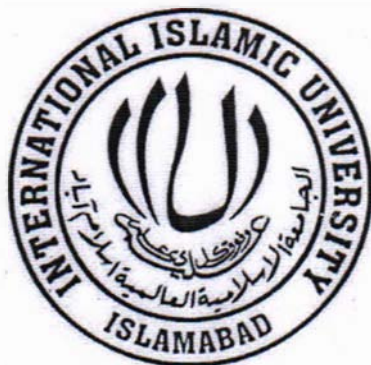


**ROLL OF VOCATIONAL EDUCATION IN EMPOWERMENT  
OF DISABLED PERSONS**  
*(Islamabad & Rawalpindi)*



By

**Riffat Aziz**

**19-FSS/MSCSOC2/FO8**

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# ROLL OF VOCATIONAL EDUCATION IN EMPOWERMENT OF DISABLED PERSONS

*(Islamabad & Rawalpindi)*



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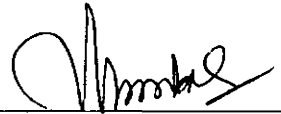
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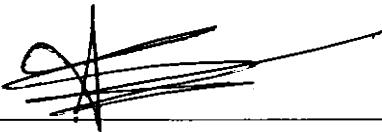
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*Dedicated*  
*to my*  
*Loving and Dearest*  
*Family, Teachers and friends*  
*who have encouraged*  
*and helped me*  
*at*  
*every stage of life*

## **ABSTRACT**

The present study was conducted in Rawalpindi and Islamabad to find out the Roll of Vocational Education in the of Empowerment of Disable Persons. Eight institutions were randomly selected from government sector. From these eight institutions 253 respondents were selected by using simple random sampling technique. 22 percent students have hearing disability, 30 percent students have visual disability and 48 percent of physically impaired. Major findings of research revealed that majority of the respondents belonged to middle socio-economic status. A large number of respondents were satisfied with the training imparted to them and said that they were feeling confident after getting vocational education.

The present study also revealed that majority of the respondents perceived that by receiving vocational training they may be able to get some job which will ultimately lead towards their economic independence. On the basis of the present study, it is recommended that there should be more vocational training and technical education centers for disable students to make it easy accessible, and particularly in rural areas. Moreover, there is a need to offer advance skills and diploma courses for disable students.

## ACKNOWLEDGEMENT

All praises to *Allah* who created this universe of the exploration for man. The most gracious and merciful. Who enable me and gave me the understanding, courage and patience to complete this research work. Darood and Salam on *Hazrat Muhammad (PBUH)*, who enlighten the torch of knowledge for human kind. One of his sayings is seek knowledge till curdle of grave.

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I owe special indebtedness to my friends, family members who constantly pray for my welfare.

*Riffat Aziz*

## ACRONYMS

<b>B-Tech</b>	<b>Baccalaureates Degree in Technology</b>
<b>CWDS</b>	<b>Categories of Children with Disability</b>
<b>NCRDP</b>	<b>National Council of Rehabilitation for Disable Persons</b>
<b>DGSE</b>	<b>Directorate General of Special Education</b>
<b>NTCD</b>	<b>National Training Center for Disabled</b>
<b>UNDP</b>	<b>United Nations Development Programe</b>
<b>VREDP</b>	<b>Vocational Rehabilitation and Employment of Disabled Persons</b>
<b>ILO</b>	<b>International Labor Organization</b>
<b>PWDs</b>	<b>Persons with Disability</b>
<b>RVQ</b>	<b>Recognition of Vocational Qualification</b>
<b>HALS</b>	<b>Health and Activity Limitation Survey</b>
<b>NIH</b>	<b>National Institute of Handicapped</b>
<b>NISE</b>	<b>National Institute of Special Education</b>
<b>PVTC</b>	<b>Punjab Vocational Training Council</b>
<b>SPSS</b>	<b>Statistical Package for Social Sciences</b>
<b>CBR</b>	<b>Community Based Rehabilitation</b>
<b>IRPDPP</b>	<b>Inter Regional Program for Disabled People</b>
<b>WHO</b>	<b>World Health Organization</b>
<b>CRC</b>	<b>Convention On The rights Of The Child</b>



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# CHAPTER 1

## INTRODUCTION

Education is a process, designed to indoctrinate the knowledge, skills and attitude necessary to enable individuals cope respectively with their environment. Its primary purpose is self's-realization for all people. The fulfillment of this function depend largely upon the affectness of the educational system society makes certain demand of his members every normal persons entitled to enquire as his birth right, an education that enables to meet his demand.

Technical –vocational educational may be defined as the part of once education in cavernous to the health. One chooses an occupation, prepare to enter income-generating employment, pattern employment, secure promotion, or to change occupation.

Education is central to socio-economic development of a country. It plays a crucial role in building human capabilities and accelerates economic growth through knowledge, skills and creative strength of a society. Education also creates awareness, tolerance, self-esteem and confidence, which empowers people to defend their rights.

A person with disability means a person who, on account of injury, diseases or congenital deformity, is handicapped in understanding any gainful profession or employment and include, person who are visually impaired, hearing impaired and physically and mentally disable. On the other hand, developmental disability is a term used in the United States to describe life-long, disabilities attributable to mental and/or physical or combination of mental and physical impairments, manifested prior to age 18.

People with disabilities are estimated to form 7-10 percent of the population in any country, and around 2 percent need some form of rehabilitation services. Yet only 0.01percent to 0.02 percent of the population in developing countries actually get such services. There are presently about 200 million moderately and severely disabled people in developing countries, where disabilities are mostly poverty related. The incidence of disability has always been on the increasing trend, and about 60 percent of disabilities could have been prevented (WHO Expert Committee, 1981; Murthy, 1992).

According to 1998 population census of Pakistan, out of 132 million-country populations, the disabled accounts 3.3 million (constituting 2.54% of the population). Out of 3.3 million disabled Pakistanis, 0.265 million were blind, 0.244 million had hearing impairment, 0.626 million were crippled, 0.210 million as insane, 0.250 million were mentally retarded, 0.270 million had more than one disability and 1.227 million had other disabilities. By regions, 55.7% of disables are present in Punjab, 28.4% in Sindh, 11.1% in NWFP, 4.5% in Balochistan and 0.3% in Islamabad. By gender, the number of disable males is higher than females in both rural and urban areas (Bureau of Statistics, 1998). It can be easily perceived that today this population is certainly increased, thus causing increase in dependence burden on the society and their respective families, if they are not productively educated for economically contributing citizens of Pakistan. In past disabled persons used to survive on begging, but now begging is discouraged. Now, they have to work like normal people for their survival. In past people have time to take care them but now they themselves responsible for care themselves because society can change in dynamisms. No one have time for others. And we need vocational institution to make these people as a productive part of the society.

Population censuses of Pakistan, 1998 shows that of the total 3.3 million disabled Pakistanis, 0.24 million suffer from hearing loss which is around 7.4% of the overall disabled population in the country. Also further analysis of figures reveals that 55% of the disabled are aged between age group of 5 years to 29 years. This means that age structure among disabled persons is predominantly either youthful or middle aged, just like the general population trends.

During the 1998 Census disability related questions appeared for the first time. It is predictable that during the next census, listed for 2008, questions of disability will be included. No other Government surveys or studies have been conducted. According to the 1998 Census, it was predictable that a total 2.49% of the population had some form of disability. It is documented by the Government that the prevalence rate is higher than indicated by the census.

Bureau of statistics, 1998, The number of people with disabilities is greater in urban areas than rural areas. However, the number of people with hearing and physical disability is greater in the rural areas as compare to the urban areas.

Training in general and skills development in particular, not only play a vital role in individual, organizational and overall national economic growth but are integral part of Human Resource Development (HRD). Skill development may be defined as a process to acquiring and sharpening capabilities to perform various functions associated with their present and future roles (Tripathi, 2003).

Vocational education/training is one of the means of helping disabled person to become established in employment. It is not an end in itself, but a mean to an end (Sajjad, 2004).

Vocational training prepare learners for job that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation in which the learners participates. It is some time referred to as Technical education, as the learner directly develops proficiency in a particular group of Techniques or technology. From the standpoint of the vocational needs or rehabilitation and employment a clear distinction must be drawn between disabilities in the medical sense. Which can often be precisely evaluated and concern a broad category of person and disadvantages resulting from such disability and affecting an individual occupational prospects.

Vocational Training Technical Education is defined as an educational activity that prepares the learner for job that are based in manual or practical activities traditionally, non academic and totally related to a specific trade, post, and occupation, or a professional activity or vocation which provide the knowledge and skills in the labor market. It is sometimes referred to as technical education, as group of techniques of technology (International Labour Organization 2000).

In Pakistan vocational training facilities and centers are available at almost all the special schools of the country. The independent training centers are also established in private as well as government sector. The vocational training centers were developed three to four decades ago and are now presenting a scene of haunted houses. This indicates the urgency of government's serious attention of our policy makers and development planner to not only develops the necessary infrastructure with state of the art vocational training related equipment and highly professional and qualified staff. Moreover, its curriculum should be compatible with the requirement of business and manufacturing sector.

## **Types of disability**

Disability means the lack of ability to perform an activity in a manner, which is considered to be normal.

Major types of disability are:

- Hearing Impairment
- Visually Impairment
- Mental retardation
- Physical Impairment

## **Types of vocational education:**

Vocational training and technical education in Pakistan can be divided into three parts;

1. Pre-vocational / School Level.
2. Technical-Vocational Level.
3. Higher-Level Engineering and Technology Education.

### **1. Pre-Vocational/School Level**

The policy (1972-80) suggested a major scheme "Agro-technical studies" was introduced. In this scheme the including courses and subjects like wood working, metal work and electric etc, agriculture and home economic scheme in rural and urban areas vocational education encouraged. Five agro-technical teachers training centers were introduced for training of teachers and their relevant equipment worth 30 million rupees, which was provided by the Federal Government through Ministry of Education.

