-compliance and lack of awareness about the full scope of corporal punishment.</p> <p>Inconsistent enforcement and inadequate responses to reported incidents.</p>	<p>Strengthen enforcement mechanisms and increase awareness among teachers and school staff.</p> <p>Implement strict monitoring and disciplinary measures for non-compliance.</p> <p>Regularly train teachers on the importance of non-violent discipline.</p>
<p><b>SOPs for Child Protection</b></p>	<p>Provides guidelines for child protection against abuse, neglect, and violence, including security measures, first aid provisions, and safety protocols on school buses.</p>	<p>Inconsistent implementation of SOPs, especially in special education institutes.</p> <p>Lack of follow-up actions to address child protection concerns.</p>	<p>Establish regular M&amp;E mechanisms, provide targeted training for staff, to ensure consistent implementation of SOPs, particularly in special education institutes.</p> <p>- Conduct regular follow-up sessions on child protection policies and ensure accountability.</p>

## 4. Bottlenecks and Recommendations

Thematic Areas	Bottleneck	Recommendations
<b>Vision, Mission and Goals</b>	Overlap of resources with multiple special education institutes operating in the same premises (08 locations have 19 schools) or close proximity (09 locations have 19 schools).	Rationalise resource overlap by merging nearby schools into government-owned buildings and unifying administrations.
	Stalled recruitment of staff in 20 devolved institutes.	Review recruitment policies for at least 12 devolved unique institutes.
	The number of enrolled children with learning difficulties (SL) exceeds their population in some districts as per census 2023 due to absence of standardised definitions.	Develop and adopt standardised definitions for learning difficulties and other disabilities and assign appropriate diagnostic categories.
	At least 1,446,247 children with SEND are out of school in Punjab, with 37% having physical disabilities.	Identify and spatially map out-of-school children with SEND for tailored mainstreaming interventions with the support of population census 2023 data.
<b>Governance and Leadership</b>	The expanded outreach undermines existing internal capacities for SpED in the areas of planning, research, and accountability.	Strengthen SpED with a key focus on DGSE especially in the areas of IT reforms, planning, research, and a robust M&E unit.
	Delays in release of funds often happen as Non-Salary Budget (NSB) is routed through DEA.	Centralise the allocation of some of NSB heads i.e. student stipend, uniform and transport for timely disbursement and efficient use.
	Among the assessed institutes, nearly half (45%) lacks a regular head of the institutes.	Develop a structured leadership succession plan and review sanctioned post scales for heads of institutes to ensure timely hiring and role alignment with available resources.
	Lack of active SMCs in many special education institutes.	Develop, implement and reactivate SMCs with clear frameworks and financial support considering recent notification of Government of Punjab for SMCs in schools i.e. increase in the limit of budget that can be routed by SMC, etc.
<b>Human Resource</b>	High student-teacher ratios have been observed at some places, exceeding 100:1 like Special Education Institute for Hearing Impaired Rahim Yar Khan and Slow Learners Institute Gujrat, etc.	Rationalise the distribution of teaching staff within the districts and institutes to achieve optimal student-teacher ratios.

Thematic Areas	Bottleneck	Recommendations
	Teacher Training Colleges for the Deaf and Blind have a limited impact as they offer a B.Ed. in Special Education, a degree already available at other universities.	Redirect resources from duplicative degree programmes towards in-service training programmes tailored to the specific needs of teachers currently working in special education.
	1,684 vacant posts across teaching and allied staff positions.	For interim arrangements, explore the collaboration with organisations like Teach for Pakistan for placement of young motivate teachers for a time of 1-2 years.  For long term, Initiate the process of filling the vacant position.
	Overlapped roles and responsibilities of the staff especially for teaching and allied staff at the institutes.	Introduce formal job descriptions and KPIs for all roles.
	Lack of comprehensive training framework and limited professional development opportunities for training staff as well as teachers.	Develop and implement a continuous professional development model for teaching and allied staff particularly in 12 identified areas during the assessment (provided in Table 6). Enhance the capacities and resources for in-service training including skill upgradation of training staff, access to digital resources and modern research in addition to creation of e-libraries.
	Significant staffing gaps in special education institutes, particularly for allied professionals, with many posts either unsanctioned or unfilled despite guidelines under the “School Norms 2016”. These norms are currently under revision by SpED.	Sanction all required posts for allied professionals, ensure timely appointments against sanctioned positions, and allocate resources effectively to support comprehensive rehabilitative services.
	<b>Financial Management</b>	Reliance on rented buildings, creating accessibility and space challenges while acknowledging the fact of non-availability of government land for the construction of institutes at many places.
Inconsistencies in budget utilisation and per capita expenditure.		Revise and develop a new budget allocation formula to ensure equitable resource distribution.
Single budgetary code (Code 9) for a wide range of educational services including school education, special		Introduce dedicated budget codes for special education services for

Thematic Areas	Bottleneck	Recommendations
	education, higher education, museums, and libraries.	better financial transparency and resource allocation.
	Restricted resource mobilisation avenues at the institutional level due to absence of a clear framework and strategy.	Develop formal frameworks and resource mobilisation strategies to engage donors, NGOs, and private sectors.
<b>Infrastructure and Facilities</b>	24 percent of the buses in assessed schools were non-operational largely due to non-availability of drivers. In addition, 48 percent of the children in the assessed institutes avail bus services due to limited routes.	Hire transport staff to operationalise buses and consider alternative transport solutions like public private partnerships.
	The transport services lack accessibility modifications and have non-functional security cameras. In certain cases, rude behaviours and bullying by drivers and conductors are also reported.	Implement accessibility modifications, ensure functional security cameras. Organise trainings of transport and administrative staff on safeguarding and No-Harm practices with a clear reporting mechanism for immediate actions.
	Inadequate washroom facilities, lacking accessibility features.	Retrofit washrooms to meet accessibility standards <sup>19</sup> and prioritise schools with high student-to-toilet ratios.
	Critical gaps in rehabilitative facilities in special education institutes, with limited common areas for socialisation, insufficient audiology, sensory, and OT rooms, inadequate speech therapy services, inconsistent counselling and lack of physiotherapy and, O&M training for students with SEND.	Implement targeted interventions to establish specialised rooms for therapy and assessment, recruit qualified professionals, expand and standardise counselling services, and create common areas to support social interaction and holistic development.
	Though special education started to provide assistive devices, but these are still insufficient to meet the needs of the children especially adaptive technology, in addition there is a lack of a comprehensive mechanism for maintenance and repair of these devices, where provided.	Invest in adaptive technology and provide assistive devices to all students in need. Identify and train focal person in each or cluster of institutes to provide necessary operation, repair and maintenance of assistive devices. Establish a centralised inventory service centre to extend support and coordination with the focal persons in the institutes.
	Challenges in hostel facilities, including non-functional infrastructure and poor service	Upgrade hostels, allocate resources for maintenance, and monitor service quality. Establish a clear criterion for hostels in light of

<sup>19</sup> The Accessibility Code of Pakistan 2006: [https://dgse.gov.pk/Sitelimage/Downloads/pdfresizer.com-pdf-resize\(1\).pdf](https://dgse.gov.pk/Sitelimage/Downloads/pdfresizer.com-pdf-resize(1).pdf)

Thematic Areas	Bottleneck	Recommendations
	quality largely due to absence of trained staff in hospitality services.	safeguarding principles and train the staff and students.
	Significant safety and preparedness gaps in special education institutes, including lack of fire extinguishers, expired or insufficient first aid kits, absence of emergency drills, and inaccessible emergency exit signs in the assessed institutes.	Install and regularly maintain fire safety equipment, stock and inspect first aid kits, conduct regular emergency drills, and ensure emergency exit signs are clearly visible and accessible to all students.
	Limited access to inclusive playgrounds and adaptive sports equipment in the assessed institutes.	Develop inclusive playgrounds and provide adaptive sports equipment.
<b>Curriculum and Instruction</b>	Alignment with national and mainstream curricula brings rigidity and limiting alternative approaches.	Adopt context-sensitive curriculum models tailored to diverse student needs.
	Modification and omissions in syllabus and teaching materials without scientific rationale.	Conduct comprehensive curriculum reviews including available teaching materials and ensure content aligns with student capabilities.
	The instructional methods for VI and HI students are inadequate with emerging needs and technological advancement.	Adapt new approaches, and train teachers in inclusive instructional techniques, and provide advanced teaching aids.
	Absence of independent learning outcome monitoring like Large Scale Assessment (LSA) for HI, VI, etc.	Develop and implement internal learning outcome assessment systems for all disabilities.
	Disconnect between the vocational training curriculum and modern job market demands, fail to align with emerging employment trends.	Revise and restructure the vocational curriculum and training approaches with a key focus on 74 identified market-oriented skills (tailored to various disabilities). Adopt innovative placement models and delegate market connectivity roles to vocational teachers or establish a parallel cadre for market linkage development.
	Vocational training workshops for visually impaired individuals are inefficient, generating minimal revenue and offering only observational, non-practical training.	Align workshop activities with market demands by introducing practical training or transfer the facility to a relevant government entity specializing in enterprise development for PWDs.
<b>Stakeholder Engagement</b>	Delayed budget allocations and lack of a dedicated budget code for SpED hinder operations, while the P&D Board has funding constraints,	Engage regularly with the Finance Department and P&D Board to streamline financial processes, prioritise assistive technologies, and

Thematic Areas	Bottleneck	Recommendations
	political influence, and bureaucratic delays.	allocate a dedicated budget code to address gaps in special education.
	School Education Department lacks comprehensive assessment and accessibility protocols for effective inclusion of students with SEND. Higher Education Department focuses mainly on physical disabilities and lacks formal policies for broader inclusion.	Establish clear screening and assessment criteria to be followed by school education and high education departments for children with SEND. Enhance teacher training, develop inclusive learning tools, and implement pilot projects to refine inclusive education approaches before scaling province wide through collaboration with SpED. Seek the implementation of Article 8 (5) of Punjab Empowerment of Persons with Disabilities Act 2022 with a focus on 3 percent quotas of enrolment of children with special education needs in all educational institutes.
	Primary and Secondary Healthcare Department's initiatives, like school nutrition programmes, for screenings and assessments lack extension to special education institutions.	Mobilise and collaborate with health department for availing school screening initiatives in special education institutions.
	Ad-hoc collaboration among SpED, Social Welfare Department, PSPA, and PWTD under CRPD, resulting in ineffective service delivery and welfare services.	Strengthen and formalise a collaboration mechanism to streamline services, enforce quotas, expand vocational training, and enhance community awareness for comprehensive support for children with SEND.
	TEVTA and PVTC lack tailored programmes for students with SEND, and previous collaboration with SpED was discontinued due to poor coordination and follow-ups.	Renew partnerships through MoUs and capacity-building initiatives to improve vocational training and establish clear pathways to employment for students with SEND.
	CPWB lacks shelters equipped for children with SEND, and the Bureau of Statistics does not provide targeted analyses for SpED.	Collaborate with CPWB to establish inclusive shelters and leverage its skill training model, while working with the Bureau of Statistics to generate data-driven insights for better educational interventions.
	Limited collaboration with private organisations and NGOs like Hamza Foundation Academy, Innayat Foundation, and Deaf Reach to enhance sports and skill development programmes.	Partner with different organisations like Hamza Foundation, etc. to enhance inclusive sports programmes, organise inter-school competitions, and standardisation of Pakistan Sign Language.

