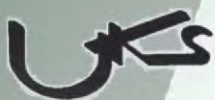


UNDERSTANDING DISABILITY

A MEDIA GUIDE



Hum Kisis se kam nahi

Uks Research Centre would welcome reproduction and dissemination of the contents of the report with due acknowledgments.

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Every effort has been made to ensure the accuracy of the contents of this publication. The editors and the organization do not accept any responsibility of any omission as it is not deliberate. Nevertheless, we will appreciate provision of accurate information to improve our work.



Chapter I

Introduction

Outcomes

- ☞ To understand the background of the guide
- ☞ To understand radio production initiatives of Uks Research and resource center on disability
- ☞ To understand aims and objectives of the manual



Background

Uks is a research, resource and publication centre dedicated to the cause of gender equality and women's development. It is an advocacy and rights-based group seeking to raise awareness and assist implementation of our goals and ideals. The Center focuses on the women-media relationship, a concern that has hitherto remained poorly represented by organizations working on women's rights. Although conceptualized in early March 1997, Uks was formally inaugurated in December 1997 through a panel discussion on "Empowering Women through Media" with Ms. Jane O'Reilly, founder member of Ms. Magazine (USA) as the chief guest.

The word 'Uks' is an Urdu term meaning 'reflection'. At Uks, a team of professional media persons and research staff aims to promote the reflection of a neutral, balanced and unbiased approach to women and women's issues within, and through the media. The Center has already won the support of many journalists, human rights and women's rights activists, academics and other like-minded groups.

Since its inception in 1997, Uks has monitored media, conducted research on emerging trends, particularly regarding gender and women development, and undertaken trainings and workshops to raise awareness about crucial issues amongst media. Over the period of time Uks has produced radio programs on various themes relating to rights of women and the marginalized, with awareness and advocacy related content. Over the period of time Uks has produced almost fourteen radio series programs relating to the development of the woman and other vulnerable groups.

Objectives

- 📁 To promote issue-based radio programs in Pakistan (production as well as listener ship)
- 📁 To raise Women's Profile in Broadcast Journalism
- 📁 To create awareness on social issues with a gender perspective
- 📁 To bring about attitudinal changes in men and women
- 📁 To combine information, education and entertainment

Hum Kissi Say Kam Nahin (We are no Less than others)

Under the project Uks resource, research and publication center produced twelve programs with twelve themes. Uks included all four provinces and immense research both field and desk was put into completing the programs. The program intended to create awareness of disable people, barriers, challenges and the positive measures that are being taken for them on both government and private level.





Program themes and issues covered in the series are as follows:

- 📁 Emotional / Counseling Support
- 📁 Current situation of persons with disability
- 📁 Improving mental health
- 📁 Laws and legislation including social services
- 📁 Awareness and advocacy removing the stigma
- 📁 Encouragement for sports for disable
- 📁 Affirmative action for disable especially women
- 📁 Self empowerment for women with disabilities
- 📁 Childhood and disability/guidelines for parents/guardian to understand and cope with their child's disability
- 📁 Government initiatives for disable persons
- 📁 Issues of disability in disaster (earthquake areas of Pakistan)
- 📁 Media and Disability

Awareness and Advocacy Removing the Stigma

Under this particular theme Uks produced a program on people's attitude towards disable persons and how the language used by them affects the personalities of disable people. Some call them deaf or lame which is not liked by disable persons, because such words create a sense of inferiority.

"The most effective way to mobilize public support for human rights is through the media. The media can educate the public about their rights, and act as an effective watchdog against human rights abusers."

- Journalists for Human Rights, JHR

Why this Guide

The change that Uks anticipates through its radio productions is not an overnight process. From conception of any idea to research, scripting, and the final execution is a long term process with many technicalities involved. The Guide will assist in achieving following aims and objectives

- 📁 To document and disseminate the lessons learnt during Uks radio project "Hum Kissi Say Kum Nahin" research, pre, during and post production.
- 📁 To sensitize media managers and professionals towards representation, portrayal of disability and disable persons in various media
- 📁 To normalize the portrayal of disability in media and move beyond victimhood and dependency towards agency
- 📁 To provide a code of ethics for the coverage of disability in Pakistani media
- 📁 To create awareness regarding the situation of disable persons in Pakistan and how media can assist in promoting their cause.
- 📁 To help media professionals think about how to be more inclusive in their programme-making.



This image shows a blank sheet of white paper with horizontal ruling lines. On the left side, there is a vertical gray band that tapers towards the top, creating a slanted margin area. The rest of the page is white with evenly spaced horizontal lines.



Chapter II

Understanding Disability

Outcomes

- ☞ To understand the relationship between media and disability
- ☞ Defining disability
- ☞ To understand what is disability
- ☞ To recognize various perspectives on disability



Media And Disability

All over the world media and communications has become a potent tool to achieve the goal of inclusive development. As tools of communication became more sophisticated, and reach wider audiences, words and images come to exert an even more powerful influence upon societies. Media and popular culture such as books, movies, plays, television, radio shows, magazines and newspapers became an important source of knowledge and insight about important human issues.

- Like women, people with disabilities are another group in society who have been profoundly impacted by the media, both for good and for ill. In the mass media, people with disabilities are often rendered invisible, leading to the mistaken belief that such people do not exist, or are insignificant in society.
- Media representations may offer accurate information and truthful insights or, just as likely, they may put forth myths, distortions, or outright falsehoods. As with other groups, people with disabilities may be presented as stereotypes.

⌘ Does the portrayal **patronise** the disabled person?

⌘ Does the portrayal **victimise** the disabled person?

⌘ Does the portrayal **demonise** the disabled person?

⌘ Does the portrayal **normalise** the disabled person, that is, does it regard disabled people in the same way as everyone else.

Source: www.Medianddisability.org

Did you ever notice?

⌘ Most of the times disable people are cast as comedy characters or depressed ones.

⌘ Most of the times disable people are not described by their names rather by their disability in media.

⌘ Do You remember any disable “normal” characters in the media

⌘ Think of characters in movies like “Forest Gump”, Wild Wild West.



Activity Box 1: Media and Barrier Analysis²



- Identifying barriers in the media for disabled people for access and employment

What barriers does the media have for people who:

- Are Blind or have a visual impairment
- Are Deaf or have a hearing impairment
- Have a mobility impairment and/or use a wheelchair
- Have a significant Learning Difficulty
- Have been labelled as Mental Health System Users and
- Have hidden impairments?

Consider the following areas:

Physical Barriers – Lack of access:

In the built environment and on set
In communication...
In equipment...

Barriers in images

Visibility
Mentions
Stereotypes

Barriers in management:

Employment of staff
Staff attitudes
Equal opportunities
Selection
Barriers created by disabled people's resulting low self-esteem and poor self-image

2. Media and Disability, retrieved from http://www.mediaanddisability.org/diseed_presentation/img96.html on 10th September 2009



Defining Disability

There are various definitions of disability all over the world. According to the medical model of disability it is defined as:

Many people automatically think of a wheelchair user when they hear the term "disabled person". In fact fewer than eight per cent of disabled people use wheelchairs continuously.

Source:

www.mediaanddisability.org

*"A physical or mental impairment, which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities."*³

It is also define as "the condition of being unable to perform as a consequence of physical or mental unfitness; "reading disability"; "hearing impairment"⁴

"Disabled" is a broader term that includes disabilities ranging from epilepsy, diabetes, a facial disfigurement, a mental illness (including depression), a visual impairment, a hearing impairment, arthritis, learning difficulties (including dyslexia), mobility difficulties, an amputation or a severe stutter.

There are also many disabilities which are recognized as they are not visible at the first instance. For example mental illness, epilepsy, dyslexia etc.

- In various cultures disability is also considered to be a punishment of sort for being bad or evil.
- For a longer period of medical profession also considered disable people as ill or invalid.
- Term "disable People" lumps together all the disable people in a homogenous group, ignoring the diversity of their experience, abilities and expression.
- Many societies consider disability as a charitable matter taking disable people as pitiable, and use disable people for begging.



3. Media and Disability retrieved from <http://www.mediaanddisability.org/whatIs.htm> on 15th September 2009

4. Retrieved from wordnetweb.princeton.edu/perl/





Medical Model⁵

Over the period of time there has been a shift in the understanding of disability both theoretically and practically. Two major schools of thoughts in this regard are Medical Model, which is older; and the other is the Social Model.

- The Medical Model became well-known worldwide during the 1960s, strengthening the idea that injuries and impairments are the only causes for the discrimination faced by people with disabilities.
- As a result of this stance, the Medical Model exempts society from any responsibility and commitment to break down discrimination processes against people with disabilities.
- Through the Medical Model, disabilities are a physical experience that should be “combated” with treatments.

"Facts show that it is not physical blindness but social blindness which cheats our hands of the right to toil."
Hellen Keller

The **charity model of disability** also views the person with disabilities as the problem and dependent on the sympathy of others to provide assistance in a charity or welfare mode.