### **2. Technical Education**

In Pakistan vocational training and technical education has been mainly responsibility of education and Labour Manpower Departments. Technical education as a separate stream started in mid fifties with the establishment of polytechnic institutes.

### **3. Higher Level Engineering and Technology Education**

A three years courses leading to Diploma of Associate Engineer (DAE) is the main program of the polytechnic institutes in the country. The objective of the DAE Program is to operate technicians to perform a broad rang of jobs at middle



supervisory level. To advancement the diploma of DAE is called the Baccalaureates Degree in Technology (B-Tech). The B-Tech is two years duration, one year on the job experience and one year teaching for DAE holders and B-Tech (Honors) is of two years duration. Only college of technology through affiliation offers this program with recognized university in the province of the award of the degree.

Education and Training contribute to an individual's personal development, increase her/his productivity and incomes at work, and facilitate everybody's participation in economic and social life. Education and training can also help individuals to escape poverty by providing them with the skills and knowledge to raise their output and generate income. Investing in education and training is therefore an investment in the future; knowledge and skills is the engine of economic growth and social development.

### **Vocational Training:**

Vocational education/Training is a mode of skills training catering to the unemployment youth who lack skills and those who either drop outs of the school system or fail to qualify for admission in the polytechnic institutes and colleges of technology.

Vocational needs focus on the development of basic skills, good work habits, personally meaningful work-values, self-understanding, skills aptitude, occupational opportunities and the locating or securing of employment.

### **Disabled**

It is defined as a person with functional limitation to carry out the normal activities of daily living caused by either a permanent physical or mental impairment. Thus, it is implied that there is standard of activities, which is normal and those fall below it, are regarded as disabled.

### **Special Students:**

Special students are referred to all categories of children with disability (CWDS) studying in special school or getting in any institute for disabled.

### **Vocational/Special Schools:**

A Vocational school is a school catering for students who have special educational needs due to severe learning difficulties, physical disabilities or behavioral problems.

...

A special school is a school for children who have some kind of serious physical or mental problem.

### **Empowerment:**

Empowerment involves several interrelated process affecting the social economic, political, psychological, legal and cultural spheres.

Helander (1993), defined empowerment as "an on-going process, which enables an individual to fulfill and be accountable for his or her duties and responsibilities and protect his or her rights in the society. Part of the process is to provide people with the resources, opportunities, knowledge and skill needed to increase their capacity to determine their own future and fully participate in community life. "

### **Empowerment of Disabled Persons:**

Empowerment of persons with disabilities therefore, refers to giving them a variety of opportunities to discover themselves, understand their environment, be aware of their rights and take control of their lives and partake in important decisions that lead to their destiny.

### **Importance of vocational training**

1. It provides the chance to achieve the achievement of the societal goals of greater democratization and social, cultural and economic development, while at the same time developing the potential of all individuals, both men and women, and especially for the disabled persons for active participation in the establishment and implementation of these goals, regardless of religion, race and age.
2. It is the necessity for new relationships between education, the world of work and the community as a whole.
3. Vocational training is use to abolishing barriers between levels and areas of education, between education and the world of work, and between school and society. The appropriate integration of technical/vocational and general education at all levels:
  - a. The creation of open and flexible educational structures;

b. The taking into account of individuals' educational needs, the evolution of occupations and jobs recognizing work experience as a part of learning;

- Improving the quality of life of individuals to expand their intellectual capabilities, to acquire and to constantly improve professional skills and knowledge, and to engage positively in society to utilize the fruits of economic and technological change for the general welfare.
- It provides the chance to choose freely and positively chosen as the means by which people develop talents.
- It is available to people with disabilities and to socially and economically disadvantaged groups such as physical disabilities, immigrants, refugees, minorities, and underprivileged and marginalized youth in special forms adapted to their needs in order to integrate them more easily into society.
- It helps to develop capacities for decision-making and the qualities necessary for active and intelligent participation, teamwork and leadership at work and in the community as a whole.
- Vocational training gives the enormous scientific, technological and socio-economic development, either in progress or envisaged, which characterizes the present era, predominantly globalization and the revolution in information and communication technology. technical and vocational education is a vital aspect of the educational process in all over the world.

## **OBJECTIVES:**

The prime objective of this exercise is to find out the Socio-economic characteristics of the respondent. To identify the role of vocational centers in empowerment of disable persons. Considering majority of disable people are present in Punjab and keeping in view the time and resources limitations, the necessary data shall be gathered from twin cities Rawalpindi and Islamabad.

The specific objectives of the study are:

- To know the socio-economic characteristics of respondents.
- To identify the roll of vocational training in empowerment of disable people.
- To identify the technical, financial and manpower related constraints faced by vocational centers for disable people.
- To suggest recommendations to the policy makers and development planners in a prioritized manner.

## **Significance:**

Education plays a central role in socio-economic development of any country. It also plays a critical role in building human capabilities and accelerates economic growth through knowledge, skills and creative strength of any society. Education also creates awareness, tolerance, self esteem and confidence which empower people to defend their rights. So the disable persons also have the right to get education and vocational education for the job markets. In that way they face a lot of problems. It is need of time to find vocational needs and problems of disable persons. Special people need special attention this slogan of civilized nations is dream sometime ago but comes true today because vocational training relevant opportunities have been giving priority to strengthen PWD's.

In the perspective of disability, education serves as a purpose of mitigating the abnormality of disabled students. In the same context vocational needs assessment of persons with disabilities is mandatory to empower and equip them for compatible job securing.

The present study aims at studying the role of vocational training in empowerment of disable persons and vocational needs for disables students. The study will focus on the

role of vocational centers in empowerment of disable persons in Rawalpindi and Islamabad. The study will make a significant contribution towards determining the role and participation of disable students in the social and economic growth of country and also to eliminate the wrong perception of people that disable persons are burden on society and not a productive one. It is also depicting a picture of situation prevailing in Rawalpindi and Islamabad in order to concern and attention towards the abnormal segment of the society.

## **Chapter 2**

### **REVIEW OF LITERATURE**

Since education is considered the key to effective development strategies, technical and vocational education and training (TVET) must be the master key that can alleviate poverty, promote peace, conserve the environment, improve the quality of life for all and help achieve sustainable development (UNESCO, 2004).

According to ILO, 2000 every person shall have the opportunity to have his or her experiences and skills gained through work, through society or through formal and non-formal training assessed, recognized and certified. Programs to compensate for skill deficits by individuals through increased access to education and training should be made available as part of recognition of prior learning programs. Assessment should identify skill gaps, be transparent, and provide a guide to the learner and training provider. The framework should also include a credible system of certification of skills that are portable and recognized across enterprises, sectors, industries and educational institutions, whether public or private.

Vocational education for disabled persons has a psychological significance as it gives the disabled persons a psychological boost towards self-independence and necessary confidence in life although reducing the economic burden through vocational rehabilitation are more important. Considerable work has been done in the developed countries about organizing and systematizing the vocational needs and practices. In the societies where there are already low employment opportunities, disabled have to compete with able persons on equal ground for getting jobs. Facility for Psychological Assessments the study shows that the psychological assessment facility is available in considerable number of schools (34.8%), this facility is not present. In Lahore, more than half of the schools (55%) did not have this facility where as in less than half of the schools (45%) this facility is provided to the students. In more than half of the schools of Rawalpindi 57.1%), this facility is not present, where as in less than half of schools, (42.9%) this facility is available. In Islamabad, almost all the schools (91.7%), had this facility where as very few (8.3%) did not have this facility or their students. Overall in most of the special schools 62%), selected as sample from all four cities, the facility of psychological assessment is present but in 38% schools, this facility is not present (Sajjad, 2004).

Vocational training must keep pace with the demands in industry and trainees must be assured that in principle, they will be acceptable in the industry. Therefore, the compatibility between industrial needs (or information about job markets) and training curriculum is necessary for formulating training policies (Ibid: Recommendation No. 168).

When person's become disabled, their quality of life or participation improve with proper knowledge and skills. This can be done only by increasing their technical skills and education and professional development and maintained independence through clinical treatment, health, and rehabilitation access to community, public and private sector resources and services, and support to manage and participate in family and community decision making (Edmonds 200b, HRDC 2002).

A Guide on Operations Monitoring and Analysis of Results. It provided a good opportunity for the researchers to get access to updated knowledge. A useful exchange of ideas on evaluation of CBR was carried with Ture Jonsson, Senior Program Officer; NDP Inter-Regional Program for Disabled People (IRPDPP) (Jonsson, 1994).

The Community-Based Rehabilitation strategy is an effort to design a system for change---for improving service delivery in order to reach all in need, for providing more equal opportunities and for promoting and protecting the human rights of disabled people" (Helander, 1993, page 5). In 1979, a manual published by WHO proposed a simple demystified set of technologies for the community and family levels (Helander, 1980). In 1989, a revised version of the manual entitled "Training in the community for people with disabilities" appeared. There has been much practice and discussion about the concept, objective, methodology research of CBR during these years.

In 1993, during "the Seoul Conference on Rehabilitation Manpower Development and Networking in the Asia and Pacific Decade of Disabled Persons 1993-2002", the Rehabilitation Action Network for Asia and the Pacific Executive Committee submitted a proposal entitled "The Research Project-Guidelines for CBR Evaluation", and received finding support from the Hong Kong based RI Regional Secretariat for Asia and the Pacific and the Japan based Regional NGO Network for the Asia and Pacific Decade of Disabled Person 1993-2002.