Thematic Areas	Bottleneck	Recommendations
<b>Monitoring and Evaluation</b>	The SpED website lacks interactive features, accessibility tools like text-to-speech and screen reader compatibility, and consistent mobile responsiveness.	Enhance accessibility, improve mobile functionality, update content regularly, and add interactive elements to better engage users and support children with SEND.
	Absence of a consistent monitoring frameworks and current SEIS and HRMIS are being underutilised.	Adopt structured M&E frameworks and integrate real-time data systems along with a centralised dashboard.
	Disjointed data management systems across SpED, School Education Department, and Social Welfare Department, lacking mechanisms to track students after graduation.	Upgrade SEIS into an integrated dashboard with unique IDs for seamless tracking across education and technical/ vocational training. Incorporate detailed profiles, analytics, and referral tools, and build staff capacity for accurate data management.
	Limited parental engagement due to inactive SMCs, lack of awareness of the helpline (1162), minimal participation in PTMs, and poor understanding of sign language or Braille, leading to neglect and isolation of children with SEND.	Enhance parental involvement through regular SMC meetings, workshops, and training on sign language, alongside improved communication tools and SpED helpline awareness to foster collaboration and support.
<b>Policy and Legal Compliance</b>	Punjab Special Education Policy 2020, Punjab Empowerment of Persons with Disabilities Act 2022, and others lacks comprehensive plans, accountability mechanisms, enforceable deadlines, and funding for inclusive education.	Develop comprehensive implementation strategies, enforce deadlines for accessibility, establish robust monitoring mechanisms, allocate sustained financial resources, and expand teacher training and inclusive curriculum design.
	Corporal punishment persists in some special education institutes despite legal prohibitions, with partial or no compliance in most institutes, fuelled by fear of retaliation and inadequate punitive measures.	Enforce a zero-tolerance policy against corporal punishment, strengthen monitoring, provide educator training, and implement clear disciplinary measures to uphold legal protections.
	Implementation gaps in child protection SOPs include overcrowded buses, inappropriate interactions, inconsistent supervision, and inadequate follow-up on reported incidents.	Ensure close monitoring, comprehensive teacher training, and regular follow-up on incidents. Enforce a zero-tolerance policy for inappropriate staff behaviour, with clear disciplinary actions such as warnings, suspensions, or dismissals.

## 5. Proposed Reform Plan

Thematic Area	Short-Term (6–12 months)	Medium-Term (1–3 years)	Long-Term (3+ years)
<b>Vision, Mission, and Goals</b>	<ul style="list-style-type: none"> <li>• Merge overlapping schools into government-owned buildings to optimise resources.</li> <li>• Initiate spatial mapping of out-of-school SEND children for targeted interventions.</li> <li>• Prioritise recruitment of teachers for unique devolved institutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt a standardised definition of learning difficulties/ disabilities and ensure consistent identification and reporting.</li> <li>• Integrate children with physical disabilities into mainstream education by modifying school buildings and providing assistive devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand mainstreaming efforts for SEND children across Punjab.</li> <li>• Establish a sustainable system for resource rationalisation to enhance efficiency and service delivery.</li> </ul>
<b>Governance and Leadership</b>	<ul style="list-style-type: none"> <li>• Establish a research wing and a robust M&amp;E unit.</li> <li>• Transition interim leaders to permanent appointments through structured leadership succession plans.</li> <li>• Digitise filing systems for improved operational efficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a multi-year strategic plan for DGSE, incorporating research, planning, and accountability.</li> <li>• Recruit specialists in budgeting, procurement, and data analysis for enhanced governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Institutionalise long-term capacity-building programmes for DGSE leadership, focusing on sustainability and innovation.</li> </ul>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>• Phase out duplicative degree programs offered at Teacher Training Colleges for the Deaf and Blind and redirect funds to in-service training institute to enhance the capacities of teachers.</li> <li>• Rationalise the student-teacher ratio (STR) by redistributing staff to high-need areas.</li> <li>• Develop job descriptions and KPIs for all staff roles.</li> <li>• Conduct a comprehensive Training Needs Assessment (TNA) to align training with requirements.</li> <li>• Collaborate with organisations like Teach for Pakistan to ensure adequate staffing by leveraging trained and motivated teachers for underserved schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Fill 1,684 vacant teaching and allied posts.</li> <li>• Introduce digital training resources, e-libraries, and targeted in-service training programmes.</li> <li>• Establish Continuous Professional Development (CPD) programmes for ongoing learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a robust CPD framework, integrating global best practices and facilitating international exposure programmes for faculty and leaders.</li> </ul>

Thematic Area	Short-Term (6–12 months)	Medium-Term (1–3 years)	Long-Term (3+ years)
<b>Capacity Development</b>	<ul style="list-style-type: none"> <li>Review and update the training framework to align with specific teacher needs.</li> <li>Address dissatisfaction with existing training programmes by redesigning modules based on effective TNAs.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an app-based or web-based learning platform for teachers.</li> <li>Establish partnerships to provide international and local exposure for educators.</li> <li>Introduce incentives for faculty innovation and research.</li> <li>Sanction all required posts for allied professionals in accordance with school norms, ensure timely appointments against sanctioned positions, and allocate resources effectively to support comprehensive rehabilitative services.</li> </ul>	<ul style="list-style-type: none"> <li>Institutionalise a culture of learning by creating a knowledge repository and encouraging research collaborations with national and international partners.</li> </ul>
<b>Financial Management</b>	<ul style="list-style-type: none"> <li>Introduce dedicated budget codes to streamline fund allocation and improve transparency.</li> <li>Train staff at the district and institute levels on financial reporting and fund utilisation practices.</li> </ul>	<ul style="list-style-type: none"> <li>Reassess budget allocation formulas to adopt a needs-based approach for equitable distribution.</li> <li>Develop a resource mobilisation framework to attract NGO partnerships and CSR funding.</li> </ul>	<ul style="list-style-type: none"> <li>Implement advanced financial reporting systems integrated with SEIS having provisions of resource tracking to assess per capita allocation and expenditure across diverse contexts and locations, ensuring greater accountability and optimised allocation efficiency across districts.</li> </ul>
<b>Infrastructure and Facilities</b>	<ul style="list-style-type: none"> <li>Ensure periodic water quality testing in schools and availability of clean drinking water.</li> <li>Address transportation issues through public-private partnerships or integrating transportation costs into student stipends.</li> <li>Designate trained focal persons at each school</li> </ul>	<ul style="list-style-type: none"> <li>Retrofit washrooms to meet accessibility standards (e.g., wider doors, support bars, elevated commodes).</li> <li>Upgrade common areas for social interaction and establish dedicated sensory rooms, therapy spaces and other rehabilitative services.</li> </ul>	<ul style="list-style-type: none"> <li>Build accessible, climate-resilient infrastructure<sup>20</sup> across all tehsils, focusing on long-term sustainability and safety for students with SEND.</li> <li>Expand infrastructure by building new facilities in underserved tehsils,</li> </ul>

<sup>20</sup> A climate-resilient Special Education Centre provides a safe, adaptive, and inclusive learning environment for children with disabilities, integrating disaster-resistant infrastructure, climate-smart operations, inclusive education, and strong community engagement. It ensures accessibility through assistive technology, barrier-free WASH facilities, and sensory-friendly spaces while promoting environmental sustainability with renewable energy (solarisation, etc.) and waste management. Inclusive disaster preparedness plans, vocational training in climate-smart livelihoods, and mental health support further enhance resilience. Partnerships with communities, local institutions and policymakers strengthen governance, ensuring climate-responsive budgeting and policy alignment. This approach safeguards education continuity, empowers students, and fosters a sustainable, inclusive future.

Thematic Area	Short-Term (6–12 months)	Medium-Term (1–3 years)	Long-Term (3+ years)
	<p>to manage the repair and maintenance of assistive devices.</p> <ul style="list-style-type: none"> <li>Operationalise non-functional buses by filling driver positions.</li> <li>Repair and activate security cameras on buses and conduct immediate training for transport staff on safeguarding and respectful behaviour.</li> <li>Implement basic accessibility modifications in washrooms and classrooms (e.g., support bars, wide doors).</li> <li>Ensure safe drinking water through regular testing and system maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>Install and regularly maintain fire safety equipment, stock and inspect first aid kits, conduct regular emergency drills, and ensure emergency exit signs are clearly visible and accessible to all students.</li> <li>Link the focal persons with centralised service centre, to streamline and ensure timely repairs and maintenance of assistive devices across all schools.</li> <li>Retrofit all institutes with disability-friendly features, including ramps, wider doors, and adaptive infrastructure.</li> <li>Develop inclusive playgrounds and therapy rooms for social and sensory needs.</li> </ul>	<p>prioritising government-owned buildings for long-term stability.</p>
<b>Technology Integration</b>	<ul style="list-style-type: none"> <li>Address immediate gaps in internet access for educational purposes.</li> <li>Ensure functionality of existing technological resources in institutes.</li> </ul>	<ul style="list-style-type: none"> <li>Expand digital learning tools for students and faculty, including adaptive software, e-libraries, and app-based training platforms.</li> </ul>	<ul style="list-style-type: none"> <li>Build a province-wide digital infrastructure to integrate learning, monitoring, and administrative processes efficiently.</li> </ul>
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>Expedite review of the special education curriculum to focus on tailored content and alternative learning approaches.</li> <li>Develop an internal framework to assess learning outcomes for all disability types.</li> <li>Train teachers on adaptive instructional methods using visual aids, tactile resources, and multimedia tools.</li> <li>Develop a comprehensive vocational training strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Restructure vocational training programmes to align with market-relevant skills and trends.</li> <li>Train teachers in curriculum adaptation and strengthen syllabus delivery monitoring mechanisms.</li> <li>Expand integration of IEPs and advanced assistive technologies into the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a state-of-the-art, inclusive curriculum that integrates assistive technologies and interactive learning methods, ensuring scalability and sustainability.</li> </ul>