- Through this model, the cure or “quasi-cure” for disabilities is a pre-requisite for people to be able to exercise their rights. The Medical Model accepts this line of thinking: the closer a person's sight, hearing, intellect and motor system is to functioning properly, the more rights this person will acquire as a citizen.
- The Medical Model extended the boundaries of healthcare, encroaching on the fields of education, employment and social work, among others. Policies were drawn up focused on palliative, segregated and protective assistance, as only curing disabilities could bring quality of life and happiness, from the standpoint of the Medical Model.
- The Medical Model has prevailed in international development and cooperation programs, frequently due to the pressing need to heighten visibility and obtain quantitative results, such as constructing buildings where adults with special intellectual needs can work together, and special schools for children who are blind or deaf.
- Another area in which the Medical Model has appeared is the field of preventing disabilities, particularly as campaigns in this area usually lack an awareness-heightening process fostering the inclusion of people with disabilities.

5. This section is from “Manual on Disabilities and Inclusive Development for the Media and Social Communications Professionals” retrieved from siteresources.worldbank.org/DISABILITY/.../ManualonDisVerneec.doc on 10th September 2009



Social Model

Attitudes are the Real Disability

- This model was developed during the 1960s, and has been enhanced since then. It arose in the United Kingdom through an initiative set up by people with disabilities who gathered together in what was known the Social Disability Movement.
- The *Social Disability Movement* proved the difficulties or most of them faced by people with disabilities are the outcome in which the way society deals with the physical, intellectual, sensorial and multiple impairments and injuries of each individual.
- According to the Social Model, disabilities reflect the total status of the individual worsened by physical, economic and social barriers. This turns disabilities into a communal construction built by individuals and society
- The Social Model paradigms explain why early intervention, rehabilitation, medical treatments although always important should not overwhelm the life of a person with disabilities, edging put education, employment, culture, recreation and an independent life-style. Only when access to these facilities has been guaranteed will equal opportunities be available fairly for all.

The **rights-based model of disability** builds on the insights of the social model to promote creation of communities which accept diversities and differences, and have a non-discriminating environment in terms of inclusion in all aspects of the life of society.

- The Social Model allows society to understand why anyone may be in the “place of the person with disabilities” at any time, although the disabilities of a given person are an objective reality. All that is needed is for a pregnant woman to try and climb onto a bus that is too high off the ground, or for a man to break his legs, when working in a building with no lift, for them to be temporarily occupying “the place of the person with disabilities”.
- According to the Social Model, being a person with disabilities is a shifting condition, meaning that the topic of special needs is not of interest only to citizens with permanent injuries or impairments.





- By extending the meaning of disabilities while at the same time endowing this issue with greater complexity, the Social Model enhances individual differences and ushers this topic into a context of greater diversity, Human Rights and sustainability of the system.
- According to the Social Model, every child, young person or adult is responsible for intervening pro-actively and preferably positively in processes that could disable someone to greater or lesser extent.
- Within this context, the issue of accessibility becomes of crucial importance, in all its six dimensions: urban architecture, attitude, communications, tools (no barriers in instruments, utensils and study work and recreation tools), methodology (no barriers in study and work techniques methods) and programs (no prejudices embodied in laws, rules and policies).

Reflection Box

- 🕒 How do you think we in Pakistan understand disability?
- 🕒 As a media person what model do you apply to cover disability stories?
- 🕒 As an audience what model do you think is used to cover disability stories?
- 🕒 Now that you know both models which one do you think corresponds well with the social responsibility role of the media?





Key Points Social Model

- A matter of Human Rights;
- A topic of universal public interest;
- An issue involved in all policies;
- A priority for dealing with problems faced by high-risk populations;
- A crucial topic for accessing the social impact of programs designed to reduce poverty, ensure basic education and good levels of employability for the population;
- A strategy for dealing with any form of diversity: regional, linguistic, cultural and others;
- A human condition that can blend in with any other.

Source: Manual on Disabilities and Inclusive Development for the Media and Social Communications Professionals

Key Points Medical Model

- Isolated, individual and at the very most a family matter;
- A medical and functional case to be treated, cure or resolved;
- A problem for teachers in regular schools;
- Something that victimizes people, so that from then on they survive with government or non-governmental assistance;
- A disease affecting certain people;
- A figure to be included into rehabilitation programs and / or prevention campaigns;
- A burden for society;
- A condition that does not blend with ethnics, gender or religion.

Source: Manual on Disabilities and Inclusive Development for the Media and Social Communications Professionals



[illegible]



Chapter III

Disability in

Pakistan- An Overview

Outcomes

- ☞ Understand the status of disable in Pakistan
- ☞ Provide statistics relating to disable person and disability issues
- ☞ Recognize national commitments on disability
- ☞ Identify National and International Organizations working on disability

Background ⁶

In Pakistan attitude towards disability varies, however majority of people consider disability as a curse or punishment for some evil. Being a developing society, lack of resources seriously impedes the development of programs for disable people. Following table presents statistics relating to disability in Pakistan according to 1998 census.

Pakistan Disability Profile (as of 1998 Census)			
Major Legislation		Disabled Persons Employment and Rehabilitation Ordinance 1981	
Disability Prevalence - (1998) iv	2.5%	Disability by Age - 1998 iv	
Disability Figure - (1998) iv	3,292,055	Visually Impaired	8.1%
Disability by Sex (M) (1998) iv	2.8%	Hearing Impaired	7.4%
Disability by Sex (F) (1998) iv	2.2%	Physically Impaired	19.0%
National Coordination Committee on Disability	National Council for the Disabled	Mentally Handicapped	6.4%
		Mentally Impaired	7.6%
		Multiple Disability	8.2%
		Others	43.3%
Source: Asia Pacific Development Center on Disability www.apcdproject.org			

6. For more information see Asia Pacific Development Center on Disability www.apcdproject.org



National and International Commitments by the State of Pakistan

- The National Council for the Rehabilitation of Disabled Persons
- Ministry of Women's Development Social Welfare and Special Education
- Directorate General Special Education

The DGSE operates a network of 45 Special Education Centers catering to the educational needs of children with disabilities. The centers are located throughout the country. The DGSE has also established certain institutions which are engaged in supplementing its efforts for the cause of persons with disabilities.

Government of Pakistan promulgated an ordinance titled Disabled Persons (Employment and Rehabilitation) Ordinance, 1981. Under the ordinance, a 1% employment quota for disabled persons has been established for all establishments employing 100 or more people.

- National Institute of Special Education (NISE)
- National Training Centers for Special Persons
- National Trust for the Disabled (NISE)
- The National Institution for the Handicapped
- Proclamation on the Full Participation and Equality of People with Disability in the Asian and Pacific Region
- The National Training Centre for the Disabled
- Convention on the Rights of Persons with Disabilities (2006)
- Optional Protocol to the Convention on the Rights of Persons with Disabilities
- Standard Rules on Equalization of Opportunities for Persons with Disabilities (1994)
- World Programme of Action Concerning Disabled Persons (1982)





UN Convention on the Rights of People with Disabilities December 2006

Is to promote, protect and ensure full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect and inherent dignity.

Persons with disabilities include those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. For more details <http://www.un.org/disabilities/>

Disability Organizations in Pakistan⁷

- Pakistan Association for the Blind
- Disable Peoples International Pakistan
- Citizen Community Boards
- Pakistan Disabled People Organization (PDPO)
- Pakistan Foundation Fighting Blindness (PFFB)
- Disabled Peoples International
- Handicap International
- National Commission for Human Development
- Pakistan Disabled Foundation
- Special Talent Exchange Program
- Network of Organizations Working for Disability in Pakistan
- Sightsavers International
- EHSAAS Disabled People Organization
- Special Person Development Association (SPDA)

Did You Know!

Pakistan federal cabinet has approved to grant 50 per cent concession in fares in all modes of travel, air, rail or road, for disabled persons and the concession would be implemented within the next three months. (The News Pakistan-July 2009)

7. Retrieved from www.step.org.pk on 10th September 2009

- Special Life Foundation
- Alliance of Disabled Persons
- Society for Special Persons (SSP)
- Movement for Independence of Disabled (MID)
- Milestone Society for Special Persons Lahore
- Special People Welfare Association
- The Special One (TSO) Baluchistan
- Sahara NWFP

Did You Know!

Government has reserved a 02 % quota for PWDs in public sector jobs whereas Earthquake Reconstruction and Rehabilitation Authority is giving priority to PWDs in jobs and has recruited 8 % (43) PWDs in various capacities depending on their qualification, experience and type of disability. ERRA Website

- Challenging People (ARCP)
- Pakistan Association of the Deaf (PAD)
- All Sanghar Handicap Association (ASHA)
- Ahsan Memorial
- Sindh Disabled Welfare Association
- Danishkadah Sindh
- Sahara Baluchistan
- Sir Syed Deaf Association Rawalpindi
- Sir Syed Academy Old Students Association (SAOSA) Rawalpindi

- Pakistan Association of Special People and their Families
- Disabled Welfare Association (DWA)
- Sindh Disabled Welfare Association
- Association for the Rehabilitation of





This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. In the top right corner, there is a diagonal gray shaded area that tapers towards the bottom left. The overall appearance is that of a clean, unused piece of stationery or a template for writing.