Disability is increasingly on the development agenda. Its role in development needs to be fully understood and issues addressed as a core dimension of our collective efforts. Another essential dimension to make education programs accessible for persons working in this field in the Asian development bank. Its developing member countries DMC, United Nations agencies and local and international non-governmental organization. (Lorna, Jean Edmond June 2005). The main aim of Asian development bank is to provide the consolidated set of guidelines to identify and address the issues affecting people with disabilities in poverty reduction strategies. It also provides the main information and analytic tools for identifying the extent to which disability is a development issue and for analyzing, identifying and addressing the needs of people with disabilities within a development (Lorna, Jean and Edmond 2005).

The invisibility and isolation of people with disabilities are caused by stigma, discrimination, myth, misconception and ignorance. Only by a thorough analysis of this experience from research, evaluation, and input from people with disabilities can society build a sound understanding and development strategy (Elwan, 1999).

The needs and issues of people with disabilities are not being addressed. They are ignored. Current literature, however, highlights a correlation between the extent to which the issues affecting people with disabilities are addressed and an ability to meet poverty reduction goals (Miles 1999, Johnsson and Wiman 2001).

In the official document of government of the Pakistan, the scarcity of vocational training institution in the country is directly felt. For instance, in national vocation policy, it is stated that vocational training facilities at present are very limited to meet the requirements of persons with disabilities in both private and public sectors. Existing network of over 100 training institute established under vocational training system will be utilized by provision of 5 percent seats at each vocational training unit.

In our country special education is just like a sun. Parents are not aware of education or training of their special children. As well as special education is different from normal education. Parental involvement in the education of is very important for effective and rapid progress. Besides schools it was known that most of the parents so busy that they are unable to spare any time for their disabled children. The result of her study shows that parents are satisfied with the programming of their children



because they are not aware that what their children should be learn and they don't want to criticism on the teaching and programmin (Aziz H, 2007).

The general of the blind persons revealed that the blind are facing issues of isolation, weak access to education, economic activities and basic self management such as mobility and direction within their village setting. It has been found that in most of the cases the attendants' of blind people is girl's child or an adult's female. In case of girls they loose opportunities of education and other personality grooming. Attitudinal issues are directly linked with the level of awareness to manage life with blindness and other disability. Community attitude towards disables is non-caring and they consider as social parasites. (Hasmat.L, 2006).

Society is not very accepting of people with special needs; in case of the hearing impaired this is perhaps due to the difficulty in communication," says Mrs. Laila Dossa, Chairperson of the Pakistan Association for the Deaf. Removing this communication barrier is one of the prime aims of the JS Academy for the Deaf, a project of the Noor-i-Ali Trust. Established six years ago, JS Academy, today, is Pakistan's leading institution for the hearing impaired, providing quality education along with vocational training (Dawn News, 2010).

National Consultation on Accessibility on 17-18 April 2006 in Islamabad organized by STEP in collaboration with Sight savers International, Handicap International and Ministry of Social Welfare and Special Education. It was two days seminar in which Persons with disabilities, representatives of persons with disabilities, disability specialists, health specialists and other specialists from the disability field, State representatives, services providers and managers, advocates, architects, legislators and lawyers, assembled in Islamabad. Consultation was inaugurated by former Chairman Capital Development Authority Mr. Kamran Lashari and in closing session declaration was adopted in the presence of Minster of Social Welfare and Special Education Madam Zubaida Jalal (Dawn News, 2010).

Children with disabilities are often the most marginalized within society in general and in education systems in particular. They face challenges of prejudice, social isolation and discrimination in society and are deprived of full social and economic participation. The Convention on the Rights of the Child (CRC) declares the rights of disabled children to enjoy a full and decent life, in conditions that promote self-

reliance and facilitate the child's active participation in the community. The limitations on the educational opportunities available to these children are one of the considerations underpinning the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities. The Salamanca Declaration (1994) emphasizes that the regular classroom is the best place to safeguard the right of education for children with special educational needs. The process of including children with disabilities in mainstream classes as a way of addressing and responding to individual learning needs has been accepted as the preferred method for providing education for the majority of children with disabilities.

An interesting and important finding is that the true cost of services in these successful cases can be greatly outweighed by the private economic benefits secured by these individuals. Individual returns to investment in training for disabled people can potentially be very high. In the cases of Bony Ocak (Box 1), the costs of their training were recovered within weeks or even days.

Mike Albu, (2005) Overall, the analysis of success factors showed that improvements in attitudes to disabled people – in families, among employers and in society more widely would make the biggest difference to training outcomes, assuming it leads to greater moral and material support from families and wider social groups to individuals entering training. This data suggests that this could significantly reduce training drop-out rates and also help trainees to find work after training.

It is also worth noting the lack of evidence for the influence of some factors. The data showed no significant positive association with the level of active encouragement and practical support provided by other disabled people, and only modest influence by the visible success of other disabled persons. We should be cautious about drawing conclusions from this, but it may be that lack of inner motivation and inspiration is less of a problem for disabled people than is sometimes assumed.

Hasazi et al. (1989) indicated that vocational education was a stronger predictor of post-school employment for students with disabilities than for non-disabled students. Schalock et al. (1992) reported that hours in vocational programming was a positive predictor of more weeks employed, hours worked per week, wages earned per hour, and annual salary. Harvey (1998) reported that vocational education participants had significantly higher employment earning and hours worked compared to non-

vocational participants and that students with disabilities who took vocational education had overall more positive employment outcomes compared to students with disabilities who did not take vocational education while in high school. Fifty-seven percent of the Hasazi et al. (1985) respondents indicated that vocational education classes were very useful and 40% reported that their vocational instructor was instrumental in helping them find employment. Wagner (1991) concluded that:

National Longitudinal Transition Study findings suggest that secondary vocational education is one educational intervention that appears to hold potential for positive school performance as well as positive school outcomes. Across several of the in-school and post-school outcomes we have examined, students who were enrolled in occupationally oriented vocational education were significantly more likely than non-participants to register positive outcomes, independent of characteristics of the students who enrolled. Students who took occupationally oriented vocational courses had significantly lower absenteeism from school and a significantly lower probability of dropping out of school. (Sajjad, 2004).

Michael W. Harvey, (2001) Vocational education has been reported to make a significant difference in post-school employment for students with disabilities when it was occupationally specific and directed at labor market needs. Although general vocational education was of some value educationally, it appeared to have less impact concerning employment outcomes for students with disabilities. It is important to note that although some positive impacts on post-school employment for persons with disabilities have been observed, the employment status for this population nationally has remained relatively stagnant. This fact is alarming given that the U.S. has experienced some of the best economic and positive unemployment statistics in recent history.

Disabled people are grossly over-represented among poor people. They experience levels of economic and social deprivation rarely encountered by other sections of the population (Barnes and Mercer, 1994).

While disabled people in developed countries live below the "bread line", with an extremely poor quality of life compared to their fellow citizens, in the developing world, there is often no bread at all and disabled people simply do not survive. The

causes of poverty among disabled people include poor education and discrimination in employment.

M.A.Khuras, (2007) identifies the generic skills, work traits and aptitude of people with mild and moderate mental retardation from regular and special schools. Further, it explores the relationships between generic skills and aptitudes, as well as work traits and aptitudes of people with mild and moderate mental retardation from different schools. The results of the investigation conclude that persons with mild and moderate mental retardation from different schools showed similar levels of generic skills, work traits and work aptitude. The results also showed a high relationship between generic skills and aptitude, and between work traits and aptitude. On comparison of the relationship between generic skills and aptitude, and between work traits and aptitude, it shows that persons with mental retardation from regular schools have a higher relationship between their generic skills and aptitude than those persons from special schools.

The study has been designed to investigate the available assessment and therapy facilities for students with disabilities provided by the special schools in Pakistan. These facilities included; psychological, speech, language audio-logical and performance assessment and provision of speech and physiotherapy facilities by government and non-government special schools of Pakistan. The results of the study indicated that most of the special schools do not have the facilities of psychological assessment, speech and language assessment, audiological assessment, speech therapy and physiotherapy to cater the special needs of students. In conclusion, most of the schools were having annual system of performance assessment, but still significant number of schools had no assessment system at all. Gul Fareen is proud of having played an active role in changing so many lives and is now planning to start a tailoring factory in order to provide better employment opportunities to the skilled womenfolk of her village S.Sajjad (2006).

IRM's approach is to help them to move towards social inclusion through a comprehensive training programme which is backed by specialized learning approaches such as functional literacy, technical support, assessment, employment preparation and guidance IRM programmers are spread over three tiers which include income generation training, confidence building and counseling, business management and skills training M.F.Jubish, (2006).

Technical and Educational Center, VTECH.IRM's Vocational Training Programme (VTP) offers incentives for trainees from rural areas which include Full boarding and lodging Transport from hostel to training centers and back Emergency medical care Counseling services Business management training A.Ijaz, (2006)

Vocational training events are conducted in collaboration with certain government and non-government institutes and agencies as the government institutes are rich in resources and have competent and experienced training staff. However, due to certain limitations these institutes fail to reach the required standards. The VTP provides additional inputs and effective linkages to overcome these impediments and facilitates these institutes to perform better.

A.Ijaz,(2006) a concise profile of IRM employees. Past and current performance of the institute is Over the years the A/V studio has visually captured all significant IRM events and activities in its ever-growing collection of audio and video archives. The studio also maintains a huge photographic bank depicting the gradual growth of NRSP, its achievements and the visible changes it has brought about in the lives of many poor rural men and women. The studio's video library contains historic documentaries on themes of social mobilization, participatory development, programme introduction and implementation. Besides providing basic A/V support the studio is equipped for filming, video copying and editing.

## **CHAPTER 3**

### **METHODOLOGY**

Methodology may be a description of process to include a philosophically coherent collection of theories, concepts or ideas as they relate to a particular discipline or field of inquiry. Methodology may refer to nothing more than a simple set of methods or procedures, or it may refer to the rationale and the philosophical assumptions that underlie a particular study relative to the scientific method. Methodology guides the researcher how and what steps need to be followed to collect relevant data. Methodology is complete frame work of the whole research activity.