Thematic Area	Short-Term (6–12 months)	Medium-Term (1–3 years)	Long-Term (3+ years)
<b>Stakeholder Engagement</b>	<ul style="list-style-type: none"> <li>Strengthen collaborations with NGOs and private organisations for health screenings and assistive device provision.</li> </ul>	<ul style="list-style-type: none"> <li>Renew partnerships with TEVTA and PVTC to design and implement vocational training tailored for SEND students.</li> </ul>	<ul style="list-style-type: none"> <li>Formalise and expand partnerships with stakeholders to scale inclusive education and vocational programmes province-wide.</li> </ul>
<b>Monitoring and Evaluation</b>	<ul style="list-style-type: none"> <li>Upgrade the existing website by enhancing accessibility, optimising mobile functionality, ensuring compatibility with assistive technologies, regularly updating content, and integrating interactive elements to better support for children with SEND.</li> <li>Digitise the SEIS and ensure regular updates.</li> <li>Integrate SEIS with HRMIS for real-time data tracking and decision-making.</li> <li>Organise workshops to train parents in sign language and Braille.</li> <li>Reactivate and strengthen SMCs with regular meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a structured monitoring framework, including sampling-based inspections and centralised dashboards.</li> <li>Develop a structured framework for parent engagement in IEPs and school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a comprehensive tracking system for post-graduation support, ensuring smooth transitions into higher education.</li> </ul>
<b>Policy and Legal Compliance</b>	<ul style="list-style-type: none"> <li>Begin immediate enforcement of existing legal frameworks, such as the Prohibition of Corporal Punishment Act.</li> <li>Conduct awareness campaigns for staff on compliance with child protection SOPs.</li> </ul>	<ul style="list-style-type: none"> <li>Finalise and approve the Draft Punjab Inclusive Education Policy to address policy gaps.</li> <li>Enhance teacher training and institute monitoring for compliance with inclusive education policies.</li> </ul>	<ul style="list-style-type: none"> <li>Institutionalise a robust monitoring and compliance mechanism to ensure adherence to all policies, including punitive measures for violations.</li> </ul>

## 6. Annexures

### Annexure I – List of Selected Special Education Institutes for Assessment/ Curriculum Delivery

Sr. #	Division	District	Tehsil	Institution Name	Gender	Level	Type	Activity Performed
1	Faisalabad	Faisalabad	Faisalabad	Govt. Special Education Centre, Jinnah Town. Faisalabad	Co-Edu	Primary	Centre	Institutional Assessment
2	Multan	Multan	Multan	Govt. Middle School of Special Education for PDC, Multan	Co-Edu	High	PD	Institutional Assessment
3	Multan	Multan	Shujabad	Govt. Special Education Centre, Shujabad.	Co-Edu	Middle	Centre	Institutional Assessment
4	Lahore	Lahore	Lahore	Govt. Degree College of Special Education, Lahore.	Co-Edu	College	Degree College	Institutional Assessment
5	Bahawalpur	Bahawalpur	Bahawalpur	Govt. High School of Special Education for HIC (Girls), Bahawalpur.	Girls	High	HI	Institutional Assessment
6	Lahore	Lahore	Lahore	Vocational Training Centre for Disabled Person, Lahore. (Dev)	Co-Edu	Vocational	Vocational	Institutional Assessment
7	Bahawalpur	Bahawalpur	NA	Govt. Institute for Slow Learners, Bahawalpur and Autism Unit	Co-Edu	Primary	Slow Learners and Autism Unit	Institutional Assessment
8	Lahore	Lahore	Lahore	Govt. Sunrise High School of Special Education for VIC, Lahore along with Workshop	Boys	High	VI and Workshop	Institutional Assessment
9	Bahawalpur	Rahim Yar Khan	Liaquatpur	Govt. Special Education Centre, Liaquatpur.	Co-Edu	High	Centre	Institutional Assessment
10	Lahore	Lahore	Lahore	Govt. Institute for Slow Learners, Lahore.	Co-Edu	Primary	Slow Learners	Institutional Assessment
11	D.G. Khan	Rajanpur	Rajanpur	Govt. Institute for Slow Learners, Rajanpur.	Co-Edu	Primary	Slow Learners	Institutional Assessment
12	Gujranwala	Gujranwala	Gujranwala	Govt. Special Education for MCC, Gujranwala.	Co-Edu	Middle	MCC and Autism Unit	Institutional Assessment

Sr. #	Division	District	Tehsil	Institution Name	Gender	Level	Type	Activity Performed
13	Rawalpindi	Rawalpindi	Rawalpindi	Govt. Degree College of Special Education, Rawalpindi.	Co-Edu	College	Degree College	Institutional Assessment
14	D.G. Khan	Muzaffargarh	Muzaffargarh	Govt Special Education Centre Chowk Sarwar Shaheed	Co-Edu	Primary	Centre	Institutional Assessment
15	Gujranwala	Gujrat	Gujrat	Vocational Rehabilitation and Employment of Disabled Persons Service Centre-III, Gujrat. (Dev)	Co-Edu	Vocational	Vocational	Institutional Assessment
16	Sahiwal	Sahiwal	Sahiwal	Govt. Higher Secondary School of Special Education for HIC, Sahiwal	Boys	Higher Secondary	HI	Institutional Assessment
17	Sahiwal	Sahiwal	Sahiwal	Govt. School of Special Education for VIC, Sahiwal	Co-Edu	Primary	VI	Institutional Assessment
18	Sargodha	Mianwali	Mianwali	Govt. School of Special Education for (HI) Girls Mianwali.	Girls	Middle	HI	Institutional Assessment
19	Rawalpindi	Rawalpindi	Rawalpindi	Govt. School of Special Education for MCC, RWP	Co-Edu	Middle	MCC	Institutional Assessment
20	Sargodha	Bhakkar	Bhakkar	Govt. Special Education Centre, Bhakkar.	Co-Edu	Middle	Centre	Institutional Assessment
21	Sargodha	Khushab	Khushab	Govt. Institute for Slow Learners, Khushab.	Co-Edu	Primary	Slow Learners	Institutional Assessment
22	Faisalabad	Chiniot	Chiniot	Govt. Secondary School of Special Education for HIC, Chiniot.	Co-Edu	High	HI	Institutional Assessment
23	Rawalpindi	Rawalpindi	Rawalpindi	Government Special Education Centre, Misriyal Road, Rawalpindi	Co-Edu	Primary	Centre	Piloting of Tools
24	Rawalpindi	Rawalpindi	Rawalpindi	Government High School of Special Education for Hearing Impaired Children (Boys), G.T Road, Swan Camp, Rawalpindi	Boys	High	HI	Piloting of Tools
25	Rawalpindi	Rawalpindi	Rawalpindi	Government Institute for Slow Learners, Satellite Town, Rawalpindi	Co-Edu	Primary	Slow Learners	Piloting of Tools

Sr. #	Division	District	Tehsil	Institution Name	Gender	Level	Type	Activity Performed
26	Lahore	Lahore	Lahore	Govt. Special Education Centre, Nishtar Town, Lahore	Co-Edu	Primary	Centre and Autism Unit	Piloting of Tools
27	Lahore	Lahore	Lahore	Govt. School of Special Education for VIC, Lahore	Girls	High	VI	Piloting of Tools
28	Lahore	Lahore	Lahore	Govt. High Shadab Training Institute for MCC, Lahore	Co-Edu	High	MCC	Piloting of Tools and Curriculum Assessment
29	Lahore	Lahore	Lahore	Govt. Special Education Centre, Shalimar Town, Lahore.	Co-Edu	High	Centre	Curriculum Assessment
30	Lahore	Lahore	Lahore	Govt. Central High School of Special Education for HIC (Boys), Gulberg-II Lahore.	Boys	High	HI	Curriculum Assessment
31	Lahore	Lahore	Lahore	Govt. High School of Special Education for PDC, Lahore.	Co-Edu	High	PD	Curriculum Assessment
32	Lahore	Lahore	Lahore	Govt. Training College for Teachers of the Deaf. Lahore	Co-Edu	Training College	Training College	Institutional Assessment
33	Lahore	Lahore	Lahore	Govt. Training College for the Teachers of Blind, Lahore	Co-Edu	Training College	Training College	Institutional Assessment
34	Lahore	Lahore	Lahore	Govt. Inservice Training College for the Teachers of Disabled Children, Lahore	Co-Edu	Training College	Training College	Institutional Assessment and Curriculum Assessment
35	D.G. Khan	D.G. Khan	D.G. Khan	Govt. High School of Special Education for VIC, D.G Khan.	Co-Edu	High	VI	Curriculum Assessment
36	Multan	Khanewal	Khanewal	Govt. Institute for Slow Learners, Khanewal	Co-Edu	Primary	Slow Learners	Curriculum Assessment

## Annexure II – List of Key Informants

Sr. #	Name of Interviewee	Designation	Department
1	Mr. Babar Suleman	Deputy Secretary	Special Education Department, Punjab
2	Mr. Abdul Nafay	Director Academics	Special Education Department, Punjab
3	Dr. Fouzia Khursheed	Director Monitoring	Special Education Department, Punjab
4	Mr. Zahid Majid	Director Planning and Development	Special Education Department, Punjab
5	Dr. Aoun Raza	Assistant Chief of Special Education and Literacy	Planning and Development, Punjab
6	Mr. Arshad Hussain Dogar	Section Officer Schools	Finance Department, Punjab
7	Mr. Syed Ansar Azhar	Director	DPI Colleges
8	Dr. Muhammad Shahzad Sarwar	Additional Director Operations - IRMNCH	Department of Primary and Secondary Health, Punjab
9	Mr. Imtiaz Shahid Gondal	Additional Programme Director-PMIU	School Education Department
10	Mr. Ifitkhar Ahmed Buttar	Deputy Director (T&R)	Social Welfare and Bait-ul-Mal Department
11	Mr. Kashif Saeed	Director Policy and Strategy	Punjab Social Protection Authority
12	Mr. Shafiq Radial	Office In-charge, Headquarters	Child Protection and Welfare Bureau, Punjab
13	Mr. Issac Shahzad	Assistant Director - Survey and Research	Bureau of Statistics, Punjab
14	Mr. Mushtaq	Director Monitoring and Evaluation	Technical Education and Vocational Training Authority (TEVTA)
15	Mr. Shafqat Ur Rehman	Senior Manager Research & Development	Punjab Vocational Training Council (PVTC)
16	Mr. Nadeem Anjum	Director Youth Affair & Library	Youth Affairs and Sports Department, Punjab
17	Dr. Izhar Hashmi	Director	Punjab Welfare Trust for Disabled (PWTD)
18	Zainab Khan	Executive Director	Hamza Foundation Academy for the Deaf, Lahore
19	Ms. Asma Siddiqui	Principal	Innayat Foundation Academy for the Deaf, Lahore