Chapter IV

Covering Disability

PART ONE: PORTRAYAL & DISABILITY TERMINOLOGY



Outcomes

- ➔ Recognize what is and what is not appropriate to use while writing or talking disability media
- ➔ To identify portrayal issues relating to Person with disabilities in mainstream media
- ➔ Provides guidelines for preferred terminology
- ➔ Provide alternative terms that are disability sensitive
- ➔ How to be able to identify and analyze the slips in the media
- ➔ How to avoid disability insensitive terminology



Why Disability Terminology⁸

Be it print or electronic media, language holds immense importance. It conveys meanings and creates images in the minds of audiences. Language reflects the social context in which it is developed and used. It therefore reflects the values and attitudes of that context, and plays an important role in reinforcing values and attitudes that lead to discrimination and segregation of particular groups in society. Language can therefore be used as a powerful tool to facilitate change and bring about new values, attitudes and social integration. Language can be an important tool to exclude or include. To create a friendly and inclusive environment the first step is to use disability sensitive appropriate language.

Negative and patronizing language produces negative and patronizing images. Words are important, so make sure your words do not offend or reinforce negative stereotypes. One of the best and easiest way is appropriate language use. The recommended manner is known as "persons first" language. This means that the person is emphasized first, the disability second.

It is important that media personnel do not focus on disability unless it is crucial to a story. Avoid tear-jerking human interest stories about incurable diseases, congenital impairments, or severe injury. Focus instead on issues that affect the quality of life for those same individuals, such as accessible transportation, housing, affordable health care, employment opportunities, and discrimination.

Let us now look at a list of do and don't for media language which is followed by an analysis of disability related news items as examples from mainstream print media and how media slips and through language further marginalizes people with disabilities. These examples identify, analyze and also suggest alternatives terms that are appropriate.

Consider the box on next page:

8. See Annex-I for a detailed style guide for journalists on Disability





SAY -Write	Don't Say- Don't Write
<ul style="list-style-type: none">• Person with a disability• Individual without speech• Woman who is blind or visually impaired• Person who is deaf or hearing impaired• Man with paraplegia• Woman who is paralyzed• Individual with epilepsy• Person who has a learning disability• Person with a mental disability, cognitive impairment• Person with a developmental disability	<ul style="list-style-type: none">• Disabled or handicapped person• Mute, dumb• Blind woman or "the blind"• Deaf person or "the deaf"• Paraplegic• Paralyzed woman• Epileptic• Slow learner, retarded, learning disabled• Crazy, demented, insane• Mentally retarded• Birth defect

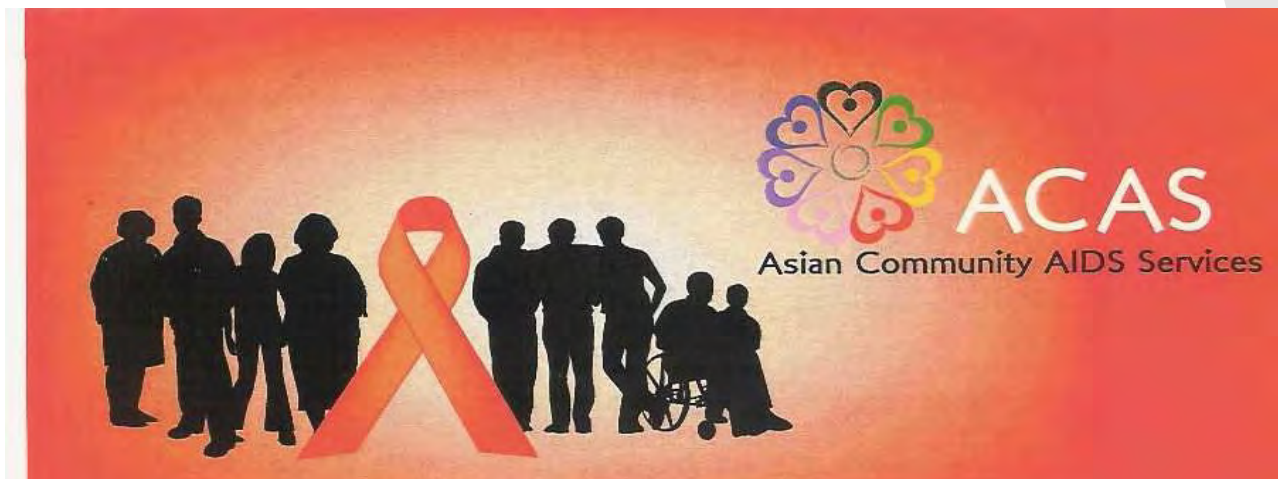


Spot the Difference⁹

Do you see any Person with Disability in the poster below? Isn't anyone supposed to include "ANYONE"!



What is different in this poster?



9. Source: "The Invisible People: A Practical Guide for Journalists on How to Include Persons With Disabilities", by The secretariat of the African Decade of Persons with Disabilities., retrieved from



Example One

Just when we thought that we were really down in the dumps and there was no immediate hope for a revival in Pakistan sports, came the pleasant surprise with a Pakistan athlete winning a silver medal in an international competition of great magnitude and that too on the world stage. Haider Ali proved earlier this month that there was life after the Olympic Games after all, what if the honour for our country was attained by a sportsperson **afflicted with a with a form of cerebral palsy!**

Haider Ali is an all-round athlete who participated in the recently concluded Paralympic Games, staged in the Peoples Republic of China capital of Beijing. The stage was the same where, about a month back, the Games of the XXIX Olympiad were held with unprecedented success and fanfare. Haider Ali was competing among a fraternity of 4,200 athletes from as many as 148 nations, with various types of disabilities, and did himself and his country proud by bringing home a medal, Pakistan's first ever at this level.

Haider Ali made a jump of 6.44 metres - or 21 feet 1-5/10 inches -- to finish second in the men's long jump F37/38 final on Tuesday, September 9, at Beijing's National Stadium which is now more popularly known as the Bird's Nest. **Haider could even have earned** the gold medal, but he had to be content with a silver in the end.¹⁰

Do not sensationalize a disability by writing "afflicted with," "crippled with," "suffers from," "victim of," and so on. Instead, write "person who has multiple sclerosis" or "man who had polio."

Do not imply disease with people whose disability has resulted from anatomical or physiological damage (e.g., person with spina bifida or cerebral palsy). Reference to disease associated with a disability is acceptable only with chronic diseases, such as arthritis, Parkinson's disease, or multiple sclerosis. People with disabilities should never be referred to as "patients" or "cases" unless the relationship with their doctor(s) is under discussion.

Do not portray successful people with disabilities as superhuman. Many people with disabilities do not want to be "hero-ized." Like many people without disabilities, they simply wish to live lives of full inclusion in our communities and do not want to be judged based on unreasonable expectations.

10.Excerpt from "Haider Ali Proves there is life after Olympics", retrieved from <http://www.geosuper.tv/articles.asp?id=398>, on 10th September 2009

Example Two

Special children resent 'rights usurpation'

By Our Correspondent

KHANEWAL, Feb 18: A number of hearing-impaired, dumb and blind children of the Khanewal Special Education School on Wednesday demonstrated in front of the press club against their headmaster and the Community Development Department EDO for their alleged corruption.

Boycotting their classes, the special children marched on various city roads and held demonstration at the press club where they alleged that headmaster Rao Zubair and EDO Chaudhry Maqsood Ahmad deprived the students of milk besides embezzling the transport fund.

"Both the officers don't provide the milk to the children and misappropriate the money they claim under the head of petrol for the school buses," alleged Deaf Association President Nadeem Mughal and VP Mahboob Alam.

They said during procurement of the necessary material worth Rs15 million last year, the officials purchased a number of items, including hearing instruments, only on paper.

The officials in question also ignored the young and educated deaf candidates while recruiting the teachers in school on a daily wages, they said, demanding that the Punjab chief secretary and the Khanewal DCO look into the matter by conducting an inquiry against the suspects.

Put people first, not their disability. Say, "woman with arthritis," "children who are deaf," "people with disabilities." This puts the focus on the individual, not the particular functional limitation. Despite editorial pressures to be succinct, it is never acceptable to use "crippled," "deformed," "suffers from," "victim of," "the retarded," "the deaf and dumb," etc.



Example Three

"Zahoor-uddin told IRIN conditions were unsuitable in the mountain villages where most of these people came from. "The footpaths are not accessible by wheelchair, there are no healthcare facilities, often no toilets in homes, and it is very difficult for **wheelchair-bound** people to manage. They suffer bed sores and infections because of a lack of management. Sending them back is like condemning them to death," Zahoor-uddin said.¹¹

Emphasize abilities, not limitations. For example:

- ✘ Incorrect: "confined to a wheelchair," "wheelchair-bound," or "crippled."
- ✘ Correct: "uses a wheelchair," "uses braces," or "walks with crutches."