#### **Research Design**

In order to conduct the present research, quantitative research method was used to get the proposed information from the respondents.

#### **Universe**

The entire group from which a sample is chosen is known as the population or universe. In other words, any set of individuals or objects having some common observable characteristics under study constitutes a population or a universe.

The study was conducted in Islamabad and Rawalpindi. Universe of this study comprised eight vocational training education institutions for disable persons located in twin cities i.e. Islamabad and Rawalpindi. Detail of all vocational training education institutions situated in Rawalpindi and Islamabad and selected institutions can be seen at appendix II and III. Out of these thirteen institutions, eight institutions were selected through simple random sampling technique. (SRS)

#### **Sample**

A sample is a small part of population, which represents the characteristics of the whole population. Time and cost are usually limiting factors in research.

Sample size of this study consisted of 08 vocational training institutions situated in Rawalpindi and Islamabad. These institutions were selected through simple random sampling techniques. Detail of selected institutions can be seen at appendix III.

After selection of eight institutions, a sample size of 253 respondents was drawn through simple random sampling techniques. Twenty eight respondents were selected from each of the eight institutions.

## **Tools of Data Collection**

The success of the research depends upon how carefully data was collected. The validity of the research mostly depends upon the tool of the data collection. In the present study, the data was collected with the help of interview schedule. An interview schedule is a set of questions, which are asked from the respondents in face-to-face interaction.

## **Pre-Testing**

It is always useful to make a test of the tool, formulated before giving it final shape, so that a researcher may come to know the acceptability of the questions. Pre-testing not only provides ways to modify the interviewing schedule but it also discovers new aspects of the problem under study.

Ten respondents were selected by researcher for pre-testing. Many important issues were highlighted during field-testing of the instruments. These main issues were related to the sequences and phrasing of questions and interviewing techniques. After field test, some modifications were made, based on the information received.

## **Editing**

Editing is the process of checking and adjusting the data for omissions, legibility, and consistency. Editing may be differentiated from coding, which is the assignment of numerical scales or classifying symbols to previously edited data. The purpose of editing is to ensure the completeness, consistency, and readability of the data to be transferred to data storage. The editor's task is to check errors and omissions in the questionnaires or other data collection forms.

## **Coding**

Coding involves assigning numbers or other symbols to answers so the responses can be grouped into limited number of classes or categories. The classifying of data into limited categories sacrifices some data detail but is necessary for efficient analysis. Codes are generally considered to be numerical symbols; they are more broadly defined as the rules for interpreting, classifying, and recording data. Codes allow data to be processed in a computer. Researchers organize data into fields, records, and files. A field is a collection of characters (a character is a single number, letter of the alphabet, or special symbol such as the question mark) that represent a single type of data. A record is collection of related fields. A file is a collection of related records. File, records, and fields are stored on magnetic tapes, floppy disks, or hard drives.

## **Conceptualization**

The process through which we specify what we mean when we use particular terms in research is called conceptualization. Conceptualization gives definite meaning to a concept by specifying one or more indicators of what we have in mind. An indicator is a sign of the presence of the concept we are studying. The clarification of concepts is a continuing process in social research. Conceptualization is the refinement and specification of abstract concepts, and operationalization is the development of specific research procedures (operations) that will result in empirical observations representing those concepts in the real world.

## **Perception**

Perception is defined as the process of attaining understanding or acquiring basic information or knowledge about any aspect or phenomenon. It is referred to an understanding of trainees regarding relationship between vocational training and technical education and employment opportunities and alleviation of poverty and unemployment.

## **Vocational Training**



Vocational training focus on the development of basic skills, good work habits, personally meaningful work-values, self-understanding, skills aptitude, occupational opportunities and the locating or securing of employment.

### **Satisfaction Level of Students**

Satisfaction level of trainees is associated with level of training facilities available in training centers and quality of training being imparted.

### **Skill Development of Disable Students**

Skills development is define as a process of developing skills to increase productivity of disable students hence benefiting both individual and employers.

## **Job Opportunities**

Job opportunities are defined as a process of providing jobs which enable individuals to become economically independent.

## **Socioeconomic Characteristics**

According to Chapin (1978) the prevalent average standard of cultural processions, effective income, material procession and the participation in the group activities of community determine the person's socio-economic status. For the present study the indicators identifying socio-economic characteristics were respondents' age, education, family, occupation, income, type and size of family etc.

### **1. Age**

Age is one of the important variables in any social research which affects the attitude and behavior of a person at different stages of life. Age is defined as the total number of years completed by the respondents since their birth to the time of interviews.

### **2. Education**

According to Francis (1970), Education is a consciously controlled process whereby changes in behavior are produced and through the person within the group. Education is considered one of the most important factors for variation in knowledge. Being an educated person means you have access to optimal state of mind regardless of the situation you are in. Education plays an influential role and is considered to be very important sociological indicator in understanding and defining respondent's behavior. Mostly, various researches described and measured education under the categories of Illiterate, Primary, Middle, Secondary, Intermediate, Graduation, and Post Graduation but here in this study respondent's educational attainments were asked in completed years of schooling. It indicates that how many years cover respondent's educational achievement. This question was asked in the format:

What is your qualification (in completed years)?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+
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### 3. Monthly Family Income

The household income of an individual means total money value of the services received by him from all sources including his/her own activities (Edwins and Selgman, 1954).

Income is popularly considered a factor responsible for creating and maintaining behavior pattern, style of life and formation of attitude. The monthly family income was categorized as:

- |                      |                      |
|----------------------|----------------------|
| A). Up to 5,000      | B). 5001 to 10,000   |
| C). 10,001 to 15,000 | D). 15,001 to 20,000 |
| E). 20,001 to 25,000 | F). 25,001 to 30,000 |
| G). 30,001 to 35,000 | H). More than 35,000 |

### 4. Father and Mother Education of Respondents

Parents' education plays an influential role and is considered to be very important sociological indicator in understanding and defining respondents' behavior. In this study respondents' fathers and mothers educational attainments were asked in completed years of schooling.

What is your father's qualification (in completed years)?

What is your mother's qualification (in completed years)?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	16+
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	-----

## **5. Family Structure**

Family is defined as “a relatively permanent group of people related by ancestry, marriage, or adoption, who live together, form an economic unit, and undertake of their young” (Roberston, 1987).

It is one of the basic institutions of human society. The family structure has important demographic, economic, and social consequences. According to the structure there are three types of family.

### **◆ Nuclear family**

Nuclear family consists of a father, mother, and their children. This kind of family is common where families are relatively mobile, as in modern industrialized societies.

### **◆ Joint family**

In a joint family, parents and their children's families often live under a single roof. This type of family often includes multiple generations in the family.

### **◆ Extended family**

A family consisting of parents and children, along with either grandparents, grandchildren, aunts or uncles etc.

A family group consisting of the biologic or adoptive parents, their children, the grandparents, and other family members. who live in close geographic proximity rather than under the same roof. The extended family is the basic family group in many societies.

## **Data Analysis**

The data was analyzed to draw the conclusions and suitable statistical techniques were used. Data analysis is the process of probing unrefined data with the objective of making key points or drawing conclusions about the information. Data analysis focuses on conclusion; it is the process to draw a conclusion based exclusively on what is already known by the researcher.

## **Statistical Techniques**

The data was systematically tabulated and statistically analyzed to bring into equivalent form. Different statistical tools and techniques were used for the analysis and interpretation of results.

## **Percentage**

For the attainment of frequency distribution of the personal traits of the respondent, simple percentages were calculated.

The percentages were calculated by using following formula:

$$P = \frac{F}{N} \times 100$$

Where

P = Percentage

F = Frequency

N = Total number of frequencies

## Chi- Square

Chi-square test was applied to examine association between dependent and independent variables. The chi-square was computed by following formula:

$$X^2 = \frac{\sum (O - E)^2}{E}$$

Where

O = Observed frequency

E = Expected frequency

$\sum$  = Sum of observations

To know the significance of association between the attributes, the calculated value of chi-square was compared with the succeeding corresponding table at 0.05 level of significance at a given degree of freedom.

## Chapter No. 4

### Results and Discussions

This chapter deals with result and discussion of the study on “Roll of Vocational education in Empowerment of Special Students Twin Cities Rawalpindi and Islamabad”. The study was conducted to find out the vocational training facilities and its roll in empowerment of disable students in Pakistan. The objectives of the study included finding outs the available pre-vocational and vocational courses and facilities in twin cities Rawalpindi and Islamabad, and the socioeconomic status of the students.

**Table: 4.1 Frequency and Percentage Distribution of Respondents according to Institutional Training Courses**

Sr. No	Name of Training Courses	Frequency	Percentage
1	Computer Course	108	43
2	Stitching and Cutting	27	11
3	Drawing and Music	4	1
4	Cooking and Embroidery	17	7
5	Frame making	35	14
6	Candle Making	10	4
7	Brail	34	13
8	Flower Making	18	7
Total		253	100.0

Table 4.1 reflects the distribution list of institutional courses which were received by the institutions. It indicates that 43 percent of students fall in ‘Computer Courses’ and 11 percent in ‘Stitching and Cutting Courses, 13 percent were related with ‘Brail’ 14 percent were related with ‘Frame making’, While remaining 7 percent, 1 percent, 7 percent and 4

percent were fall in the categories of ' Drawing and music, Coking , and Flower Making Course'.

This table states that majority of students extend their interest towards the learning of computer technology and tailoring. Since both courses are supposed to have much importance to generate income. Computer literacy is essential for disabled to keep up with pace of advancement and to compete with the normal human beings. While tailoring and stitching is one of the major homemade commodities which is demand to have easy and cheaper source of earning bread for disabled.