### Annexure III – List of Devolved Special Education Institutes without Any Similar Institute in 5 Km Radius

Sr	District	Tehsil	Type of Institution	Name of Devolved Institution	SEIS Code	Enrolment
1	Bahawalpur	Bahawalpur	MCC	Special Education Centre for MRC, Bahawalpur. (Dev)	1010107	58
2	Dera Ghazi Khan	Dera Ghazi Khan	PDC	Govt. National Special Education Centre for PHC, D.G. Khan. (Dev)	2010104	41
3	Faisalabad	Faisalabad	Vocational	Vocational Training Centre for Disabled Person, Faisalabad. (Dev)	3010110	24
4	Faisalabad	Faisalabad	HIC	National Special Education Complex (PHC, MRC, HIC & VHC, Faisalabad. (Dev)	3010109	230
5	Gujrat	Gujrat	VIC	Special Education Centre for VHC, Gujrat. (Dev)	4020104	53
6	Gujrat	Gujrat	Vocational Training Centre	Vocational Rehabilitation and Employment of Disabled Persons Service Centre-III, Gujrat. (Dev)	4020105	NA
7	Jhelum	Jhelum	VIC	Special Education Centre for VHC, Jhelum. (Dev)	7020103	57
8	Lahore	Lahore City	Vocational Training Centre	Vocational Training Centre for Disabled Person, Lahore. (Dev)	5010122	61
9	Rahim Yar Khan	Rahim Yar Khan	HIC	Special Education Centre for HIC, Rahim Yar Khan. (Dev)	1030103	174
10	Rawalpindi	Rawalpindi	PDC	Special Education Centre for P.H.C, RWP. (Dev)	7010107	58
11	Sahiwal	Sahiwal	MCC	08010105 - Special Education Centre for MRC, Sahiwal. (Dev.)	8010105	62
12	Sialkot	Sialkot	VIC	Special Education Centre for Visually Handicapped Children, Sialkot. (Dev)	4030104	63
<b>Total</b>						<b>881</b>

### Annexure IV – List of Special Education Institutes in Government and Rented Building within 1 Km Distance

Location #	District	Name of Institution-1	SEIS Code	Type of Building	Enrolment	Name of Institution-2	SEIS Code	Type of Building	Enrolment	Distance (KM)
1	Attock	Govt. Middle School of Special Education for HIC, Attock.	7040101	Government	148	Govt. Special Education Centre, Attock.	7040104	Rented	121	0.407
						Govt. Institute for Slow Learners, Attock.	7040103	Rented	125	0.423
2	Chiniot	Govt. Secondary School of Special Education for HIC, Chiniot.	3040101	Government	172	Govt. Special Education Centre, Chiniot.	3040103	Rented	68	0.531
3	Gujranwala	Special Education Centre for MRC, Gujranwala. (Dev)	4010106	Government	67	Govt. Special Education Centre, Aroop Town.	4010107	Rented	73	0.975
4	Gujrat	Govt. Institute for Slow Learners, Gujrat.	4020101	Government	100	Govt. Special Education Centre, Gujrat	4020103	Rented	109	0.675
5	Khanewal	Govt. High School of Special Education for HIC, Khanewal.	6020101	Government	130	Govt. Special Education Centre, Khanewal.	6020103	Rented	104	0.263
6	Mianwali	Govt. Middle School of Special Education for HIC, Mianwali.	9040101	Government	116	National Trust for the Disabled, Mianwali. (Dev)	9040104	Rented	71	0.217
7	Rahim Yar Khan	Govt. Special Education Centre, Rahim. Yar. Khan	1030102	Government	201	Special Education Centre for HIC, Rahim Yar Khan. (Dev)	1030103	Rented	174	1.031
8	Rajanpur	Govt. Middle School of Special Education for HIC, Rajanpur.	2030101	Government	57	Govt Special Education Centre Rajanpur	2030103	Rented	72	0.918
9	Sialkot	Govt. Middle School of Special Education for HIC, Sialkot.	4030101	Government	142	Govt. Institute for Slow Learners, Sialkot	4030103	Rented	86	0.641

## Annexure V – List of Special Education Institutes in Same Building/ Compound

Location #	District	First Institute on Location	Type of Institution	SEIS Code	Enrolment	Second Institute on Same Location	Type of Institution	SEIS Code	Enrolment
1	Faisalabad	Govt. Girls Higher Secondary School of Special Education for (HI) Faisalabad	HIC	3010102	259	Govt. Special Education Centre for MCC, Faisalabad.	MCC	3010104	137
2	Jhang	Govt. Institute for Slow Learners, Jhang.	SL	3020103	107	Govt. Shadab Training Institute for MCC, Jhang.	MCC	3020105	137
3	Nankana Sahib	Govt. Institute for Slow Learners, Nankana Sahib.	SL	5020101	112	Govt. Special Education Centre, Nankana Sahib.	Special Education	5020102	289
4	Kasur	Govt. Secondary Special Education School for Hearing Impaired Kasur	HIC	5040101	270	Govt. Institute for Slow Learners, Kasur	SL	5040103	143
5	Sargodha	Govt. Shadab Training Institute for MCC, Sargodha.	MCC	9010103	88	Govt. Primary School of Special Education for VIC, Girls Sargodha.	VIC	9010106	45
6	Bhakkar	09020101 - Govt. Special Education Centre, Bhakkar.	Special Education	9020101	187	09020102 - Govt. Institute for Slow Learners, Bhakkar.	SL	9020102	103
7	Mianwali	09040102 - Govt. School of Special Education for (HI) Girls Mianwali.	HIC	9040102	83	09040103 - Govt. Institute for Slow Learners, Mianwali.	SL	9040103	88
8	Dera Ghazi Khan	Govt. Higher Secondary School of Special Education for HIC, D.G. Khan.	HIC	2010101	226	All 05 Institutes are in a single complex			
8	Dera Ghazi Khan	Govt. High School of Special Education for VIC, D.G. Khan.	VIC	2010102	61				

Location #	District	First Institute on Location	Type of Institution	SEIS Code	Enrolment	Second Institute on Same Location	Type of Institution	SEIS Code	Enrolment
8	Dera Ghazi Khan	02010103 - Govt. Shadab School for MCC, D.G. Khan.	MCC	2010103	50				
8	Dera Ghazi Khan	02010104 - Govt. National Special Education Centre for PHC, D.G. Khan. (Dev)	PDC	2010104	41				
8	Dera Ghazi Khan	Govt. Institute for Slow Learners, D.G. Khan	SL	2010105	90				

## Annexure VI- District Wise Overall Enrolment

Name of District	Autistic	H. I	M.C	M.D	P. D	S. L	V.I	Grand Total
Attock	7	512	379	77	97	149	163	<b>1384</b>
Bahawalnagar	0	517	257	1	128	83	65	<b>1051</b>
Bahawalpur	15	1081	286	8	64	106	182	<b>1742</b>
Bhakkar	0	400	239	14	94	109	39	<b>895</b>
Chakwal	6	322	201	3	38	101	74	<b>745</b>
Chiniot	0	285	90	0	45	88	18	<b>526</b>
Dera Ghazi Khan	2	500	99	0	72	92	77	<b>842</b>
Faisalabad	9	1413	563	8	209	124	172	<b>2498</b>
Gujranwala	24	741	338	11	85	124	95	<b>1418</b>
Gujrat	7	433	112	1	48	101	48	<b>750</b>
Hafizabad	0	247	152	0	19	109	40	<b>567</b>
Jhang	0	623	184	1	67	108	55	<b>1038</b>
Jhelum	4	193	118	1	47	86	51	<b>500</b>
Kasur	1	606	290	21	51	143	68	<b>1180</b>
Khanewal	4	762	113	5	77	95	70	<b>1126</b>
Khushab	1	348	123	11	62	83	34	<b>662</b>
Lahore	53	1866	748	5	295	161	412	<b>3540</b>
Layyah	0	435	117	0	64	54	52	<b>722</b>
Lodhran	0	462	138	2	33	99	39	<b>773</b>
M. B-Din	0	280	117	1	42	117	27	<b>584</b>

Name of District	Autistic	H. I	M.C	M.D	P. D	S. L	V.I	Grand Total
Mianwali	1	351	142	2	66	88	15	<b>665</b>
Multan	2	1088	365	0	124	121	99	<b>1799</b>
Muzaffargarh	6	525	152	3	76	83	56	<b>901</b>
Nankana Sahib	3	313	181	1	40	113	32	<b>683</b>
Narowal	0	375	85	0	38	73	33	<b>604</b>
Okara	3	710	283	2	213	99	114	<b>1424</b>
Pakpattan	0	333	78	12	40	106	32	<b>601</b>
Rahim Yar Khan	6	789	124	3	69	47	44	<b>1082</b>
Rajanpur	0	228	102	2	52	48	49	<b>481</b>
Rawalpindi	30	788	473	25	193	139	267	<b>1915</b>
Sahiwal	7	540	157	4	53	84	62	<b>907</b>
Sargodha	2	1087	328	2	97	92	172	<b>1780</b>
Sheikhupura	3	810	304	8	109	116	68	<b>1418</b>
Sialkot	4	451	179	5	45	86	80	<b>850</b>
Toba Tek Singh	0	522	196	2	93	95	38	<b>946</b>
Vehari	0	811	185	0	55	104	64	<b>1219</b>
<b>Grand Total</b>	<b>200</b>	<b>21747</b>	<b>7998</b>	<b>241</b>	<b>3000</b>	<b>3626</b>	<b>3006</b>	<b>39818</b>

## Annexure VII – List of District wise Enrolment of Children with Functional Limitation in Schools of Education Department