11. PAKISTAN: Spotlight on severely disabled 2005 quake survivors retrieved from <http://www.irinnews.org/PrintReport.aspx?ReportId=85947> on 10th September 2009



Example Four

"Tamseel is one of the millions of **physically and mentally challenged** children in the country." The issue is economic, it is social and it is psychological. You need a great deal of physical and mental strength to cope with the disability of your child," says Mrs. Kalsoom, 54, mother of mentally retarded Falak, 15. "Sometimes we are annoyed, sometimes we are happy, sometimes we pray to our Lord to take away this child because there will be no one to look after her when we, her parents, die."¹²

Disability groups also strongly object to using euphemisms to describe disabilities. Terms such as "handicapped," "mentally different," "physically inconvenienced," and "physically challenged" are considered condescending. They reinforce the idea that disabilities cannot be dealt with directly and candidly.

12. Excerpt from "Where 'will' comes in..." by Eftiqar Haider, retrieved from <http://www.iradah.org/index.asp?qu=H003> on 10th September 2009

Example Five



Show people with disabilities as active participants of society. Portraying persons with disabilities interacting with people without disabilities in social and work environments helps break down barriers and open lines of communication.



Covering Disability

PART TWO: HOW TO INTERACT WITH PERSONS WITH DISABILITIES



Outcomes

- ☞ To provide guidelines to media personnel on how to interact with people of disabilities
- ☞ To recognize that media production procedures need to be disability sensitized
- ☞ To ensure participation and equal access for People with Disabilities



An average individual has very few opportunities to know disabled person. Our most interaction with disabled people is when we know a friend or a family member who is disabled. But usually such experiences are limited to one or two individuals only. Therefore most of the media persons have a very modest and limited idea of how to interact with people with disabilities. Information that is available is influenced by culture and comes from outdated sources which do not help the communication and interaction process at all.

Below is a list of guidelines on how to address the interaction in terms of portrayal, and interviewing while reporting on people with disabilities.

Interviewing Tips¹³

Ask the person you are interviewing how best to provide their accommodation

Before the Interview

- 🔗 Ask the interviewee if they require any specific accommodation (wheel chair access, quiet place, interpreter etc).
- 🔗 Allow plenty of time for the interview. Some accommodations require extra time like arranging interpreter, wheelchair access etc.

Setting Up the interview

- 🔗 Place yourself and the camera at interviewee's level (if applicable)
- 🔗 If the interview is to be taken on a platform and the interviewee has a physical disability make sure there is a proper physical access to the interviewing area.

13. This section is from "Guide for Media professionals" retrieved from www.media4diversity.eu/.../increasing-and-improving-portrayal-people-with-disabilities-media on 10th September 2009





During the Interview

- ♿ When interviewing a disabled person speak directly to him/her make eye contact with them instead of interacting indirectly with the interpreter or companion.
- ♿ Use the same interviewing techniques and manner as you usually do, like speak in everyday relaxed and soft tones
- ♿ When speaking with a person with hearing loss make sure you face them directly, do not cover your mouth with your hand while you speak. Place yourself so that you face the light source and are not back lit.
- ♿ When meeting an interviewee who has a visual impairment identify yourself and others who might be with you. While conversing in a group remember to address directly the person you are conversing with.
- ♿ Listen attentively when you are talking with a person who has speaking disability. Be patient and wait for the person to speak and finish rather than correcting, completing their sentences or speaking for them. Never pretend to understand if you are having difficulty doing so. Instead repeat what you have understood and then allow the person to respond.






Other Etiquette Suggestions

- 🔊 Focus on the person you are interviewing not the disability
- 🔊 Shake hands when greeting people with disabilities. People with prosthetics and or limited hand motion usually greet by shaking hands.
- 🔊 If you offer assistance then wait till the offer is accepted. Then listen and ask for instructions.
- 🔊 A wheelchair or other assistance device is part of the person's body space. Do not lean or hang on it.

There is no point in societies creating an environment in which persons with disabilities are unable to contribute, and then criticising them for not doing so.”
- Ambassador Don MacKay, chairman of the Ad-Hoc Committee on a Comprehensive and Integral International Convention to Promote and Protect the Rights and Dignity of Persons with Disabilities.



Joanne Smith, host of CBC's Moving On, said after researching a story on persons with disabilities in the media that "I was actually shocked when I spoke to some casting agents and some executive producers specifically about hiring people with disabilities, whether it be for broadcasting or for acting, and I had some people point-blank tell me they didn't want to hire people with disabilities."

Source: Concerns about Media Representation of Disability retrieved from Media Awareness Network <http://www.media-awareness.ca> on 10 September 2009

People with disabilities are a significant part of your audience - whether they are listeners, viewers or web users. Yet they are almost invisible in programmes and significantly under-represented in the industry's workforce. Improving this is first and foremost a challenge for senior managers in the sector as well as for all producers. The way you report and portray people with disabilities will affect society's attitude to disability. More fundamentally, the best way of ensuring that people with disabilities are reflected on-screen and on-air is that they are adequately reflected in the programme-making workforce. To neglect this almost certainly means that

you are missing out on a group of talented colleagues who are also disabled.

Few helpful tips are as follows:

- If possible, adjust lighting for persons with visual disabilities. Ask them what works best
- Allow access to front row seats for persons with disabilities
- Make aisles accessible so participants using wheelchairs/scooters do not have to sit in the back of the room
- Clear aisles of obstacles for persons with visual mobility disabilities
- Control background noise to greatest possible extent
- Speak in well-paced, well-modulated tones. Monitor rate and volume
- Avoid turning your back to the audience when speaking. People may be depending on speech/lip reading
- Repeat questions aloud before answering them
- Avoid relying solely on oral presentations and gestures to illustrate a point, or using visual points of reference (e.g. this, that, here, there, etc.). Read or describe what you are pointing/referring to.



This image shows a blank sheet of white paper with horizontal ruling lines. A light gray triangular shape is visible in the top-left corner, likely representing a folded piece of paper or a design element. The rest of the page is white with evenly spaced horizontal lines.



Chapter V

Radio Production on Disability The Uks Experience



Outcomes

- ☞ A step by step guide to how Uks produced program on disability
- ☞ Explain essential elements both technical and content wise that radio producers need to know while producing programs on disability
- ☞ Recognize how and why to integrate a socially responsible rights based approach in your programs



Deciding on a Production Team

Before preliminary research and monitoring a meeting was conducted to set up a team to execute the project.

At Uks radio production tem generally requires the following

Executive Producer:

- Team leader
- Coordinates all activities
- Monitors work progress
- Resolves unprecedented issues
- Chair meetings
- Produces programs

Tasneem Ahmar is the Executive producer

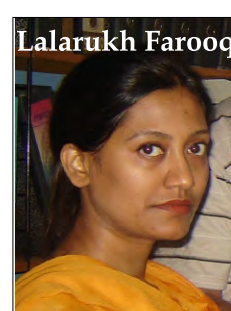


Radio Producers:

- Attend trainings
- Select and finalize themes for programs
- Search and meet talent/subjects for the radio programs
- Make arrangements for travel plans to meet the talent
- Record talents interviews
- Pour, edit and mix recordings
- Prepare a final program

The team consisted of

Rafia Arshad, Qudsia Mehmood , Rukhsana Mussarat and Lalarukh Farooq



Music Composer:

The music composer is to compose a tune for the radio series. It is important for the composer to keep in mind the theme and feel of the program. Gulrukh Khan documenting officer for Uks composed original music for the series "*Hum Kissi Say Kam nahin.*"



Scriptwriter/Presenter:

The scriptwriter has to research the theme and the background of each program in the series to write an interesting and informative intro and then to present it in a lively and interactive way to ensure listeners interest.

Lalarukh Farooq is scriptwriter and Samina Khameed is presenter.



Graphic Designer:

A graphic designer is required to

- Design a CD sticker

This should be designed keeping in mind the theme of the series. For the project "*hum kissi say Kam nahin*" Gulrukh Khan was assigned these responsibilities.

Technical Coordinator:

One of the producers can act as a coordinator. This producer is generally the resident producer at the office who is available at all times for assistance in;

- Reviewing all the producers pieces
- Assist the team in 'pouring' their recordings
- Editing and mixing of stories
- Using radio Programme editing software
- Provide assistance in scriptwriting and recording the presenters
- Improve technical quality of all programs
- Recording the Presenters in the studio



Selecting an Approach:

For reporting and program production on disability related issues it is pertinent to adopt a socially responsible approach instead of sensationalism. A social responsible approach will normalize rather than marginalize the issue. This approach has the potential to make a significant contribution to behavioral change and unlearning of negative social conduct relating to persons with disabilities. In this approach radio journalism needs to;

- Normalize rather than marginalize
- Cover wide ranging economic and social implications of the issues relating to disability on the lives of individual or community
- To provide a balanced perspective of the issue both from a special view and through the experiences of an average individual
- Includes simple basic messages rather than in our face kind of sermonizing

Finding and Selecting Themes:¹⁴

A program series on disability is a broad area. It is important to narrow it down, and carefully select what to include and exclude. Finding the right themes helps in sifting through the wide content and finding an issue to focus on which will appeal to all stakeholders. This is where preliminary brainstorming, discussion sessions and research are to be utilized.