## Socioeconomic Characteristics of Respondents

Socioeconomic characteristics of respondents play a significant role in discussion and analyzing results from data. Table 2 describes the socio-economic characteristics of respondents. These characteristics are divided into two parts, the first part Table 2 (A) shows respondent's background.

**Table: 4.2(A) Frequency and Per-cartage Distribution of Respondents  
according to Background**

Table: 2 (A) (i) Age of the respondents (in completed years)			
Sr. No	Categories	Frequency	Percentage
1.	15 - 20	132	52
2.	21- 25	91	36
3.	26- 30	30	12
Total		253	100
Table: 4.2 (A) (ii) Education of Respondents			
1.	Illiterate	12	5
2.	1-5	23	9
3.	6-8	55	22
4.	9-10	77	30
5.	11-12	69	27
6.	13-14	16	7
Total		253	100
Table: 4.2 (A) (iii) Sex of Respondents			
1	Male	134	53
2	Female	119	47
Total		253	100

Table 4.2 (A) (i) shows the age of the respondents. It shows that 52 per-cent respondents were from the age group of 15-20 years, 36 per-cent respondents were from the age group of 21-25 years, 12 per-cent respondents were from the age group of 26-30 years. Majority of the respondents' belonged to the age group of 15-20 years 52 per-cent whereas the second majority of the respondents were 21-25 years 36 per-cent. The remaining 12 per-cent of the respondents were 26-30 years. This shows that majority of youngsters were disabled. This also shows that less than half of the respondents were teenagers because this age group is considered the learning stage and many youngsters want to get employment after completion of training.

Table 4.2 (A) (ii) describes the educational status of respondents at the time of interview. 5 percent of the respondents were Illiterate, 9 per-cent of the respondents belonged to in 1-5 years of schooling, 22 percent of the respondents in 6-8, 30 percent of the respondents had 9-10 years of schooling, 27 percent of the respondents 11-12 years of schooling and 7 percent had 13-14 years of schooling respectively. This table can depict the position of literacy in Pakistan with special references to persons with disabilities. It can also be generalized that the situation is still alarming in Pakistan to target the special persons.

Table: 4.2 (A) (iii) describe the sex of respondents according to this males are more than females who get the vocational training in vocational centers.

**Table: 4.3 Frequency and Percentage Distribution of Respondents according to Family Background**

Table: 4.3 (A) (i) Father's & Mothers' Education of the Respondents (Years of education)						
Sr. No	Father Education	Frequency	Percentage	Mother Education	Frequency	Percentage
1	Illiterate	8	3	Illiterate	34	13
2	1-5	3	1	1-5	19	8
3	6-8	6	2	6-8	45	18
4	9-10	55	22	9-10	69	27
5	11-12	88	35	11-12	75	30
6	13-14	77	31	13-14	11	4
7	15-16	16	6			
Total		253	100	Total	253	100
Table: 4.3 (A) (ii) Father & Mother's Occupation of the Respondents						
Sr. No	Father Occupation	Frequency	Percentage	Mother Occupation	Frequency	Percentage
1	Govt Employee	151	60	House wife	137	54
2	Private job	27	11	Private employee	6	2
3	Businessman	12	5	Govt Employee	89	35
4	Labor	6	2	Labor	1	1
5	Farmer	20	8	Self employed	18	7
6	Self employed	20	8	Tailor	2	9
7	Driver	17	6			
Total		253	100	Total	253	100
Table: 4.3 (B) (I) Household Family Incomes of the Respondents (In Rs.)						
Sr. No	Income (In Rs.)	Frequency		Percentage		
1.	Up to 5,000	1		.4		
2.	5,001 to 10,000	5		2		

3.	10,001 to 15,000	27	11
4.	15,001 to 20,000	90	36
5.	20,001 to 25,000	62	24.5
6	25,001 to 30,000	32	13
7	30,001 to 35,000	16	6
8	Above 35,001	20	8
Total		253	100

Table:4.3 (B) (ii) Family Structure of the Respondents

Sr. No	Family Structure	Frequency	Percentage
1.	Nuclear Family System	204	81
2.	Joint Family System	49	19
Total		253	100

Table: 4.3 (B) (iii) Residential Status of the Respondents

Sr. No	House Status	Frequency	Percentage
1	Owned House	57	22
2	Rented House	60	24
3	Governmental Residence	136	54
Total		253	100

Table: 4.3 (B) (iv) Family Size of the Respondents

Sr. No	Family Size	Frequency	Percentage
1	2-6	68	27
2	7-11	123	48
3	12-16	38	15
4	17-21	22	8
5	More than 21	2	1
Total		253	100

Table: 4.3 (B) (v) Type of Disability of the Respondents

Sr. No	Type of Disability	Frequency	Percentage
1	Hearing	56	22
2	Visual	75	30

3	Physical	122	48
Total		253	100
Table: 4.3 (B) (vi) Family Disability of the Respondents			
Sr. No	Family Disability	Frequency	Percentage
1	Yes	119	47
2	No	134	53
Total		253	100

Table 4.3 (A) (i) shows the respondents' father and mother educational execution. 3 per-cent of the respondents' fathers were illiterate while mothers were 13 per-cent illiterate, 1 per-cent of the respondents' father while 8 per-cent of the mothers were fall in 1-5 years of schooling, 2 percent and 18 per-cent of the respondents' fathers and mothers were 6-8 years of schooling, 22 percent while 27 percent of the respondent's father and mother were 9-10 years of schooling, 35 percent and 30 percent of the respondents were 11-12 years of schooling respectively, 31 percent whereas only 4 percent of the respondents' father and mother were 13-14 and 6 percent and 0 percent father mother were attained in 15-16 years. This table highlighted that illiteracy level of father was less than the illiteracy level of mothers while majority of the respondents' mother were metric and the mothers Intermediates level were lesser than fathers' years of schooling.

Table 4.3 (A) (ii) tells the profession of the respondents' father and mother. 60 percent of the respondents' father were govt. employees, 11 percent were jobs in private offices and organizations, 5 percent were belonged to self business like Doctor, Private School, General Store, Tailoring Shop etc., 2 per-cent were labors, 8 percent were involve in self employed activities, 8percent related to agricultural activities, 6 percent were Driver. Whereas respondents' mother professions majority 54 percent were house wives/maidens. 35 percent were govt. job, while remaining 7 percent involves in private

job and self-employed activities. This table shows that by profession majority of respondents' fathers were govt. employees while the mothers were house maidens.

Table 4.3 (B) (i) reflects the household monthly family income (in Rs) of respondents. It shows that 1 per-cent of the respondents' family having income ranging from Up to 5,000, 2 per-cent of the respondents fell in income brackets of 5,001-10,000, 10 per-cent of the respondents were headed by income category ranging 10,001-15,000, 36 per-cent of the respondents household income ranging from 15,001-20,000, 24 per-cent of the respondents fell in category ranging from 20,001-25,000, 12 per-cent and 6 per-cent of the respondents household income were 25,001-30,000, 30,001-35,000 and 8 percent fell in above 35,000 respectively. It was evident that majority of disable students belonged to middle class income groups.

Table 4.3 (B) (ii) states the family structure of the respondents. It shows that majority 81 per-cent of the respondents' had nuclear (Separate) family system and 19 percent belonged to joint family system. It shows that the trend of the joint family system had changed into nuclear family system because majority of the people due to urbanization left their native town and involved in urban trend regarding living style, education, Job progress, etc.

Table 4.3 (B) (iii) reflects the residential status of the respondents. It shows that 22 percent of the respondents' had their owned house, 24 percent of the respondents' had rented house and majority of 54 percents were living in governmental residence.

Table: 4.3 (B) (iv) shows that 27 percent of the respondents' family size consisted of 2-6 (members), 48 percents of the respondents' had falls 7-11 family (members), 15 percents

of the respondents' falls in 12-16 category while remaining 8 and 1 percent of the respondents' family size was 17-21 and more than 21 family (members) respectively.

Table: 4.3 (B) (v) reveals that majority of 48 percent students were related to physically impairment, 30 percent of visually impaired while remaining 22 percent hearing impaired.

Table: 4.3 (B) (vi) reveals that majority of 53 percent students didn't had disability in other family members while remaining 47 percent students had disability in their other family siblings members.

**Table 4.4: Frequency and Percentage Distribution of Respondents according to the behavior of parents towards disability**

Sr. No	Behavior of parents towards disability	Frequency	Percentage
1	Protected	97	38
2	Normal	75	30
3	Over protected	81	32
Total		253	100.0

Table 4.4 reveals about the behavior of parents towards disability. Majority of 38 percent were thinking protected behavior from their parents and 30 percent having normal behavior and 32 percent related to over protect.



**Table 4.5: Frequency and Percentage Distribution of Respondents according to Source of Motivation to get Admission in Special Institutions**

Sr. No	Motivational Factors	Frequency	Percentage
1	Father	85	34
2	Mother	116	46
3	Brothers and sisters	33	13
4	Teachers	7	3
5	Relatives	12	4
Total		253	100.0

Table 4.5 shows the source of motivation to get admission in Vocational Training centers.

It shows that 80 percent of the respondents were motivated by their parents. Since their parents wanted to give prepare attention to their children to enjoy the status of life as their normal children do.

Similarly 20 percent of the respondent were motivated by their sisters and brothers, whereas relations. Therefore, it means that family has the main role in promoting special students to get vocational training.