District	Hearing Impaired			Visually Impaired			Physically Impaired			Learning Difficulty			Total
	Mild	Moderate	Severe	Mild	Moderate	Severe	Mild	Moderate	Severe	Mild	Moderate	Severe	
Attock	37	6	10	80	2	8	38	5	7	277	81	20	571
Bahawalnagar	763	145	68	939	203	80	589	131	41	8,616	1,514	749	13,838
Bahawalpur	78	2	9	117	7	17	71	5	10	470	62	8	856
Bhakkar	538	76	37	641	110	60	411	71	27	8,521	1,601	371	12,464
Chakwal	332	24	24	644	30	68	259	24	22	5,518	963	125	8,033
Chiniot	80	11	11	145	14	18	110	10	18	580	181	20	1,198
D.G. Khan	592	76	40	695	106	35	512	54	27	5,386	1,033	523	9,079
Faisalabad	1,271	117	71	2,246	115	167	1,022	99	97	17,501	2,236	534	25,476
Gujranwala	715	57	27	1,354	51	85	525	51	33	8,591	1,009	143	12,641
Gujrat	271	36	12	457	35	44	207	34	16	3,822	637	153	5,724
Hafizabad	518	37	17	580	34	32	374	36	22	6,199	865	130	8,844
Jhang	70	12	11	127	7	18	107	11	20	253	42	8	686
Jhelum	253	15	26	610	11	34	242	14	8	5,727	881	99	7,920
Kasur	946	133	46	1,382	156	96	793	121	59	12,452	1,565	460	18,209
Khanewal	1,008	70	61	1,300	86	103	749	73	64	12,177	1,961	309	17,961
Khushab	100	7	7	273	13	14	104	7	9	560	101	18	1,213
Lahore	2,035	131	117	4,354	145	284	1,592	148	102	32,837	3,239	477	45,461
Layyah	563	64	45	755	76	52	455	64	30	4,246	706	182	7,238
Lodhran	439	50	24	606	73	38	336	41	17	6,463	1,103	301	9,491
Mandi Baha Ud Din	324	11	36	662	17	44	306	8	23	4,701	753	104	6,989

District	Hearing Impaired			Visually Impaired			Physically Impaired			Learning Difficulty			Total
	Mild	Moderate	Severe	Mild	Moderate	Severe	Mild	Moderate	Severe	Mild	Moderate	Severe	
Mianwali	514	28	33	807	58	61	474	38	45	7,185	1,063	196	10,502
Multan	483	39	22	836	46	65	418	39	20	4,815	527	102	7,412
Muzaffargarh	742	103	62	870	99	74	563	62	43	9,739	1,639	339	14,335
Nankana Sahib	461	26	30	676	49	63	387	27	24	7,364	987	167	10,261
Narowal	622	76	39	964	88	61	501	95	28	7,833	1,039	151	11,497
Okara	1,306	147	77	1,592	170	118	1,066	202	83	13,902	2,520	464	21,647
Pakpattan	55	5	9	68	3	5	45	4	5	298	58	4	559
Rahimyar Khan	950	137	44	1,134	165	57	597	101	42	8,293	1,303	381	13,204
Rajanpur	242	79	27	314	76	28	206	61	29	2,199	284	139	3,684
Rawalpindi	911	51	57	1,578	55	137	596	55	43	9,529	1,856	208	15,076
Sahiwal	345	28	28	726	36	60	363	32	51	5,354	885	210	8,118
Sargodha	225	17	23	370	15	44	181	19	22	1,260	242	43	2,461
Sheikhupura	1,373	113	71	1,624	170	98	1,026	120	58	15,518	1,633	622	22,426
Sialkot	686	53	41	1,063	66	56	473	58	25	7,754	1,087	236	11,598
T.T. Singh	138	45	12	271	38	25	151	27	27	1,123	142	111	2,110
Vehari	1,057	122	67	1,297	135	100	786	114	40	11,354	1,614	344	17,030
<b>Grand Total</b>	<b>21,043</b>	<b>2,149</b>	<b>1,341</b>	<b>32,157</b>	<b>2,560</b>	<b>2,349</b>	<b>16,635</b>	<b>2,061</b>	<b>1,237</b>	<b>258,417</b>	<b>37,412</b>	<b>8,451</b>	<b>385,812</b>

## Annexure VIII – District Wise Out of School Students with functional limitations – Census 2023, Annual School Census 2023 and SEIS 2024

District	Hearing and Communication (Census 2023)	Total HI Enrolment	Hearing Impaired Out of School Children	Seeing (Census 2023)	Total VI Enrolment	Visually Impaired Out of School Children	Walking and Climbing (Census 2023)	Total Physical Disability Enrolment	Physically Disabled Out of School Children	Memorisation and Focus Functional limitation (Census 2023)	Total learning Difficulty Enrolment	Out of School Children with learning Difficulty	Self-Care (Census 2023)	Mentally Challenged (SEIS)	Out of School Children with mental challenges
ATTOCK	7,411	550	6,861	3,304	253	3,051	6,390	147	6,243	4,095	527	3,568	936	386	550
BAHAWALNAGAR	13,862	1280	12,582	5,502	1287	4,215	12,196	889	11,307	6,988	10,962	-3,974	1,265	257	1008
BAHAWALPUR	16,955	1174	15,781	6,216	326	5,890	12,061	150	11,911	8,559	646	7,913	1,535	301	1234
BHAKKAR	11,194	938	10,256	5,566	850	4,716	10,821	603	10,218	5,838	10,602	-4,764	1,855	239	1616
CHAKWAL	6,593	654	5,939	2,617	815	1,802	5,787	343	5,444	3,468	6,707	-3,239	1,018	207	811
CHINIOT	6,482	364	6,118	2,410	194	2,216	5,591	183	5,408	3,262	869	2,393	659	90	569
D.G. KHAN	14,302	1100	13,202	7,674	918	6,756	13,668	665	13,003	7,282	7,034	248	2,167	101	2066
FAISALABAD	27,124	2686	24,438	11,280	2700	8,580	24,234	1,427	22,807	14,125	20,395	-6,270	2,924	572	2352
GUJRANWALA	40,939	1458	39,481	22,107	1585	20,522	34,952	694	34,258	19,858	9,867	9,991	12,082	362	11720
GUJRAT	14,964	704	14,260	9,154	584	8,570	14,390	305	14,085	7,780	4,713	3,067	2,652	119	2533
HAFIZABAD	6,683	764	5,919	4,036	686	3,350	6,648	451	6,197	3,470	7,303	-3,833	1,283	152	1131
JHANG	18,989	693	18,296	10,083	207	9,876	18,100	205	17,895	9,734	411	9,323	3,510	184	3326
JHELUM	5,746	446	5,300	2,256	706	1,550	4,132	311	3,821	2,903	6,793	-3,890	564	122	442
KASUR	16,454	1551	14,903	9,852	1700	8,152	17,072	1,024	16,048	8,714	14,620	-5,906	2,074	291	1783
KHANEWAL	27,604	1763	25,841	13,632	1559	12,073	22,624	963	21,661	13,245	14,542	-1,297	6,813	117	6696
KHUSHAB	7,559	446	7,113	3,661	332	3,329	7,712	182	7,530	4,082	762	3,320	848	124	724
LAHORE	63,892	3921	59,971	35,483	5197	30,286	55,068	2,137	52,931	32,193	36,714	-4,521	17,844	801	17043

District	Hearing and Communication (Census 2023)	Total HI Enrolment	Hearing Impaired Out of School Children	Seeing (Census 2023)	Total VI Enrolment	Visually Impaired Out of School Children	Walking and Climbing (Census 2023)	Total Physical Disability Enrolment	Physically Disabled Out of School Children	Memorisation and Focus Functional limitation (Census 2023)	Total learning Difficulty Enrolment	Out of School Children with learning Difficulty	Self-Care (Census 2023)	Mentally Challenged (SEIS)	Out of School Children with mental challenges
LAYYAH	11,827	990	10,837	6,672	935	5,737	11,826	613	11,213	6,491	5,188	1,303	1,805	117	1688
LODHRAN	7,845	899	6,946	2,670	756	1,914	5,455	427	5,028	3,935	7,966	-4,031	412	138	274
MANDI BAHAUDDIN	13,357	604	12,753	7,653	750	6,903	11,894	379	11,515	6,875	5,675	1,200	3,617	117	3500
MIANWALI	16,521	864	15,657	8,574	941	7,633	14,970	623	14,347	8,200	8,532	-332	4,426	143	4283
MULTAN	20,391	1573	18,818	11,486	1046	10,440	21,705	601	21,104	11,370	5,565	5,805	2,368	367	2001
MUZAFFARGARH	27,852	1261	26,591	15,047	1098	13,949	27,495	744	26,751	15,042	11,800	3,242	6,133	158	5975
NANKANA SAHIB	5,210	774	4,436	1,851	819	1,032	3,508	478	3,030	2,642	8,631	-5,989	443	184	259
NAROWAL	8,179	998	7,181	5,039	1146	3,893	8,488	662	7,826	4,593	9,096	-4,503	1,203	85	1118
OKARA	16,356	2014	14,342	9,045	1994	7,051	16,664	1,564	15,100	8,689	16,985	-8,296	2,359	286	2073
PAKPATTAN	10,368	388	9,980	6,204	107	6,097	11,118	93	11,025	5,615	466	5,149	1,296	78	1218
RAHIMYAR KHAN	33,204	1740	31,464	18,003	1399	16,604	30,945	809	30,136	16,688	10,024	6,664	7,598	130	7468
RAJANPUR	8,593	470	8,123	4,627	463	4,164	9,012	348	8,664	4,356	2,670	1,686	1,102	102	1000
RAWALPINDI	21,220	1698	19,522	10,610	2038	8,572	19,989	887	19,102	11,858	11,732	126	2,217	503	1714
SAHIWAL	15,444	887	14,557	9,654	884	8,770	16,787	500	16,287	8,439	6,533	1,906	3,519	164	3355
SARGODHA	21,540	1316	20,224	11,583	604	10,979	21,288	319	20,969	11,828	1,637	10,191	3,638	330	3308
SHEIKHUPURA	10,556	2170	8,386	4,894	1960	2,934	9,983	1,313	8,670	5,367	17,889	-12,522	836	307	529
SIALKOT	13,267	1135	12,132	7,687	1265	6,422	14,985	601	14,384	7,303	9,163	-1,860	1,694	183	1511
T.T. SINGH	13,491	658	12,833	7,741	372	7,369	13,604	298	13,306	7,221	1,471	5,750	2,843	196	2647
VEHARI	12,377	1859	10,518	4,168	1596	2,572	8,112	995	7,117	5,914	13,416	-7,502	920	185	735
<b>Grand Total</b>	<b>594,351</b>	<b>42,790</b>	<b>551,561</b>	<b>308,041</b>	<b>40072</b>	<b>267,969</b>	<b>549,274</b>	<b>22,933</b>	<b>526,341</b>	<b>308,022</b>	<b>307,906</b>	<b>116</b>	<b>108,458</b>	<b>8198</b>	<b>100260</b>