Choosing a Title:

A title has to be creative and catchy. A title is the first thing audience gets to hear and it must be able to grasp the attention of the audience to listen further. Brainstorming sessions amongst the production team can be a creative activity to find a suitable title. For the series of disability title "Hum Kissi say Kam Nahin (we are no Less)" was finalized which reflects the approach as well as agency.

Training the Team:

Research and training are essentially important when it comes to putting together a program which is creative in its themes and issues and flawless in its production quality. Not only does training enable the team to stay focused it also helps them to put new methods learnt during trainings before the actual field work begins.

¹⁴. See theme grid in Annex II



Training for *Hum Kissi Say Kam Nahin*:

Training for *Hum Kissi Say Kam Nahin* (We are no Less) had two different aspects to it. For this series UKs which always believes in rights based perspective took a pioneering approach and first imparted disability sensitivity training to all its production team through the help of STEP. The training assisted the team in compiling programs that were sensitive to the needs of people with disabilities. It also introduced the team to whole new paradigm of looking at the disabilities not as restricting but empowering for the people who were disabled which was later reflected in their productions as well.

Reflections from the Team

First of all, the training we got from "STEP" was very helpful. When I was assigned to work on this issue I was a bit hesitant and found it very difficult and different. Because usually we don't speak on this issue and we prefer to avoid if we have someone with disability. This training enabled us to understand disability and how to interact with persons with disability. I learned different techniques to interact with persons with disability (PWD). STEP trained us that we should focus on present not on their past. We should behave with them very normally it shouldn't be sympathetic. We should highlight their abilities. Training on disability sensitized us about disability and PWDs and after that I was confident to record my stories. In my opinion, such trainings are essential to understand the seriousness of issue and to produce an authentic issue based series. What I like most about this project is that we produce a very positive and happy series. And I would like to say that credit goes to UKs who always brings not only new issues but new ideas as well.



Rafia-Producer

Technical Training:

Other than disability training the other most important aspect of the training imparted was the technical training. It is imperative that producers are comfortable with equipment they are using. Technical lapses can absolutely bring down the quality of program and make a poor listening experience for the audience.



Reflections from the Team

Actually there was no change in technique but yes, few things were changed as it was my first experience of making radio programs on disabilities. Meeting with STEP was useful in terms of meeting persons with disabilities and conducting their interviews. Making questionnaire was also helpful that what kind of questions can we ask from blind, deaf and mute people as they cannot see, hear and speak and



usually in interviewing we don't care about other persons needs but in disability program it was the prime thing during interviews. Otherwise it was a nice experience and I really enjoyed meeting persons with disabilities and had a feeling of guilt that how easily we ignore such people in our community and sometimes in our own families. There is a lot to be done for PWD. Also got to know that these people are as qualified and talented as other normal persons are but we usually underestimate them. So we should advocate for their rights till that they get all their rights and facilities from society and Government.

Qudsia-Producer


You Must Remember!

Why Disability Sensitivity Be an Important Consideration

Persons with disabilities are not seen regularly in the media, and are rarely portrayed as persons with opinions on news and topical issues. When they are interviewed it is mostly on disability issues. Or they will be talked about with pity, or with astonishment because they have managed to do something brave 'in spite' of their disabilities. The disability is almost always on centre stage when an individual that has a disability appears in the public media.

As professional communicators we are in a unique position to shape the public image of persons with disabilities. The words and images we use can create either a straightforward, positive view of persons with disabilities or an insensitive portrayal that reinforces common myths and is a form of discrimination.





"The modern day media plays an important role not only in reflecting public attitudes and values regarding disability, but also in shaping them."

- Gold and Auslander, *Disability and Society*, 1999.

Why is it Important for Persons with Disabilities to be in the Media?

There are several reasons. For one thing, it can help the some million persons with disabilities in Pakistan that are often discriminated against and excluded from schools, work opportunities and health services, to become more visible in their societies. As long as this large group of people are invisible, the inequalities experienced by them will remain largely unknown to the general public. The positive changes that do take place with regards to persons with disabilities also remain unknown. This lack of knowledge helps to perpetuate discrimination and exclusion of Persons with disabilities. Also, persons with disabilities themselves will not get the information that they need about services available to them and improvements in national policies and programs. In developing countries, being made aware of services and opportunities may be an important first step to actively take part in society. Media initiatives and individual journalists can help people feel less isolated, while at the same time challenge negative stereotypes in communities.

"Nothing about us without us"

This slogan by Disabled Peoples' International is used by disability activists all over the world. It has, for example, informed their message to governments in the UN process of elaborating the convention on the rights of disabled people: that in doing this they must listen to the voice of disabled people.

I have been teaching media studies for sometime. Though we have introduced few courses addressing media's relation with the marginalized, yet there is none on media and disability for the students. Honestly speaking it is the first time I have come across someone in Pakistan inquiring about this as an issue of importance for academics in media and journalism studies. It is important that media schools sensitize students to coverage and portrayal issues relating to persons with disabilities. As they are the ones to go out in the industry and work and if they are aware and sensitive it is going to make a huge difference.

**Quurat-ul-Ain Malik Lecturer
International Islamic University, Islamabad**



What People in the Profession Think?

“Media is a mirror of the society, and it is unfortunate that disability is not even considered an issue in the society; hence the media reflects the same. There is no recognition of disability as a human rights issue in the mainstream media. Though there are no organizational barriers yet the lack of awareness about disability as an issue leads to a coverage which is not disability friendly. There are few individuals within the media industry who understand and are sensitive to the issue however on structural level that sensitivity is missing. This further leads to disability insensitive terminology and portrayal, putting PWD's in a further vulnerable position. The media's attitude with regards to disability and people's with disabilities is reflective of our treatment of Person with disabilities in the wider society.”

Amir Mateen
Rohi TV.

“Media in Pakistan does not even consider disability as an issue. Media can play a major role but there is no realization of such a potential yet. By and large social issues are not treated as priority issues in Pakistani media. There are no barriers that restrict the coverage of persons with disabilities or lead to insensitive portrayal and terminology. However lack of awareness of disability as an issue within the media system and structures limits a positive coverage. Civil society and disability organizations have to make an effort and inform journalists, and media professionals to make them realize the implications their work can have on the cause of persons with disabilities. That does not absolve media of its responsibilities but major thrust has to come from outside, as media in Pakistan is always pressed for time. For example a simple approach could be to provide one day training to subeditors on disability terminology.”

Zaffar Abbas
DAWN

Ghar Angan was a radio production produced by Radio Pakistan on the issue of disability. The production focused on the social pressures that exist for Person with disabilities in Pakistan and limit them from living normal lives even if they try to live normally. It also brought to surface the plight of women with disabilities and the conflict between the gendered expectations of getting married and starting a family and how people around them react to such issues with negative attitudes.

Writer: Shamim IkranulHaq
Duration: 15Minutes
Date of transmission: 4-11-09






Chapter VI

Key Principles¹⁵

Outcomes

- ☞ To enable media professionals to support human rights of persons with disabilities by providing key principles
- ☞ Media professionals will learn how to tackle disability with honesty
- ☞ Provides a guideline on how to approach and interact with people with disabilities

15.Key Principles are adapted from “The Invisible People: A Practical Guide for Journalists on How to Include Persons With Disabilities”, by The secretariat of the African Decade of Persons with Disabilities., retrieved from www.comminit.com/en/node/271883/2754 on 10th September 2009





Put the Person at Centre Stage, Not the Disability

For each person in every country, there are some things they cannot do but far more importantly, there are also things they can do. That is true for all of us. When you interview a person that does not have a disability, you do not automatically ask yourself what that person is unable to do, although there are things, different things for each person that he or she finds difficult or impossible to do. When you interview a person with a disability, the most interesting thing about that person is surely not the disability. Far more interesting is to listen to his or her opinions, ideas and knowledge. Show an interest in the potential that all people have. Nobody wants to be defined after their inabilities.

Show Persons with Disabilities as Active In Society

Portray persons with disabilities as you would anyone else, with both human strengths and weaknesses. Focus on abilities. If you want to report on disability issues, focus instead on issues that affect the quality of life for those same individuals, such as accessible transportation, housing, affordable health care, employment opportunities, and discrimination. Do not refer to an individual with a disability as *the disabled* simply to save space or accommodate design layouts. This is a dehumanising term that puts the disability rather than the person first. Portraying persons with disabilities actively participating in society, interacting with non-disabled people in social and work environments helps break down barriers and open lines of communications.