**Table 4.6: Frequency and Percentage Distribution of Respondents according to Reasons to Get Admission in Special Institutions**

Sr. No	Reasons	Frequency	Percentage
1	To Get Employment	157	62
2	To get skills	50	20
3	Self interest	44	17
4	To get yourself busy	2	1
Total		253	100

Table 4.6 demonstrates the reasons to get admission in Vocational Training centers. This table indicates that majority 62 percent of the respondents wanted to get suitable Job to earn income and to support their families. 20 percent of the respondents were interested to equip themselves with recent trends in the field of training for special persons. 17 percent were self interested and only 1 percent wished to engage themselves through receiving training.

**Table 4.7: Frequency and Percentage Distribution of Respondents according to Reasons of Get Admission in Particular Institution**

Sr. No	Reasons	Frequency	Percentage
1	Diversity of course	79	31
2	popularity	69	27
3	Accessibility	40	16
4	Qualified Staff	17	7
5	Suggested by parents	48	19
Total		253	100

Table 4.7 reveals the reasons to get admission in particular institution. This table signifies that majority 31 percent of the respondents got admission due to diversity of courses. 27 percent of the respondents got admission due to institutional popularity, 16 percent got due to accessibility and easy approach, 7 percent of the respondents took admission due to qualified teachers, 19 percent of the respondents approached due to parents will.

**Table 4.8: Frequency and Percentage Distribution of Respondents according to Preparation Lecture of Instructor**

Sr. No	Satisfaction Level of Training	Frequency	Percentage
1	Yes	174	69
2	No	79	31
Total		253	100.0

Table 4.8 demonstrates that the perception of respondents about the preparation lecture of instructor in Special training Institutions. Majority 69 percent of the respondents satisfied with the lecture of instructor and said “yes” because of that majority of the respondent’s qualification were matriculation and inter level so that they could easily understand the lecture of instructor only 31 percent of the respondents’ were not satisfied. Don’t include there lines it is against your research.

**Table 4.9: Frequency and Percentage Distribution of Respondents according to Satisfaction Level of Employment after Completion Training**

Sr. No	Satisfaction Level of Employment	Frequency	Percentage
1	Yes	230	91
2	No	23	9
Total		253	100

Table 4.9 shows the satisfaction level of employment opportunities through Vocational Training and Technical Education in Special Institutions. This table shows that majority 91 percent of the respondents stated that “yes” they got employment after receiving certificate but only 9 percent of the respondents said “no” they did not get employment after finishing courses.

Therefore, this table is also stating the significance of vocational training for the special students to shape themselves as useful members of the society.

**Table: 4.10: Frequency and Percentage Distribution of Respondents  
according to Participation in Extra Curricular activities**

Sr. No	Participation in Extra Curricular activities	Frequency	Percentage
1	Yes	160	63
2	No	93	37
Total		253	100

Above given table 4.10 reveal the respondents' views about Participation in Extra Curricular activities. The data shows that majority 37 of the respondents didn't participate in Extra Curricular activities, and 63 of respondent participate in Extra Curricular activities. They think that these activities are important for special students. These make them healthy and active person in the society.

**Table: 4.11: Frequency and Percentage Distribution of Respondents  
according to Participation in Extra Curricular activities**

Sr. No		Frequency	Percentage
1	Race	95	38
2	Jumping	67	26
3	Football	25	10
4	Qirat	21	8
5	Badminton	30	11
6	Cricket	15	6
Total		253	100.0

Above given table 4.11 reveals the respondents' views about Participation in Extra Curricular activities. The data shows that majority 38 percent of the respondents participate in races, 26 percent of the respondents participate in jumping, 10 percent of the respondents participate in football, 8 percent of the respondents participate in Qirat, 11 percent of the respondents participate in Badminton, and 6 percent of respondents participate in cricket.

Therefore, these institutions are helping the special students to enjoy the full swing of their lives and providing maximum opportunities to minimize their abnormality.

**Table: 4.12: Frequency and Percentage Distribution of Respondents  
according to Preference of Institution for job after Training**

Sr. No	Preference of Institution for job after Training	Frequency	Percentage
1	Govt. Office	157	62
2	Private office	27	11
3	Owned Business	16	6
4	Not interested in job	51	20
5	Artist	2	1
Total		253	100.0

Above given table 4.12 reveals the respondents' views about preference of institution for job after completion their training. The data shows that majority of the respondents 62 percent preferred governmental sectors for jobs because in govt gave more chances to get settle in the organization. 11 percent of the respondents were interested in job towards private sector due to better financial setup 6 percent preferred to initiate their own business because it would be more helpful. 20 percent of respondent were not interested in jobs and 1 percent of become artist.



**Table 4.13: Frequency and Percentage Distribution of Respondents according to Reasons of Low Interest in Job**

Sr. No	Reasons of Low Interest in Job	Frequency	Percentage
1	Nothing	194	77
2	Jobs are not available	51	20
3	Family restriction	8	3
Total		253	100.0

Table 4.13 indicates the reasons of low interest job of the respondents. The data shows that majority 77 of the respondents have no opinion regarding job are attainment 20 percent said that jobs are inadequate while 3 percent of the respondents were not allowed by their families to try for job.

**Table 4.14: Frequency and Percentage Distribution of Respondents according to Further Needs of Training after Completion Course**

Sr. No	Further Needs of Training	Frequency	Percentage
1	Yes	129	51
2	No	124	49
Total		253	100.0

Table 4.14 illustrates the opinion of respondents about further needs of training after completion the current course. It shows that majority 51 percent of the respondents wanted to get further training after completion of current course because training are required to get better jobs and minize their abnormalities. Similarly, to compete with recent trends of the present era, training has no alternatives. 49 percent said that the present said that the present courses satisfy the needs of current trends.

**Table: 4.15: Frequency and Percentage Distribution of Respondents  
according to Type of Preference of Further Skills**

Sr. No	Preference of Institution for job after Training	Frequency	Percentage
1	Nothing	125	49
2	Diploma Courses	56	22
3	Advance technology	41	16
4	English language	22	9
5	Mechanical course	9	4
Total		253	100

Above given table 4.15 reveals the respondents' views about preference of further new skills but majority of 49 respondents are not interested in getting further new skills. 22 percent of respondents wanted to get admission in Diploma courses, 16 percent want to learn Advance technology, 9 percent want to learn Language Course, and 4 percent wanted to learn Mechanical Courses.

**Table: 4.16: Frequency and Percentage Distribution of Respondents  
according to Problems during training**

Sr. No	Problems during Training	Frequency	Percentage
1	Yes	108	43
2	No	145	57
Total		253	100

Above given table 4.16 reveals the respondents' views about problems faced by the students during training it shows that majority of 49 respondents was face problems and 22 percent had no problems.

**Table: 4.17: Frequency and Percentage Distribution of Respondents  
according to Type of Problems during training**

Sr. No	Type of Problems during training	Frequency	Percentage
1	Nothing	145	57
2	mobility	77	30
3	teacher behavior	29	12
4	transport problem	2	1
Total		253	100

Above given table 4.17 shows that majority of students 57 percent had no problem during training while percent of student had the problem of mobility, 12 percent of students having teachers behavior and 1 percent related to transport problems.

**Table 4.18: Frequency and Percentage Distribution of Respondents according to Vocational education can reduce poverty**

Sr. No.	Vocational education can reduce poverty	Frequency	Percentage
1	Yes	219	86.6
2	No	34	13.4
Total		253	100

Table 4.18 shows that almost all students think those vocational trainings help students to play an effective role in society. Those who received training from these institutions could get employment and generate income too. Therefore, poverty could be addressed through training.

**Table 4.19: Frequency and Percentage Distribution of Respondents according to Comparisons between Vocational and Formal Education**

Sr. No	Comparison	Frequency	Percentage
1	Yes	210	83
2	No	43	17
Total		253	100

Table 4.19 reveals that 83 percent of the respondents stated that vocational training is more important than the formal education. Because formal education did not hardy to get job in comparison with vocational training. Only 17 percent said that formal education is more important.

**Table: 4.20: Frequency and Percentage Distribution of Respondents according to reasons for the same significance of vocational and formal education**

Sr. No	Significance level	Frequency	Percentage
1	Nothing	234	93
2	Necessary for job	2	1
3	Must have the ability to read and write	2	1
4	For communication with Others	4	2
5	Society Demands	11	4
Total		253	100

Above given table 4.20 reveals the respondents' views reasons for the same significance of vocational and formal education but majority of 93 respondents have no opinion, 1 percent said that it is necessary for job, 2 percent of viewed about the communication with others and rest of the 4 and 1 percent society demands and must have the ability to read and write.



**Table: 4.21: Frequency and Percentage Distribution of Respondents according to employment f a respondent**

Sr. No	employment f a respondent	Frequency	Percentage
1	Nothing	229	90
2	Government job	15	6
3	Labor	5	2
4	self employed	4	2
Total		253	100

Table 4.21 reveals that respondents who personally have job and their views about training. Bt majority of a 90 percent students are not employed, 6 percent of a students have government level jobs while remaining 2 and 2 percent students related to self activities.

**Table: 4.22: Frequency and Percentage Distribution of Respondents according to his income.**

Incomes of the Respondents (In Rs.)			
Sr. No	Income (In Rs.)	Frequency	Percentage
1.	nothing	233	92
2.	5001 to 10,000	7	3
3.	10,001 to 15,000	11	4
4.	more than 15,000	2	1
Total		253	100

Table 4.21 reveals the data about the income of persons who are employee in somewhere but majority of a students have no job. 3 percent in the category of 5000-10,000 and 4 percent related to 10,000 to 15000 and 1 percent having more than 15,000.

This shows the lack of jobs for special students in our society, also lake of awareness of our people about disability.

**Table: 4.23: Frequency and Percentage Distribution of Respondents according to face any difficulty during getting job.**

Sr. No	Type of a difficulty	Frequency	Percentage
1.	Nothing	233	92
2.	Jobs are not available	11	4
3.	Mobility problems	4	2
4.	Communication problems	5	2
Total		253	100

Table 4.23 shows the difficulties of students during getting jobs. In that table nothing shows the students who are not employed. And those who are employed they had face difficulties 4 percent of students said that there are lack of jobs for the disable students and persons in Pakistan. While remaining 2 and 2 persons were having mobility and communication problems.