## Annexure IX – District Wise Teaching and Allied Professionals

Districts	Teaching Staff		Headmaster		Psychologist		Speech Therapist		Vocational Teacher		Computer Teacher/Instructor		Physiotherapist		Physical Education	
	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted
Attock	88	36	10	3	9	9	8	8	3	2	5	2			3	0
Bahawalnagar	62	48	6	4	6	2	5	5			1	1			1	0
Bahawalpur	123	86	12	5	11	9	8	7	9	6	15	12			4	0
Bhakkar	54	32	6	4	6	4	5	2	1	1	2	1			2	1
Chakwal	62	34	9	2	9	9	7	6	5	3	7	4			4	1
Chiniot	33	30	5	2	5	3	4	4	1	1	3	2			1	0
D.G Khan	88	64	10	3	8	3	4	3	8	3	14	8	2	0	5	0
Faisalabad	161	139	19	6	15	14	13	11	21	13	29	20	2	1	6	4
Gujranwala	114	94	13	7	14	14	13	13	10	2	13	4			6	1
Gujrat	65	38	6	4	6	6	5	5	5	2	9	3			1	0
HafizAbad	37	32	3	2	3	3	2	2	1	1	3	2			1	0
Jhang	66	46	8	3	6	4	6	6	5	5	8	5			1	1
Jhelum	57	44	6	2	6	5	5	5	6	3	9	4			3	0
Kasur	74	45	6	6	6	6	4	4	1	1	3	3			1	1
Khanewal	64	54	8	1	8	8	7	6	6	4	12	5			2	2
Khushab	46	28	6	2	6	2	5	2	3	3	5	4			2	1
Lahore	364	294	35	18	28	28	16	15	28	23	44	37	8	7	14	13

Districts	Teaching Staff		Headmaster		Psychologist		Speech Therapist		Vocational Teacher		Computer Teacher/Instructor		Physiotherapist		Physical Education	
	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted
Layyah	48	36	7	0	7	1	6	0	4	3	6	3			4	0
Lodhran	46	26	4	1	4	4	3	2	1	1	3	3			1	0
M.B. Din	35	24	4	2	5	4	3	3			1	0			1	0
Mianwali	53	29	7	4	6	4	5	3	6	2	9	4	1	0	4	1
Multan	145	100	16	7	14	13	11	10	7	5	15	12	2	0	7	2
Muzaffargarh	57	54	8	2	8	5	7	2	2	0	4	2			2	1
Nankana Sahib	44	34	4	3	4	4	3	3	2	2	4	4			2	1
Narowal	38	24	4	2	4	3	3	3			1	0			1	1
Okara	106	70	8	4	6	5	6	6	9	7	14	10	1	0	6	1
Pakpattan.	29	23	4	2	4	4	3	3	1	1	3	1			1	1
Rahim Yar Khan	67	38	6	1	6	6	5	2	5	3	9	4			2	0
RajanPur	47	37	6	1	6	1	5	3	1	0	2	0			1	0
Rawalpindi	160	107	18	11	14	13	10	10	11	3	19	7	1	1	8	4
Sahiwal	62	54	6	2	7	7	6	5	7	2	10	5			3	0
Sargodha	141	92	15	5	15	14	9	8	10	10	16	13	1	0	6	0
Sheikhupura	91	72	10	7	8	7	7	7	5	4	9	7			3	1
Sialkot	73	55	7	5	7	5	6	6	5	4	8	5			3	2
T.T. Singh	71	54	7	3	7	3	6	6	2	2	4	3			2	0
Vehari	71	38	6	2	6	4	5	4	1	1	2	2			1	0
<b>Grand Total</b>	<b>2942</b>	<b>2111</b>	<b>315</b>	<b>138</b>	<b>290</b>	<b>236</b>	<b>226</b>	<b>190</b>	<b>192</b>	<b>123</b>	<b>321</b>	<b>202</b>	<b>18</b>	<b>9</b>	<b>115</b>	<b>40</b>

## Annexure X– Administrative and Support Staff

District	Admin Staff		Driver		Aya/ Attendant		Sweeper		Conductors		Hostel Staff		Chowkidar		DEOs		Mali		Other support Staff	
	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted
Attock	21	14	17	8	9	8	10	10	15	15	7	4	19	19			9	8	6	4
Bahawalnagar	14	11	15	6	6	6	6	6	15	15			8	8			4	3	32	23
Bahawalpur	57	42	27	24	17	13	16	15	22	21	14	8	22	22	1	1	12	12		
Bhakkar	12	8	13	13	3	2	6	6	11	11			9	10			4	4		
Chakwal	22	9	14	8	5	5	8	6	11	10	8	4	13	12	1		4	4	6	4
Chiniot	8	5	7	5	7	5	2	2	4	4	2	1	2	2			4	4	2	1
D.G Khan	39	20	16	8	14	8	7	6	10	9	10	5	15	15	1	1	7	7	7	4
Faisalabad	64	44	42	29	31	12	23	17	31	29	17	7	29	22	1	1	15	10	31	21
Gujranwala	52	43	28	18	13	10	15	14	18	17	7	2	19	19	1	1	9	9	17	7
Gujrat	28	14	14	8	9	9	4	3	8	8			14	13	1		4	4		
HafizAbad	9	7	9	6	2	2	3	3	7	7			6	6			2	2		
Jhang	21	12	15	12	11	5	10	9	7	6	3	1	12	8	1		7	6	3	1
Jhelum	21	11	11	5	9	7	10	10	8	7	2	1	11	10			4	4	1	1
Kasur	16	14	12	10	3	2	7	7	12	11	3	3	11	11			4	3	2	1
Khanewal	24	12	15	11	7	7	10	10	8	6	2	1	7	7			5	5	1	1
Khushab	15	8	9	8	6	5	5	4	7	7	2	1	8	7	1		3	2	2	1
Lahore	229	179	74	58	62	47	40	40	29	28	33	19	32	32	1	1	16	15	46	53
Layyah	16	9	9	9	3	3	5	4	5	5			6	6			2	2		
Lodhran	12	10	8	7	4	4	4	4	8	8			12	8			3	3		
M.B. Din	7	3	7	4	3	1	3	3	7	7			9	6			3	3		

District	Admin Staff		Driver		Aya/ Attendant		Sweeper		Conductors		Hostel Staff		Chowkidar		DEOs		Mali		Other support Staff	
	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted	Sanctioned	Posted
Mianwali	23	19	12	12	3	3	7	6	6	7	4	3	12	8			3	3	3	3
Multan	58	45	34	24	26	22	18	18	20	20	15	9	48	22	1	1	11	11	14	7
Muzaffargarh	17	7	15	9	4	2	8	7	9	8	3	2	13	9	1		4	4	3	2
Nankana Sahib	12	9	5	5	3	3	3	3	5	5			10	7			2	2		
Narowal	8	8	11	10	4	4	4	4	11	11			12	8			3	3		
Okara	29	21	23	21	15	10	10	10	17	14	4	1	24	12			7	7	5	1
Pakpattan.	7	2	7	6	3	3	5	5	7	7	4	4	9	5			3	3	3	4
Rahim Yar Khan	28	12	14	7	7	3	10	8	9	9	2	1	14	10	1		2	2	1	1
RajanPur	12	8	9	5	6	3	6	6	6	5	3	2	12	9			4	4	3	2
Rawalpindi	64	33	33	11	16	12	18	17	17	17	14	7	40	28	1	1	12	11	30	20
Sahiwal	30	26	14	11	9	5	6	4	9	8	4	2	12	5	1	1	1	1	3	1
Sargodha	55	41	29	26	26	19	21	20	23	23	22	11	45	26	1	1	12	11	17	9
Sheikhupura	28	20	17	15	10	6	10	9	14	13	2	1	21	15	1		5	5	2	1
Sialkot	26	17	14	9	11	7	6	6	8	8			18	10			6	6	1	
T.T. Singh	20	14	13	12	8	7	8	8	10	9	6	4	17	11			5	5	5	4
Vehari	16	8	16	13	2	1	3	2	3	3	3	3	7	5	1		3	2	3	2
<b>Grand Total</b>	<b>1120</b>	<b>765</b>	<b>628</b>	<b>453</b>	<b>377</b>	<b>271</b>	<b>337</b>	<b>312</b>	<b>417</b>	<b>398</b>	<b>196</b>	<b>107</b>	<b>578</b>	<b>433</b>	<b>17</b>	<b>9</b>	<b>204</b>	<b>190</b>	<b>249</b>	<b>179</b>

## Annexure XI– Level Wise Student to Teacher Ratio by Districts

Districts	Primary STR	Middle STR	Secondary STR	Higher Secondary STR	Degree College STR	Overall STR
Attock	31.9	38.1	43.1			38.5
Bahawalnagar	16.6	20	24.9			21.4
Bahawalpur	17.8	21	15.9		30.1	20
Bhakkar	37.3	27.3	22.5			28
Chakwal	35.7	15	23			21.3
Chiniot	22		11.5			16.9
Dera Ghazi Khan	16.9	17.1	8.7	10.8	30.7	13.2
Faisalabad	19.2	19	14.7	20.3	8	17.4
Gujranwala	16	14.2	14.4			14.9
Gujrat	34.8	17.4	16.4			19.2
Hafizabad	18.2	17.9	16.4			17.2
Jhang	22.7	30	21.8			22.6
Jhelum	22.2	15.7	4.5			11.4
Kasur	26.9	25.9	24.7			25.6
Khanewal	37		14.7			20.3
Khushab	29	17.1	21.9			23.5
Lahore	20.9	19.5	10.1		37.3	13.1
Layyah	22.4	14	19.6			19.8
Lodhran	16.3	38.8	23.1			28.6
M. B-Din	57.5	20.4	23			24.3
Mianwali	26.8	20.5	23.2			22.9
Multan	17.1	17.1	18.1		18.3	17.7
Muzaffargarh	19.2	15.4	13.5			16.3
Nankana Sahib	22.4	15.6	24.1			19.5
Narowal	25.4	23.8	26.6			25.2
Okara	18.5	21.3	113.5	20		20
Pakpattan	22.2	27.4	29.6			26

Districts	Primary STR	Middle STR	Secondary STR	Higher Secondary STR	Degree College STR	Overall STR
Rahim Yar Khan	13	34.8	31.6			27.7
Rajanpur	30	10.8				12.9
Rawalpindi	28.7	19.1	12		14.6	17.7
Sahiwal	20.8	20	14.9	11.7		16.5
Sargodha	19.8	22.3	17.5		10.6	19.2
Sheikhupura	19.6	15.2	20.3	26.9		19.2
Sialkot	14.1	15.1	15.7			15.1
Toba Tek Singh	18.2	16.2	16	19.7		17.5
Vehari	24.6	24.1	38.8			31
<b>Grand Total</b>	<b>21.7</b>	<b>18.3</b>	<b>17.5</b>	<b>17.5</b>	<b>20.8</b>	<b>18.8</b>