Picture Persons with Disabilities As Part Of The General Public

Most persons with disabilities want to take part in and contribute to their communities just like everyone else. Make an effort to seek out persons with disabilities when you report on issues that are important in your community. Listen to their opinions. Just because a person has a disability does not mean that he or she is only interested in disability issues. If you do not know how to find or contact a disabled person where you work, call a local Disabled Persons' Organisation and ask for assistance.

Let People Have Their Own Voice

Just like you would want to hear a woman tell the story of how it feels to be pregnant, or listen to a black person explain how discriminated they were during apartheid in South Africa would it not also be interesting to know more about the experiences of disabled people? Let them have their own voices, for they tell their stories best. It is, as always, perfectly all right to edit for the sake of clarity if necessary. But let everybody have their own voice and use their own words. When talking with a person with a disability, speak directly to that person rather than to a companion or interpreter.





Work With Journalists with Disabilities

Unless persons with disabilities are able to be the makers of own images, their lives will constantly be depicted on the basis of the assumptions others hold of who they are. In a participatory democracy, media should be representative of all.

Communicate With Disability Organizations

Media professionals can be a lot more proactive when it comes to communicating with disability groups. If persons with disabilities are not contacting you or bringing their ideas and opinions to your attention, you can pick up the phone and call a local Disabled Persons' Organisation and ask for an interview or a comment. After all, you would not just sit at your desk and wait for the world to contact you and tell you about general news issues. In the same vein, you can take the first step to improve the inclusion of persons with disabilities in your newspaper or programme.

Persons with Disabilities Are Not Only Interested In Disability Issues

How many times have you seen somebody who has a disability in a television news studio, commenting on the latest political developments or election results in your country? If we see a person that uses a wheelchair in a television studio, we automatically assume that they are discussing disability related issues. This common automatic reaction can be changed by improving the representation of persons with disabilities in mainstream media reporting. There are persons with disabilities in all sectors of society, and in all sorts of professions. Do not miss out on their knowledge and expertise.

Be Honest

Tackle disability with honesty say 'I feel uncomfortable, and I do not know what words to use now'. Or use the terminology guide in this manual and say that 'persons with disabilities' is the term to use not 'handicapped' or 'infirm', which implies disease. Integration between disabled and non-disabled is a relatively new field. When you tackle subjects like this, have the honesty to admit that you do not really know what is going on, because it has not happened much in your country. It is all right to be insecure, and want to learn.


"States should encourage the portrayal of persons with disabilities by the mass media in a positive way: organizations of persons with disabilities should be consulted on this matter.- Rule 1: Awareness Raising, The Standard Rules on the Equalization of Opportunities for Persons with Disabilities, The United Nations, 1994.





Annexure





Annex I: Style guide for Disability from National Center on Disability and Journalism, USA.

Style Guide

* **Conforms with AP style guide**

** **Does not follow AP style**

General

Americans with Disabilities Act (ADA) This federal civil rights legislation was created in 1990 to address discrimination on the basis of disability in employment, public accommodations, transportation and telecommunications as well as state and local government services. ADA is acceptable on second reference.

The ADA home page is located at: <http://www.usdoj.gov/crt/ada/adahom1.htm>.

Developmental disabilities This phrase was generated from the Developmental Disabilities Act. It is an umbrella term that is often generalized to mean more than the federal and/or state legal definitions. The legal definition can vary from state to state..

The term generally is used to refer to individuals whose disabilities, acquired at birth or in childhood, affect development. The federal definition is: "Developmental disabilities are chronic mental and/or physical disabilities which manifest before age 22 and result in functional limitations in at least three of the following areas of life activity: self-care, language, learning, mobility, self-direction, independent living and economic self-sufficiency. Individuals with developmental disabilities require lifelong or extended individual support. Conditions include, but are not limited to autism, mental retardation, epilepsy and cerebral palsy."

Disability, disabled* Words that generally describe functional limitations that affect one or more of the major life activities, including walking, lifting, learning, breathing, etc. Different laws define disability differently.

When describing an individual, do not reference his or her disability unless it is clearly pertinent to a story. If it is pertinent, it is best to use language that refers to the person first and the disability second. For example: "The writer, who has a disability" as opposed to "The disabled writer."

Disability and people who have disabilities are not monolithic. Avoid referring to "the disabled" in the same way that you would avoid referring to "the Asians," "the Jews" or "the African-Americans." Instead, consider using such terms as "the disability community," or "the disability activist."



Afflicted with* (also see “stricken with,” “suffers from,” “victim of”) These terms carry the assumption that a person with a disability is suffering or living a reduced quality of life. Not every person with a disability “suffers,” is a “victim” or is “stricken.” It is preferable to use neutral language when describing a person who has a disability, simply stating the facts about the nature of the disability. For example, “He has muscular dystrophy.”

Defect, defective Avoid using these words to describe a disability. An example that could be considered offensive is: “She suffers from a defective leg.” Instead, state the nature of the disability or injury.

Handicap, handicapped* These words should be avoided in describing a person but are appropriate when citing laws, regulations, places or things, such as “handicapped parking.”

Invalid Avoid using this word to describe a person with a disability. It implies that a person has no abilities and no sense of self, whereas this is rarely the case for the vast majority of persons with disabilities.

Special, special needs Avoid using these terms when describing a person with a disability or the programs designed to serve them, with the exception of government references or formal names of organizations and programs. It is more accurate to use the term “specific,” “specific accommodation” or “disability,” depending on the context.

Stricken with (“afflicted with,” “suffers from,” “victim of”) These terms carry the assumption that a person with a disability is suffering or living a reduced quality of life. Not every person with a disability “suffers,” is a “victim” or is “stricken.” It is preferable to use neutral language when describing a person who has a disability, simply stating the facts about the nature of the disability. For example, “He has muscular dystrophy.”

Suffers from* (“afflicted with,” “stricken with,” “victim of”) These terms carry the assumption that a person with a disability is suffering or living a reduced quality of life. Not every person with a disability “suffers,” is a “victim” or is “stricken.” It is preferable to use neutral language when describing a person who has a disability, simply stating the facts about the nature of the disability. For example, “He has muscular dystrophy.”

Victim, victim of (“afflicted with”) These terms carry the assumption that a person with a disability is suffering or living a reduced quality of life. Not every person with a disability “suffers,” is a “victim” or is “stricken.” It is preferable to use neutral language when describing a person who has a disability, simply stating the facts about the nature of the disability. For example, “He has muscular dystrophy.”





Non-disabled (also see “able-bodied”) Refers to a person who does not have a disability. Can also use “does not have a disability.”

Able-bodied (also known as: “AB”) Refers to a person who does not have a disability. The term implies that all people with disabilities lack “able bodies” or the ability to use their bodies well. The term “non-disabled” or the phrase “does not have a disability” is the most neutral.

Temporarily able-bodied (TAB) This term should be avoided as it implies that sooner or later everyone will acquire some kind of disability.

Service animal (“assistance animal,” “guide dog,” “seeing eye dog”) Trained animals, mostly dogs, providing services to people with disabilities.

Federal definition: Service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. If they meet this definition, animals are considered service animals under the ADA, regardless of whether they have been licensed or certified by a state or local government

. For more information, go to <http://www.ada.gov/qasrv.htm>.

Assistance animal (also see “guide dog,” “seeing eye dog,” “service animal”) Currently, there is no uniform terminology. Trained animals, mostly dogs, provide services to people with disabilities. These services include, but are not limited to, fetching objects for those who use wheelchairs, providing visual clues for those who are blind or alerting deaf individuals to household audio clues.

Guide dogs (“assistance animals,” “seeing eye dogs,” “service animals”) Currently, there is no uniform terminology. Trained animals, mostly dogs, provide services to people with disabilities. These services include, but are not limited to, fetching objects for those who use wheelchairs, providing visual clues for those who are blind or alerting deaf individuals to household audio clues.

Seeing eye dog* (“assistance animal,” “guide dog,” “service animal”) This is a trademark for a guide dog trained by Seeing Eye Inc. of Morristown, N.J. For more information, go to <http://www.seeingeye.org>.

Veg, vegetable, vegetative state** These terms are technically inaccurate when used to describe people without physical, sensory or cognitive functioning. It is preferable to use precise medical terminology or, if that is not possible, general terms such as “comatose” or “non-responsive.”





Physical Disability

Cerebral palsy (CP) Do not refer to a person with CP as a “cerebral palsy victim,” “cerebral palsied,” “spastic” or “a CP” because these terms define the individual only in terms of their physicality. As when describing people with any kind of disability, the term “CP” should be used to describe the disability but not the person. Do not refer to a person's disability unless it is relevant to the story. Phrases such as “she has cerebral palsy” are best.

Congenital disability A person who has a congenital disability has had a disability since birth. Avoid the terms “defect,” “birth defect” or “defective” when describing a disability. Use “has a congenital disability,” “has had a disability since birth” or “was born with a disability.” Mention the disability only when it is pertinent to the story.