**Table: 4.24: Frequency and Percentage Distribution of Respondents according to the friendly environment in the organization**

Sr. No	Type of a environment	Frequency	Percentage
1.	Nothing	236	93
2.	People can't accepted	10	4
3.	Thinking lack of ability	7	3
Total		253	100

Table 4.24 shows the data about the friendly environment in the working place but mostly people says that society cannot accept them in a working market. And some thinks that people think that disable persons do not have the ability to work hard and do properly.

**Table: 4.25: Frequency and Percentage Distribution of Respondents  
according to Respondent's Suggestions to improve the Quality of  
Institution for disable**

Sr. No	Suggestions	Frequency	Percentage
1	Increase number of school	139	55
4	Qualified Staff	74	29
2	Standard Curriculum	23	9
6	Provide Jobs	17	7
Total		253	100

Table 4.25 shows the respondents' suggestions to improve the quality of Vocational Training and Technical Education for disabled students. It shows that the majority 55 percent of the respondents suggested that increase in number of Institutions, 29 percent of the respondents gave vote in favor of qualified teachers, 9 percent of the respondent thought quality of curriculum. 7 percent of respondents think that the government should increase job opportunities.

## **CHAPTER 5**

### **MAJOR FINDINGS AND CONCLUSION**

This chapter deals with major findings of the study on “Roll of Vocational Education in Empowerment of Disable Students in Rawalpindi and Islamabad”.

#### **5.1: Major Findings**

- Forty three percent of the respondents were interested in ‘Computer Courses’ and 11 percent in ‘Stitching and Cutting Courses, 14 percent were related with ‘Frame making’ 13 percent were related with ‘Brail’, It indicates that most of the respondents had taken admission in Computer and Domestic Tailoring Course. All courses had equal length of one year.
- Fifty two percent of the respondents encompassed the age category ranging from 15 to 20 years while the second majority of the respondents covered the age category ranging from 21 to 25 years. It indicates that most of the respondents were of teen agers.
- Thirty percent of the respondents had 9 to 10 years of schooling, 27 percent of the respondents had 11 to 12 years of schooling. It indicates the majority of the students were having covered the matriculation level of education.
- Fifty three percent of respondent are males and the forty seven percent are females. It indicates that majority of males are interested in vocational courses.
- Thirty five percent of the respondent’s father were fall in the category of inter 31 percent of respondent father education was Graduate, 6 percent were master and

22 percent were matriculation, 1 percent of the respondent's father education was primary and middle while only 3 percent were illiterate. It indicates that majority of respondents father was literate up to intermediate.

- Thirty percent of the respondent's mother was fell in the category of inter, 27 percent of the respondent's mother was fell in the category of matriculation, and 18 percent was fall in the category ranging from 6 to 8 years of schooling. 8 percent was fall in the category ranging of 1 to 5 years of schooling. While remaining 13 percent were illiterate. The present research shows that majority of the respondent's mothers were literate.
- Sixty percent of the respondent's fathers were affiliated with government jobs. 11 percent were doing Jobs in Private sector and 5 percent were doing their own business. The present research shows that the majority of the respondents were belonged to middle class families.
- Majority 54 percent of the respondent's mothers were house made. And 35 percent were affiliated with government jobs.
- Majority 36% of the respondent's fell in income brackets of 15,000 to 20,000 while 24 percent in category ranging from gory ranging from 20,000 to 25,000. 13 percent of the respondent's fells in category ranging from 25,000 to 30,000. 11 percent of the respondent's fells in category ranging from 10,000 to 15,000. 6 percent of the respondent's fells in category ranging from 30,000 to 35,000. And 8 percent were more than 35,000.
- Eighty one percent of the respondents were belonged to nuclear family system while 19 percent were belonged to joint family system.

- Fifty four percent of the respondents had the governmental residence. 22 percent had owned house, 24 percent of the respondents had rented house.
- Forty eight percent of the respondent's family size consisted of 7-11 (members). And 27 percent included 2-6 (members).
- Fifty three percent of respondents had not any other disabled member in their families.
- Majority of 48 percent respondent had physically disability, 30 percent had visual disability and 22 percent had Hearing impaired.
- Majority of 38 percent respondent feeling protected behavior from their parents. 32 percent feels over protected and 30 percent feels Normal.
- Almost eighty percent of the respondent's sources of motivation to getting admission were their parents. It indicates the parents played a fundamental role to encourage their children.
- Sixty two percent of the respondents wanted to get admission in vocational training centers to get jobs after the training. This table reveals that the majority of the respondents were to get admission to get jobs.
- Thirty one percent of the respondents' selected particular institution on the basis of diversity in courses and 27 percent contacted due to the popularity of the governmental institutions.
- Almost all respondents were satisfied with the training of institution.
- Almost all respondents were satisfied with the lecture of instructors.



- Fifty six percent respondents' said that in their institution to pay equal time on practical and theoretical work. It indicates that the majority of institutions spend equal time in both course and practical work.
- Almost all respondents said that they could be able to get employment after successful training. Only 9 percent of respondent said no.
- Almost all respondents said that there were extra-curricular activities in their institution, like Qirat, cricket, badminton, jumping, football, and race.
- Sixty two percent of the respondents were preferred governmental sectors for jobs, 11 percent of the respondents want to do private jobs, 6 percent of the respondents wanted to do owned business, 20 percent of the respondents were not interested in jobs.
- Almost all respondents were satisfied with the provision of training facilities,
- Fifty one percent of the respondents were wanted to get further training after completion their training because these courses provide only basic knowledge only certificate courses while 49 percent of the respondents said that there were no needs of training.
- Majority of 38 percent of respondent want to learn diploma courses in advance computer technology and 9 percent want to learn language courses.
- Majority of persons having no interest in jobs due to the lack of opportunities and family restrictions on jobs.
- Majority of 57 percent respondents said that they had no problem during training in the institution. While 43 percent of respondent had problem during training. Like mobility, teachers behavior and a transport problems.

- Majority eighty three percent of the respondents said that Formal Education and Vocational Training and Technical Education are same and equal valuable, 17 percent of the respondent's perception about were that the Formal Education is more important then Vocational Training and Technical Education. The present research shows that the people's perception has been changed after passing time and vocational training get an important value in all over the world. They think that it is necessary for jobs and must to communicate with other members of the society.
- Almost all respondents were satisfied with the timing of institution,
- Almost all respondents were satisfied with the duration of course.
- Eighty seven percent of the respondents stated that reduction in poverty could be addressed through vocational training. It indicates that Vocational institution can play significant role to bring change.
- Majority of a respondent not having jobs in disability quota. Only 6 percent of respondent had governmental jobs and 4 percent doing their own works. Their monthly income revels around the 5000 to 15000 per month only.
- The study shows that having disability people face difficulties to getting jobs because in working place they cannot acceptable from others. People think they cannot work properly and they have no ability to hard working.

## ***5.2: Conclusions***

Result of present research shows that the disable students were satisfied with the Vocational training they were receiving at their school and hope to gets benefits through the vocational training . Special students also realized the need of job or work as to earn money. It was observed that most of schools/institute is offering only pre-vocational training programs and few are providing vocational courses with the blend of academic subjects. Majority of the students had high hopes from the vocational training to help in achieving their goals. Since majority of students were belonged to the middle class families.

The present study reveals that in Pakistan, courses with identical names are provided in several schools, there are however no standard curriculum. So there is need to introduce non-traditional trades and Training and Technical Education programs for disabled students and also need to make slandered curriculum. It became significant form the results that vocational Training and Technical Education institutions provide employment opportunities for disabled persons and it is useful tool for skill development and source of poverty reduction if they were used in proper way. There is also need of career guidance and placement services for special to enhance their employability. Quality of centers and institute should be improved through qualified teachers, training manuals, extra-curricular activities, teacher training programs and also make a department in every training center who gide the students according to their interest and set their goal in the relevant field of life and so forth.

In Pakistan these kinds of people face many problems in getting jobs in the working market. There should be a separate department for these people in quota system having opportunity for a jobs in every field of life or each office in national level at least.

In the new education policy of Pakistan, it is mentioned that the technical and vocational educational curriculum will be completely revised in consultation with the industrial sector. It is also mentioned that 305 new secondary vocational institute will be launched.

The present study results also shows that the vocational education has play a very significant roll in the empowerment of disable students because if there is no jobs for these peoples on national level the sake of their lives at least the can do themselves .

### ***5.3: Suggestions***

- ◆ Accessibility and approach should be taken into an account while establishing institutions.
- ◆ Qualified teachers should be hired in every institution which trained the students as per need of the market trends.
- ◆ Not only traditional courses should be offered in vocational training institutes, but also new courses with advance techniques, should be included.
- ◆ Latest Equipments should be installed in vocational training and technical education institutions.
- ◆ Training manuals and hand outs should be provided to enhance interest towards training.
- ◆ Career Counseling and Placement Services should be provided to enhance employments opportunities for special persons.
- ◆ Proper record should be maintained about staff activities that they could be facilitated the students and fulfilled their own job responsibilities with honestly.
- ◆ Special incentives for females should be provided to encourage them to enroll in nontraditional courses as well.
- ◆ Equal opportunities should be encouraged for both males and females.

## ***5.4: Limitations***

The present study was conducted in Rawalpindi and Islamabad. The vocational institutions for special students. The respondents were special students so that only most relevant questions were asked during interview. The topic did not touch at most in Pakistan because the special persons are not easy to interview and to convince for comment on topic.

Review of Literature in Pakistani context was not easily available because very few researches are conducted on this topic.