## Annexure XII – District Wise Comparison of STR in Special Education Centres and Disability Specific Special Education institutes

District	Disability Specific Special Education Institutes					Special Education Centres			
	Student to teacher ratio of HI	Student to teacher ratio in VI Institutes	Student to teacher ratio in P.D Institutes	Student to teacher ratio in M.C Institutes	Student to teacher ratio in SL Institutes	Student to teacher ratio HI	Student to teacher ratio VI	Student to teacher ratio PD	Student to teacher ratio M.C
Attock	37:01	32: 1	-	-	31.3: 1	52.1: 1	11.5: 1	13.9: 1	75.6: 1
Bahawalnagar	-	-	-	-	20.8: 1	34.5: 1	6.5: 1	14.2: 1	25.7: 1
Bahawalpur	16.9: 1	13.3: 1	-	19.6: 1	24: 1	47.7: 1	7.2: 1	6.4: 1	21.4: 1
Bhakkar	-	-	-	-	20.6: 1	49.8: 1	6.5: 1	13.4: 1	39.8: 1
Chakwal	23: 1	25.5: 1	-	34: 1	41: 1	46: 1	4.4: 1	6.3: 1	16.8: 1
Chiniot	11.5: 1	-	-	-	22.5: 1	35.8: 1	5.7: 1	12.7: 1	64: 1
DG Khan	10.8: 1	8.7: 1	6.8: 1	12.5: 1	18: 1	28.3: 1	4.7: 1	7.8: 1	12: 1
Faisalabad	29.5: 1	10.8: 1	-	19.6: 1	21.6: 1	31.1: 1	5.5: 1	16.1: 1	18.7: 1
Gujranwala	14.4: 1	8.3: 1	-	31.3: 1	23.8: 1	25.7: 1	4.4: 1	7.1: 1	10.8: 1
Gujrat	16.4: 1	53: 1	-	-	100: 1	34: 1	3.8: 1	5.6: 1	18.7: 1
Hafizabad	-	-	-	-	21.8: 1	22.4: 1	8: 1	4.8: 1	21.7: 1
Jhang	42.5: 1	-	-	33.3: 1	21.4: 1	47.5: 1	10.6: 1	8.4: 1	16.8: 1
Jhelum	4.5: 1	9.5: 1	-	-	36.5: 1	23.2: 1	3.5: 1	5.2: 1	19.7: 1
Kasur	24.5: 1	-	-	-	28.6: 1	37.4: 1	9.1: 1	7.3: 1	48.3: 1
Khanewal	14.8: 1	-	-	-	18.8: 1	48.7: 1	8.4: 1	9.6: 1	16.1: 1
Khushab	21.9: 1	-	-	-	28: 1	31.8: 1	16: 1	12.2: 1	30.8: 1
Lahore	9.1: 1	6.1: 1	14.8: 1	24.8: 1	19.1: 1	30.8: 1	9.4: 1	13.6: 1	15.5: 1
Layyah	-	-	-	-	27: 1	42.7: 1	6.5: 1	8: 1	14.6: 1
Lodhran	-	-	-	-	19.6: 1	65.7: 1	7.8: 1	6.6: 1	34.5: 1

District	Disability Specific Special Education Institutes					Special Education Centres			
	Student to teacher ratio of HI	Student to teacher ratio in VI Institutes	Student to teacher ratio in P.D Institutes	Student to teacher ratio in M.C Institutes	Student to teacher ratio in SL Institutes	Student to teacher ratio HI	Student to teacher ratio VI	Student to teacher ratio PD	Student to teacher ratio M.C
M.B. Din	-	-	-	-	57.5: 1	35: 1	9: 1	7: 1	23.4: 1
Mianwali	18.1: 1	-	-	-	44: 1	50.3: 1	7.5: 1	22: 1	35.5: 1
Multan	26.3: 1	17.3: 1	7.7: 1	19.3: 1	16.9: 1	32.4: 1	5: 1	8: 1	13.5: 1
Muzaffar Garh	13.5: 1	-	-	-	16.6: 1	30.8: 1	6.9: 1	8.4: 1	16.9: 1
Nankana Sahib	-	-	-	-	28: 1	34.8: 1	4.4: 1	5.7: 1	25.9: 1
Narowal	-	-	-	-	36.5: 1	62.7: 1	8.3: 1	7.6: 1	12.1: 1
Okara	20: 1	-	-	-	19.8: 1	38.8: 1	14.3: 1	26.6: 1	20.2: 1
Pakpattan	29.6: 1	-	-	-	20.6: 1	31.5: 1	10.3: 1	13: 1	78: 1
Rahim Yar Khan	100.8: 1	-	-	-	46: 1	55.6: 1	5.9: 1	9.9: 1	17.7: 1
Rajan Pur	6.3: 1	-	-	-		21.5: 1	7.5: 1	7.4: 1	14.6: 1
Rawalpindi	12.4: 1	11.5: 1	9.7: 1	13.6: 1	24.4: 1	35.4: 1	8.4: 1	12: 1	25.1: 1
Sahiwal	9.3: 1	37: 1	-	20.7: 1	16.8: 1	95: 1	13.5: 1	54: 1	48.5: 1
Sargodha	22.7: 1	8: 1	-	29.3: 1	18.6: 1	39: 1	13.2: 1	10.8: 1	24: 1
Sheikhupura	26.9: 1		-	-	23.2: 1	27.9: 1	6.8: 1	10.9: 1	27.6: 1
Sialkot	14.2: 1	21: 1	-	-	17.2: 1	27.5: 1	5.1: 1	3.3: 1	17.9: 1
Toba Tek Singh	15.6: 1	-	-	-	18.6: 1	26.4: 1	7.6: 1	18.6: 1	16.3: 1
Vehari	39.4: 1	-	-	-	26.3: 1	55.9: 1	10.7: 1	11: 1	30.7: 1
<b>Overall</b>	<b>17.7: 1</b>	<b>10.7: 1</b>	<b>9.6: 1</b>	<b>21.9: 1</b>	<b>23.9: 1</b>	<b>36.6: 1</b>	<b>7.6: 1</b>	<b>10.6: 1</b>	<b>21.8: 1</b>

### Annexure XIII – List of Tehsils with Only Rented Building Special Education Institutes

Division	District	Tehsil	Rented Building
Bahawalpur	Bahawalnagar	Fortabbas	1
	Rahim Yar Khan	Sadiqabad	1
Dera Ghazi Khan	Muzaffargarh	Jatoi	1
	Dera Ghazi Khan	Taunsa	1
	Layyah	Quaidabad	1
		Layyah	5
	Rajanpur	Jampur	1
		Rojhan	1
Faisalabad	Chiniot	Bhowana	1
		Lalian	1
	Faisalabad	Chak Jhumra	1
		Jaranwala	2
	Jhang	18-Hazari	1
	Toba Tek Singh	Pir Mahal	1
	Gujranwala	Sialkot	Pasrur
Sambrial			1
Gujranwala		Wazirabad	1
M. B-Din		Malakwal	1
		Phalia	1
Narowal		Zafarwal	1
Lahore	Kasur	Kot Radha Kishan	1
	Sheikhupura	Ferozwala	1

Division	District	Tehsil	Rented Building	
Multan	Multan	Shujabad	1	
		Gujar Khan	2	
		Kahuta	1	
		Kalar Syedan	1	
		Kotli Sattian	1	
		Murree	1	
		Taxila	1	
		Attock	Fateh Jang	1
			Hassanabdal	1
			Jand	1
Chakwal	Talagang	1		
	Jhelum	Dina	1	
Sahiwal	Pakpattan	Arifwala	1	
Sargodha	Khushab	Noshera	1	
		Isa Khel	1	
	Mianwali	Piplan	1	
		Sargodha	Bhera	1
<b>Total</b>			<b>45</b>	

### Annexure XIV – District Wise Budget and Expenditures for FY 2021 to 2024

District	2021-22						2022-23						2023-24					
	Current Budget		Development		Total		Current Budget		Development		Total		Current Budget		Development		Total	
	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure
Attock	155.6	149.8	57.6	56.6	213.1	206.4	194.1	187.0	211.5	211.5	405.7	398.5	197.9	197.6	107.7	105.2	305.6	302.8
Bahawalnagar	121.4	104.1	-	-	121.4	104.1	198.1	131.0	-	-	198.1	131.0	214.4	178.7	80.3	29.9	294.7	208.7
Bahawalpur	334.7	259.2	-	-	334.7	259.2	430.7	378.8	-	-	430.7	378.8	528.7	459.8	-	-	528.7	459.8
Bhakkar	110.9	96.7	-	-	110.9	96.7	146.7	137.7	-	-	146.7	137.7	155.2	144.2	-	-	155.2	144.2
Chakwal	170.4	110.6	3.0	2.4	173.4	113.0	159.0	133.5	30.0	28.0	189.0	161.5	199.6	194.3	44.8	42.3	244.4	236.6
Chiniot	94.3	67.4	-	-	94.3	67.4	96.2	81.8	-	-	96.2	81.8	131.5	95.7	-	-	131.5	95.7
D.G. Khan	164.0	120.9	-	-	164.0	120.9	178.4	163.2	-	-	178.4	163.2	217.9	205.0	-	-	217.9	205.0
Faisalabad	455.4	367.6	25.0	25.0	480.4	392.6	524.9	431.0	73.9	54.9	598.9	485.8	658.2	635.8	32.2	32.2	690.4	668.0
Gujranwala	281.8	212.2	73.0	70.8	354.8	283.0	487.2	431.6	-	-	487.2	431.6	409.4	388.2	-	-	409.4	388.2
Gujrat	111.1	108.1	-	-	111.1	108.1	157.2	140.0	-	-	157.2	140.0	165.1	159.0	-	-	165.1	159.0
Hafizabad	91.2	84.3	-	-	91.2	84.3	61.9	53.3	-	-	61.9	53.3	113.1	85.1	-	-	113.1	85.1
Jhang	182.7	112.3	-	-	182.7	112.3	220.2	141.7	-	-	220.2	141.7	272.0	248.4	-	-	272.0	248.4
Jhelum	102.9	99.4	-	-	102.9	99.4	137.0	126.7			137.0	126.7	149.2	148.9	-	-	149.2	148.9
Kasur	109.3	95.8	30.0	30.0	139.3	125.8	179.5	162.5	76.0	76.0	255.5	238.5	240.4	181.3	39.9	37.4	280.3	218.7
Khanewal	168.9	128.8	-	-	168.9	128.8	161.2	162.7	-	-	161.2	162.7	243.0	204.0	-	-	243.0	204.0
Khushab	109.1	77.8	-	-	109.1	77.8	136.7	96.8	-	-	136.7	96.8	107.3	59.8	-	-	107.3	59.8
Lahore	49.3	21.6	9.3	8.9	58.6	30.5	1,312.1	996.9	10.4	10.4	1,322.6	1,007.3	1,615.7	1,455.9	48.2	45.6	1,663.9	1,501.5
Layyah	85.3	23.9	-	-	85.3	23.9	127.8	94.0	-	-	127.8	94.0	150.1	107.9	-	-	150.1	107.9