Developmental disabilities This phrase was generated from the Developmental Disabilities Act. It is an umbrella term that is often generalized to mean more than the federal and/or state legal definitions. The legal definition can vary from state to state.

The term generally is used to refer to individuals whose disabilities, acquired at birth or during childhood, affect development. The federal definition is as follows: “Developmental disabilities are chronic mental and/or physical disabilities which manifest before age 22 and result in functional limitations in at least three of the following areas of life activity: self-care, language, learning, mobility, self-direction, independent living and economic self-sufficiency. Individuals with developmental disabilities require lifelong or extended individual supports. Conditions include, but are not limited to autism, mental retardation, epilepsy and cerebral palsy.”

Spastic Avoid this word when describing a person with cerebral palsy or another disability. Muscles, not people, are spastic. Referring to someone as a “spaz” is equally inappropriate.

Congenital disability A person who has a congenital disability has had a disability since birth. Avoid the terms “defect,” “birth defect” or “defective” when describing a disability. Use “has had a congenital disability,” “has had a disability since birth” or “was born with a disability.” Mention the disability only when it is pertinent to the story.

Birth defect Avoid the term “defect” or “defective” when describing a disability because it indicates that the person is somehow incomplete or sub-par. It is preferable to use terms that simply state the facts about the nature of the disability when appropriate, such as: “congenital disability,” “born with a disability,” or “disability since birth.”

Defect, defective Avoid using these words to describe a disability. An example that could be considered offensive is: “She suffers from a defective leg.” Instead state the nature of the disability or injury.

Deformed It is preferable to name the disability than to refer to someone as deformed.





Down syndrome* Not “Down's Syndrome” for the genetic, chromosomal disorder first reported in 1866 by Dr. J. Langdon Down. The preferred term is “a person with Down syndrome,” as opposed to “Down syndrome child.” Avoid using the word “mongoloid.” A syndrome is not a disease or illness; it is not contagious.

Infantile paralysis* The preferred term is “polio.” It is more accurate to say “He had polio as a child” or “She contracted polio as an adult from a vaccine” rather than “He suffers from polio.”

Injuries* are “sustained” or “received,” not “suffered.”

Lame Avoid using this word when referencing a person. Both people with and without disabilities may be offended when “lame” is used in colloquial English, as in “That's a lame excuse.”

Little people/person These words refer to people of short stature and have come into common use since the founding of the Little People of America organization. The appropriateness of the terms is disputed by those within and outside of the organization. Proponents support a move away from the medical terminology of “dwarf” and “midget.” When writing about people of short stature, it is best to ask the person which term is suitable.

Dwarf (also see “short stature,” “little person/people”) This is a medical condition sometimes applied to people who are of short stature and should be avoided unless it is being used in a quote or in a medical diagnosis. In general, avoid medical model terms when describing the experience of living with a disability. Instead use: “short stature” or “little person/people.” It is best to ask the person which term is suitable.

Midget (also see “dwarf,” “short stature,” “little people/person”) This is widely considered a derogatory word for people of short stature or a little person.

Short stature (“little people/person”) This is the preferred term, along with “little people/person” instead of the medical terms of “dwarf” and “midget.” It is best to avoid using medical model terms when describing the experience of living with a disability. Some people prefer “short stature” instead of “little people/person.” It is best to ask the person which term is suitable.

Paraplegic Sometimes people with paraplegia or who are paraplegic will refer to themselves as a “para.” If so, use in quotes. Otherwise, spell out.

Quadriplegia Sometimes people with quadriplegia refer to themselves as “quads.” If so, use in quotes. Otherwise, spell out.

Service animal (“assistance animal,” “guide dog,” “seeing eye dog”) Trained animals, mostly dogs, providing services to people with disabilities.

Federal definition: Service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. If they meet this definition, animals are considered service animals





under the ADA, regardless of whether they have been licensed or certified by a state or local government.

For more information, go to <http://www.ada.gov/qasrvc.htm>.

Assistance animal (also see “guide dog,” “seeing eye dog,” “service animal”) Currently, there is no uniform terminology. Trained animals, mostly dogs, provide services to people with disabilities. These services include, but are not limited to, fetching objects for those who use wheelchairs, providing visual clues for those who are blind or alerting deaf individuals to household audio clues.

Guide dogs (“assistance animals,” “Seeing Eye dogs,” “service animals”) Currently, there is no uniform terminology. Trained animals, mostly dogs, provide services to people with disabilities. These services include, but are not limited to, fetching objects for those who use wheelchairs, providing visual clues for those who are blind or alerting deaf individuals to household audio clues.

Short stature (“little people/person”) This is the preferred term, along with “little people/person” instead of the medical terms of “dwarf” and “midget.” Do not use medical model terms when describing the experience of living with a disability. Some people prefer “short stature” instead of “little people/person.” It is best to ask the person which term is suitable.

Dwarf (also see “short stature,” “little person/people”) This is a medical condition sometimes applied to people who are of short stature and should be avoided unless it is being used in a quote or in a medical diagnosis. In general, avoid medical model terms when describing the experience of living with a disability. Instead use: “short stature” or “little person/people.” It is best to ask the person which term is suitable.

Little people/person These words refer to people of short stature and have come into common use since the founding of the Little People of America organization. The appropriateness of the terms is disputed by those within and outside of the organization. Proponents support a move away from the medical terminology of “dwarf” and “midget.” When writing about people of short stature, it is best to ask the person which term is suitable.

Midget (also see “dwarf,” “short stature,” “little people/person”) This is widely considered a derogatory word for people of short stature or a little person.

Vertically challenged This term is used in colloquial English to refer to a person who is considered to be below average height. Applying it to a person with a disability, such as a person of short stature or someone who uses a wheelchair, is inaccurate.





Veg, vegetable, vegetative state** These terms are technically inaccurate when used to describe people without physical, sensory or cognitive functioning. It is preferable to use precise medical terminology or, if that is not possible, general terms such as “comatose” or “non-responsive.”

Wheelchair Unless mentioning a wheelchair is essential to the story, leave it out. Avoid using “confined to a wheelchair” or “wheelchair-bound” as it implies a judgment. Similarly, avoid phrases such as “wheelchair-rider” and “vertically challenged.” Non-users often associate wheelchairs with illness and aging and regard them with fear. Keep in mind that a wheelchair can be a source of freedom and independence and that people who use wheelchairs might otherwise be confined to their home or their bed. It is preferable to use “person who uses a wheelchair” or “wheelchair user.”

Confined to a wheelchair* (“wheelchair”) Avoid using “confined to a wheelchair” or “wheelchair-bound.” Instead, use “person who uses a wheelchair” or “wheelchair user.” Unless mentioning the wheelchair is essential to the story, leave it out. Avoid using phrases such as “wheelchair-rider” or “vertically challenged.”

Uses a wheelchair* (also see “wheelchair”) People use wheelchairs for independent mobility. Some people prefer “person who uses a wheelchair” or “wheelchair user.” Avoid using “confined to a wheelchair,” “wheelchair-bound,” “wheelchair-rider” and “vertically challenged.”

Wheelchair-bound* (also see “wheelchair”) A person is not bound to a wheelchair; a wheelchair enables a person to be mobile. It is preferable to use “wheelchair user” or “uses a wheelchair.”

Visually Impaired

Blind* Use as an adjective, not as a noun. This word describes a person with complete loss of sight. Many people who are legally blind have some vision, which they sometimes use in combination with canes, dogs and other low-vision aids. For them the label “blind” is inaccurate. For others, use terms such as “visually impaired,” person with “limited vision” or “partially sighted.” Currently there is no uniform terminology. It is best to ask the person which term is suitable.

The word “blind” is used in colloquial English to imply ignorance or stupidity; i.e., “turned a blind-eye,” “blind to the fact,” or “What? Are you blind?” “Blind” is a short, punchy word, which may make it good for headlines and teases, but it is inaccurate for non-disability issues and is misleading when applied to people with limited vision. Using “blind” as a synonym for “ignorant” is inaccurate and perpetuates stereotypes. It is preferable to choose more accurate words.





Low vision* This term describes a person with some vision which they use in combination with canes, dogs and other low-vision aids. Using the word “blind” for someone with limited vision or someone who is partially sighted is inaccurate. Currently, there is no uniform terminology. It is best to ask the person which term is suitable.

Partially sighted (also see “blind”) This term describes a person with some vision which they use in combination with canes, dogs and other low-vision aids. Using the word “blind” for someone with limited vision or someone who is partially sighted is inaccurate. Currently, there is no uniform terminology. It is best to ask the person which term is suitable.

Visual impairment* This term describes a person with some vision which they use in combination with canes, dogs and other low-vision aids. Using the word “blind” for someone with limited vision or someone who is partially sighted is inaccurate. Currently, there is no uniform terminology. It is best to ask the person which term is suitable.

Service animal (“assistance animal,” “guide dog,” “seeing eye dog”) Trained animals, mostly dogs, providing services to people with disabilities.