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# Appendices

# **Appendix: 1**

## **(Questionnaire)**

# **Roll of Vocational Training in Empowerment of Disable Persons**

## **Questionnaire**

### **Introduction and consent**

Assalamo Alaikum. My name is Riffat Aziz and I am student of IIUI. As part of my degree requirement, I am doing thesis on "Roll of Vocational Training in Empowerment of disable Persons". I would very much appreciate your participation in this research process. All of the answers you give will be confidential. However, I hope you will participate in the survey since your views are important.

Q 1. Name of School: \_\_\_\_\_.

Q 2. Name of Course: \_\_\_\_\_.

Q 3. Course Duration: \_\_\_\_\_.

Q 4. Sex of Person 1). Male 2). Female

Q 5. What is your qualification (in years of schooling)?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 16+

Q 6. What is your current age (in years) \_\_\_\_\_.

Q 7. What is your family size? \_\_\_\_\_.

Q 8. What is your family structure?

1). Joint

2). Nuclear

3). Extended

Q 9. What is your Father's education (in years of schooling)?

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

16+

Q 10. What is (or was) the main occupation of your father?

- A). Government Employee                      B). Private Job  
C). Businessman                                  D). Labor  
E). Farmer                                          F). Self Employed  
G). Other (Specify) : \_\_\_\_\_

Q 11. What is your mother's education (in years of schooling)?

0   1   2   3   4   5   6   7   8   9   10   11   12   13   14   15   16

16+

Q 12. What is (or was) the main occupation of your mother?

- A). House Maker                                  B). Private Job  
C). Government Employee                      D). Labor  
E). Self Employed                                  F). Other (Specify): \_\_\_\_\_

Q 13. House:

- A). Owned                                          B). Rented  
C). Governmental                                  D). Other (Specify): \_\_\_\_\_

Q 14. What is your monthly family income (from all resources)?

Up to 5000		20,001 to 25,000	
5001 to 10,000		25,001 to 30,000	
10,001 to 15,000		30,001 to 35,000	
15,001 to 20,000		More then 35,000	

Q 14. Type of disability you have:

- A). Hearing impairment                          B). Visually impairment

Q 15. Any other disable person in your family?

- A). Yes                                              B). No

Q 16. Behavior of family members towards the disability?

1). Protected ☐ 2). Normal ☐ 3. Over protected ☐ 4).any other ☐

Q 17. Do you feel any discrimination from your parents while dealing with you and your normal siblings?

A). Yes

B). No

Q 18. Are you employed?

A). Yes

B). No

Q 19. If yes then what is your occupation?

A). House Maker

B). Private Job

C). Government Employee

D) Labor

E). Self Employed

F). Other (Specify): \_\_\_\_\_.

Q 20. What is your personally monthly income?

Up to 5000	
5001 to 10,000	
10,001 to 15,000	
15,001 to 20,000	
More than 20,000	

Q 21. Who is the decision maker to join the Vocational Training School?

A). Mother

B). Father

C).Brother/sisters

D). Teachers/Professors

E). Relatives

F). Other (Specify): \_\_\_\_\_.

Q 22. Why do you want to learn Vocational Education?

A). Self Interest

B). To get Employment

C). To get Knowledge/Skills

D). To get yourself busy

E). Other (Specify). \_\_\_\_\_.

Q 23. Why did you join this particular training Institution?

A). Popularity

B). Diversity of Courses

C). Qualified Teachers

D). Suggested by Parents

E). Accessibility

F). Other (Specify): \_\_\_\_\_.

Q 24. Do you think your Teacher / Instructor comes with fully prepared lecture?

1). Yes

2). No

Q 25. Do you think after completing training you will be able to get job in the market?

1). Yes

2). No

Q 26. If no, why \_\_\_\_\_.

Q 27. Do you think your institution take part in extra-curricular activities?

1). Yes

2). No

Q 28. Do you think your institution take part in extra-curricular activities?

1). Yes

2). No

Q 29. What co-curricular activities are available in your institution?

A). Cricket

B). Football

C). Badminton

D). Jumping

E). Races

F). Other (Specify): \_\_\_\_\_.

Q 30. Do you participate in co-curricular activities?

1). Yes

2). No

Q 31. If yes what type of extra-curricular activities?

\_\_\_\_\_.

Q 32. After completion of your training which institution would you prefer to join?

(Please specify the organizations)

A). Government Office

B). Private Office



D).Own Business

E). Not interested in job

F). Other (Specify): \_\_\_\_\_.

Q 33. If not interested in job then please specify the reasons?

A).Family Restriction

B). Jobs are not available

C). Mobility

E). Other (Specify): \_\_\_\_\_.

Q 34. What do you feel about the services provided in institution?

A). Highly Satisfactory

B). Satisfactory

C). No Opinion

D). Dissatisfactory

E). Highly Dissatisfactory

Q 35. . If dissatisfied, what are the reasons?

A). Lack of Equipments

B). Lack of Qualified Teachers

C).Not according to market demand

E). Other (Specify) \_\_\_\_\_.

Q 36. Do you want to learn further new skills in your selected course?

1). Yes

2). No

Q 37. If yes what type of training do you prefer?

\_\_\_\_\_.

Q 38. Do you face any problem during training?

1). Yes

2). No

Q 39. If yes, what type of problem?

A). Transport Problems

B). Teacher Behavior

C).Financial Problems

D). Sexual Harassment

E). Any other: \_\_\_\_\_.

Q 40. Do you think after completion of your training you will be able to practically apply your skills?

1). Yes

2). No

Q 41. If no, why?

\_\_\_\_\_.

Q 42. Do you think special vocational education has the same significance as the formal education?

1. Yes

2. No

Q 43. If no, what are the reasons?

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Q 39. What do you feel about the timings of training center?

A). Highly Satisfactory

B). Satisfactory

C). No Opinion

D). Dissatisfactory

E). Highly Dissatisfactory

Q 44. If dissatisfactory, what are the reasons?

A). Long Time

B). Short Time

C). Any Other: \_\_\_\_\_

Q 45. What do you feel about the duration of training course?

A). Highly Satisfactory

B). Satisfactory

C). No Opinion

D). Dissatisfactory

E). Highly Dissatisfactory

Q 46. If dissatisfactory, why?

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Q 47. Do you think that Vocational training can reduce poverty?

1. Yes

2. No

Q 48 what hindrance in your case you faced in getting the job?

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Q 49 In your opinion dose a friendly atmosphere exit in the organization?

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Q 50. If no, why?

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Q 51 what is your opinion on employability of person with disabilities in general?

Q 52 Give Suggestions?

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## **Appendix: 2**

### **(List of Vocational Institutes)**

## List of Vocational Education & Vocational Training in Rawalpindi & Islamabad

Technical Education & Vocational Training		
Sr. No.	Names of Institutions	Address
1	National Special Education Centre for Hearing Impaired Children,	Plot No.27, Sector H-9, Islamabad.
2	Rehabilitation Centre for Orthopedically Disabled,	Hanna Road, Opposite NORI Hospital, G-8/4, Islamabad
3	National Special Education Centre for Mentally Retarded Children,	Street No.7, Sector H-8/4, Islamabad
4	National Special Education Centre for Visually Handicapped Children,	Street No.11, Sector G-7/2, Islamabad
5	National Mobility And Independence Training Centre	Street No.11, Sector G-7/2, Near Rooh Afza Market, Islamabad
6	National Institute of Special Education	H-8/4, Near Federal Board
7	National Training Center for Special Person	Main Double Road G-9/2 Islamabad
8	Hellen Kelier Special Education Center for Hearing Impaired Children	Plot No 27 PMDC Chowk H-9 Islamabad
9	Shah Faisal Special Education center for HIC.	Plot No 27 PMDC Chowk H-9 Islamabad
10	Sir Syed deaf Association	R No 15, 17 Hill View Plaza Blue Area Islamabad
11	Fatima Jinnah Special Education Center for Mentally Retarded children	H-8/4 Near Commerce College Islamabad
12	Ibn-e-sina Special Education Center for Mentally Retarded Children	H-8/4 Near Commerce College Islamabad
13	Al-Farabi Special Education Center for Physically Handicapped Children	Near Noori Hospital G-8/2 Islamabad
14	National Training Center for Disable Persons	12 I Tariq Plaza, G-7 Markaz Islamabad
15	National Trust Center for Disable Persons	NIH Building St 89 Sector G-8/ 1 Islamabad
16	Govt Deaf & Defective hearing High School	G.T Road Rawalpindi
17	Chambali Institution for Mentally Retarded Children.	20 B Satellite Town Rawalpindi
18	Al-Ghazali Special Education Center for Physically Handicapped Children.	H No 80/A Block C Satellite Town Rawalpindi
19	Govt Qandeel Institute for Blind	Kohati Bazar Rawalpindi

## **Appendix: 3**

### **(List of Selected Vocational Institutes)**

## List of Selected Training Institutions and Number of Respondents

Sr. No.	Names of Institutions	Address
1	National Special Education Centre for Hearing Impaired Children,	Plot No.27, Sector H-9, Islamabad.
2	National Special Education Centre for Visually Handicapped Children,	Street No.11, Sector G-7/2, Islamabad
3	National Training Center for Special Person	Main Double Road G-9/2 Islamabad
4	Hellen Kelier Special Education Center for Hearing Impaired Children	Plot No 27 PMDC Chowk H-9 Islamabad
5	National Training Center for Disable Persons	121 Tariq Plaza, G-7 Markaz Islamabad
6	Govt Deaf & Defective hearing High School	G.T Road Rawalpindi
7	Govt Qandeel Institute for Blind	Kohati Bazar Rawalpindi
8	Knitting training Institute for the Blind Girls	Chisti Abad Said Pur Road Rawalpindi