District	2021-22						2022-23						2023-24					
	Current Budget		Development		Total		Current Budget		Development		Total		Current Budget		Development		Total	
	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure	Allocation	Expenditure
Lodhran	58.8	45.9	20.0	20.0	78.8	65.9	86.2	86.2	56.5	56.5	142.7	142.7	93.2	92.3	25.1	22.6	118.3	114.9
Mandi Bhauddin	67.9	49.1	-	-	67.9	49.1	76.4	72.6	-	-	76.4	72.6	88.2	83.9	-	-	88.2	83.9
Mianwali	159.2	100.8	65.0	65.0	224.2	165.8	160.3	122.5	77.0	77.0	237.2	199.4	192.3	152.0	-	-	192.3	152.0
Multan	296.1	209.5	-	-	296.1	209.5	365.9	281.6	-	-	365.9	281.6	555.6	507.2	-	-	555.6	507.2
Muzaffargarh	93.0	77.1	50.0	-	143.0	77.1	170.8	119.4	-	-	170.8	119.4	216.0	206.2	-	-	216.0	206.2
Nankana Sahib	64.6	62.2	-	-	64.6	62.2	122.8	113.3	-	-	122.8	113.3	162.1	141.3	-	-	162.1	141.3
Narowal	84.6	75.5	-	-	84.6	75.5	112.0	104.8	-	-	112.0	104.8	130.8	106.6	-	-	130.8	106.6
Okara	206.4	198.2	40.9	40.9	247.3	239.2	248.4	247.8	-	-	248.4	247.8	292.1	268.6	87.3	83.1	379.4	351.6
Pakpattan	74.8	68.4	-	-	74.8	68.4	85.8	99.9	-	-	85.8	99.9	100.4	85.5	-	-	100.4	85.5
Rahim Yar Khan	146.0	95.4	-	-	146.0	95.4	158.1	127.4	-	-	158.1	127.4	181.7	150.2	-	-	181.7	150.2
Rajan Pur	70.4	67.7	1.0	-	71.4	67.7	80.4	77.6	-	-	80.4	77.6	101.0	98.0	-	-	101.0	98.0
Rawalpindi	352.4	346.0	43.3	43.3	395.6	389.3	392.5	398.7	-	-	392.5	398.7	647.9	635.5	109.2	90.5	757.1	726.0
Sahiwal	150.5	302.6	18.0	18.0	168.5	320.6	163.6	163.6	-	-	163.6	163.6	203.3	202.3	-	-	203.3	202.3
Sargodha	301.5	283.3	-	-	301.5	283.3	333.9	327.4	-	-	333.9	327.4	441.3	386.7	-	-	441.3	386.7
Shekhupura	148.9	139.0	95.0	85.0	243.9	224.0	219.5	175.0	267.0	236.9	486.5	412.0	271.4	268.7	209.3	199.3	480.7	468.0
Sialkot	402.2	121.9	38.0	38.0	440.2	159.9	173.2	131.5	58.2	58.1	231.4	189.6	189.7	158.7	27.4	27.4	217.1	186.0
Toba Tek Singh	164.0	124.3	-	-	164.0	124.3	207.6	154.6	-	-	207.6	154.6	189.2	172.2	-	-	189.2	172.2
Vehari	95.0	70.4	40.0	40.0	135.0	110.4	134.0	125.4	131.2	131.2	265.2	256.6	181.2	167.3	38.2	35.7	219.4	203.0
Punjab (Multiple)	-	-	145.9	130.0	145.9	130.0	-	-	165.6	161.0	165.6	161.0	-	-	70.3	67.0	70.3	67.0
<b>Total</b>	<b>5,834.2</b>	<b>4,677.7</b>	<b>755.0</b>	<b>673.9</b>	<b>6,589.2</b>	<b>5,351.5</b>	<b>8,200.3</b>	<b>6,979.3</b>	<b>1,241.2</b>	<b>1,182.5</b>	<b>9,441.5</b>	<b>8,161.9</b>	<b>10,005.9</b>	<b>9,032.8</b>	<b>920.0</b>	<b>818.2</b>	<b>10,925.9</b>	<b>9,851.0</b>

### Annexure XV – List of Technical/Vocational Skills Recommended by PVTC for Various Disabilities

Hearing and Speech Impairment	Only Speech Impairment	Lower Limb Impairment	Mentally Challenged	Low Vision Only	Low Vision/Blind
1. Auto Mechanic	1. Butcher	1. Auto Electrician	1. Floriculture	1. Mobile Phone Repairing	1. Computer Application / Special Training Through Jaws Software
2. Motorcycle Mechanic	2. Mason	2. Agriculture Field Assistant	2. Plant Protection	2. Mobile Phone Repairing	2. Spoken English
3. Auto Electrician	3. Building Electrician Cum Solar Heater Technician	3. Butcher		3. Motor Winding	3. Spoken Arabic
4. Single Cylinder Diesel Engine Mechanic	4. Solar Technician	4. Computer Application for Business		4. Repair and Maintenance of Electrical Home Appliances	
5. Tractor & Diesel Mechanic	5. Repair & Maintenance of Electrical Appliances	5. Auto CAD Operator		5. Cooking & Baking	
6. Artificial Insemination	6. Heating Ventilation and Refrigeration	6. Computer Application & Office Professional		6. Secretarial Studies	
7. Floriculture	7. Computer Hardware / Network Professional	7. Web & Graphics Designing		7. Bookkeeping	
8. Plant Protection	8. Machinist	8. Motor Winding		8. Call Centre Representative	
9. Tunnel Farming	9. Welder / Fabricator	9. Mobile Phone Repairing		9. Music	
10. Agriculture Field Assistant	10. Plumber	10. Electronics Technician			
11. Computer Application for Business	11. General Fitter	11. Electronics Assembler and Installer			
12. Auto CAD Operator	12. Fabrication	12. Domestic Tailoring			
13. Computer Application & Office Professional		13. Leather Garments Stitching			
14. Web & Graphics Designing		14. Dress Making			
15. Motor Winding		15. Embroidery			
16. Computer Hardware / Network Professional		16. Industrial Stitching			
17. Domestic Tailoring		17. Fashion Designing			
18. Leather Garments Stitching		18. Computer Textile Designing			
19. Dress Making		19. Computer Pattern Designing			
20. Embroidery					
21. Industrial Stitching					
22. Fashion Designing					
23. Computer Textile Designing					
24. Computer Pattern Designing					
25. Beautician					
26. Food Cooking and Kitchen Organisation					
27. Plastic Blow & Injection Moulding					
28. Hotel Management					
29. Screen Printing & Computer Designing					

## Annexure XVI- Learning Outcome Assessment Kit

### Assessment for Junior Classes

#### English

1. Letter Recognition: Circle the letter "A" in the following:  
A B C D E A F G

2. What is the spelling of "cat", "bat".

3. Write your name:

#### Math

1. How many apples are in the picture? (Draw a simple picture of apples) Answer: \_\_\_\_\_
2. What is  $2 + 3$ ?  $5 - 3$ ?

3. Draw a circle and a square.

4. Write counting from 13-27

#### Urdu

۱۔ شناخت کریں: "ب" "ظ" "ل"  
ا ب ک م ن و ظ د گ ل ج

۲۔ اپنا نام لکھیں

۳۔ توڑ کریں: "آلو" "مور"

## Assessment for 5<sup>th</sup> Graders

### English

1. Write three sentences about yourself/dog/pen.
2. Use the word "cat" / "happy" / "fast" in a sentence.

### Math

1. What is  $29 + 15$ ?       $12 + 11$
2. What is  $8 \times 7$ ?

### Science

1. Name one animal that lives in the water/land
2. What part of the plant grows underground?
3. How many bones does a human body have?

### Urdu

۱۔ اپنے بارے میں ۳ جملے لکھیں۔

۲۔ "کرسی" کا جمع لکھیں۔

۳۔ "ابو" کا مونث لکھیں۔

## Assessment for 8<sup>th</sup> Graders

### English

1. Identify the subject in the following sentence:

“The cat slept on the mat.”

○ Subject: \_\_\_\_\_

2. “Ali wrote a letter to his friend.”

○ Subject: \_\_\_\_\_

3. Write 5 sentence about your “Favourite Place”, “favourite time of the day”, “Favourite personality”

### Math

1. Solve the equation:  $3x+5=20$  /  $2y=15-5$

2. Percentages: What is 25% of 200? / 4% of 20?

### Science

1. What is the process by which plants make their own food?

2. How many chambers does a heart have?

3. What is the chemical formula for water/ salt?

### Urdu

۔ کسی بھی ایک موضوع پر ۵ جملے لکھیں۔ "پسندیدہ جگہ" "پسندیدہ شخصیت" "پسندیدہ کام"

۲۔ "اسم" تلاش کریں:

۱۔ احمد رو رہا ہے۔

۲۔ سارہ اور نییل بازار جارہے ہیں۔

### Assessment for 9<sup>th</sup> / 10<sup>th</sup> Gradaers

### English

1. Identify the conjunction in the following in the sentence:

○ I wanted to go to the park, but it started raining."

- "She likes both ice cream and cake."

2. Write a paragraph on "cricket"/ "my best friend"

### Math

1. Solve:  $(a+b)^2$
2. Make a set of even numbers/odd numbers/ integers

### Science

1. What is the powerhouse of the cell?
2. What is the pH scale used for?
3. State Newton's third law of motion.

### Urdu

1. Grammar: مندرجہ ذیل جملے میں فاعل اور مفعول کی شناخت کریں:

"بچہ کھیل رہا ہے۔"

○ فاعل \_\_\_\_\_  
○ مفعول \_\_\_\_\_

2. حمد یا نعت کی تعریف کیا ہے؟

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