Federal definition: Service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items. If they meet this definition, animals are considered service animals under the ADA, regardless of whether they have been licensed or certified by a state or local government.

For more information, go to <http://www.ada.gov/qasrvc.htm>.

Assistance animal (also see “guide dog,” “seeing eye dog,” “service animal”) Trained animals, mostly dogs, can provide services to a person with a disability. These services include, but not limited to, fetching objects for those who use wheelchairs, providing visual clues for those who are blind or alerting deaf individuals to household audio clues. Currently, there is no uniform terminology.

Guide dogs (“assistance animals,” “seeing eye dogs,” “service animals”) Currently, there is no uniform terminology. Trained animals, mostly dogs, provide services to people with disabilities. These services include, but are not limited to, fetching objects for those who use wheelchairs, providing visual clues for those who are blind or alerting deaf individuals to household audio clues.

Seeing eye dog* (“assistance animal,” “guide dog,” “service animal”) This is a trademark for a guide dog trained by Seeing Eye Inc. of Morristown, N.J. For more information, go to <http://www.seeingeye.org>.





Hearing-Impaired

ASL American Sign Language.

Deaf* Capitalize when a person identifies himself or herself as a member of the Deaf Culture community or when they capitalize Deaf when describing themselves. This word should be used as an adjective not as a noun; it describes a person with profound or complete hearing loss. Many people who are hard of hearing or who are hearing impaired have a mild to moderate hearing loss that may or may not be corrected with amplification. "Hearing impaired," "hard of hearing," "hearing loss," "partial hearing loss" and "partially deaf" are some of the terms that are generally acceptable in describing individuals with varying degrees of hearing loss. Other acceptable phrases include "woman who is deaf," "boy who is hard of hearing," "individuals with hearing losses" and "people who are deaf or hard of hearing." It is best to avoid "deaf and dumb" and "deaf mute." Currently there is no uniform terminology. It is best to ask the person which term is suitable.

Deaf dumb, deaf mute* Avoid. These terms refer to a person who does not hear and does not use speech to communicate. "Dumb" originally referred to a person who could not speak and implied the person was incapable of expressing himself or herself. People who are deaf or do not use speech are capable of expressing themselves in writing or with a different language, such as American Sign Language. Keep in mind that a person who does not use speech may be able to hear.

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Hard of hearing, hearing impaired Many people who are hard of hearing or hearing impaired have a mild to moderate hearing loss that may or may not be corrected with amplification. "Hearing impaired," "hard of hearing," "hearing loss," "partial hearing loss" and "partially deaf" are some of the terms that are generally acceptable in describing individuals with varying degrees of hearing loss. Currently, there is no uniform terminology. It is best to ask the person which term is suitable.

Mute** This is generally considered a derogatory term referring to a person who physically cannot speak. It also implies that people who do not use speech are unable to express themselves, which is not true.



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Mental and Cognitive Disability/Seizure Disorders

Developmental disabilities This phrase was generated from the Developmental Disabilities Act. It is an umbrella term that is often generalized to mean more than the federal and/or state legal definitions. The legal definition can vary from state to state.

The term generally is used to refer to individuals whose disabilities, acquired at birth or during childhood, affect development. The federal definition is: “Developmental disabilities are chronic mental and/or physical disabilities which manifest before age 22 and result in functional limitations in at least three of the following areas of life activity: self-care, language, learning, mobility, self-direction, independent living and economic self-sufficiency. Individuals with developmental disabilities require lifelong or extended individual supports. Conditions include, but are not limited to autism, mental retardation, epilepsy and cerebral palsy.”

Down syndrome* Not “Down's Syndrome” for the genetic, chromosomal disorder first reported in 1866 by Dr. J. Langdon Down. The preferred term is “a person with Down syndrome,” as opposed to “Down syndrome child.” Avoid using the word “mongoloid.” A syndrome is not a disease or illness; it is not contagious.

Psychiatric disability Use the specific psychiatric condition when possible. When describing an individual, do not refer to his or her disability unless it is clearly pertinent to the story.

Loon, loony, loony bin Taken from the term “lunatic,” any derivative that refers to an individual seeking therapy, assisted living or mental health services is considered a derogatory term.

Nuts This word is sometimes used to refer to someone with a psychiatric disability and is widely considered a derogatory term.

Seizure Avoid using “fit” to describe a seizure. It is more accurate to use the term “seizure.” “Fit” or “throwing a fit” in colloquial English often implies that a person is acting spoiled or out of control because he or she is not getting what they want.





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Stutter Use "people who stutter," not "stutterers." Use as an adjective, not a noun.



Annex II: *Hum Kissi Say Kam Nahin* Theme Grid

Programmes	Topics	Piece of format	locations
Prg No 01	Introduction of disability, Current situation of persons with disability.	Lalarukh Farooq: Islamabad (Interview with Atif , President STEP) Raffia Arshad: Interview with Abdul Manan , Working in STEP Lalarukh Farooq: Vox Pops (what is disability)	Lalarukh Farooq: Islamabad Raffia Arshad: Islamabad Lalarukh Farooq: Rawalpindi
Prg No 02	Counseling.	Qudsia: feature (importance of family support for disable people. Raffia Arshad: Discussion on independent living for people with disabilities. Lalarukh Farooq: Interview with counselor on the topic of impotence of counseling for people with disabilities	Qudsia : Karachi Raffia Arshad :Lahore Lalarukh Farooq: Islamabad
Prg No 03	Awareness and advocacy, removing the stigma	Raffia Arshad: Feature Raffia Arshad:Feature	Raffia Arshad: Lahore Raffia Arshad: Faisalabad
Prg No 04	Encouragement for sports	Raffia Arshad: Feature Lalarukh Farooq : Feature	Raffia Arshad: Rawalpindi Lalarukh Farooq : Islamabad
Prg No 05	Self empowerment for women with disabilities. Affirmative action for the disable, specially women	Raffia Arshad: Feature Qudsia Mehmood: Story Lalarukh Farooq: Feature	Raffia : Lahore Qudsia: Karachi Lalarukh Farooq: Karlal, Abbotabad
Prg No 06	Enjoying your childhood despite disability, Guidelines for parents/ guardian to understand and cope with their child's disability	Qudsia Mehmood: Interview Qudsia Mehmood: Interview	Qudsia Mehmood: Karachi Qudsia Mehmood: Karachi



Prg No 07	Earthquake. Issues of disability in the earthquake areas.	Lalarukh Farooq: Interview with Shugufta Lalarukh Farooq: Feature Lalarukh Farooq: Feature	Lalarukh Farooq: Karlal , Abbotabad, Muzafarabad
Prg No 08	Health. Poor health services for women (pregnancy complications, obstetric failure)	Raffia Arshad: OT mother of CP child is telling her story Raffia Arshad: Interview with Lady doctor talking about CP Raffia Arshad: OT Conversation of mother of mentally disable girl Lalarukh Farooq: Interview with lady doctor	Raffia Arshad: Raffia Arshad : Islamabad Raffia Arshad: Lalarukh Farooq: Rawalpindi
Prg No 09	Art and Literature	Qudsia Mehmood: interview Lalarukh Farooq: interview of poet Shakeel Anwar Raffia Arshad: Interview	Qudsia : Karachi Lalarukh Farooq: Bandi Mehra (Abbotabad) Raffia Arshad: Lahore
Pro No 10	Education	Lalarukh Farooq: Feature Qudsia Mehmood: Interview with computer teacher (not sighted) Raffia Arshad: Feature (D Ground School)	Lalarukh Farooq: Wahh Cantt, Abbotabad Qudsia Mehmood: Karachi IEDA Raffia Arshad: Faisalabad
Pro No 11	Mobility	Qudsia Mehmood: Penal Discussion Qudsia Mehmood: Interview with Shazia working in NADRA	Qudsia Mehmood: Karachi Qudsia Mehmood: Karachi
Pro No 12	Legislation	Raffia Arshad: Interview with Deputy Chairman NADRA Lalarukh Farooq: Interview with barrister Saif Ur Rehman about National Policy for disables in Pakistan Raffia Arshad: Interview with Lawyer Mohsin Kiayani	Lalarukh Farooq : Islamabad Raffia Arshad: Islamabad Lalarukh Farooq: Islamabad





Annex II: Transcriptions of radio programmes

Programme: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Creating awareness about rights and needs of disabled persons**

Location: Faisalabad, Lahore

Producer(s): Ms. Rafia Arshad

[Music]

Presenter: I am your host Samina Khameed, with a new radio series of twelve programs about issues pertaining to physical disabilities. The series is called 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. It is human nature to appreciate things of beauty and things that exist in their entirety. Seldom do people approve of imperfections and deficiencies. Despite this harsh reality, disabled persons are very much a part of any society. It would indeed be unfair to sever them from the mainstream society, considering them lesser beings. A positive behavioural change can be brought about in the society by creating awareness about disability and the rights of disabled persons.

In our feature today, we would be meeting Tahir, who himself is physically well but has chosen Javeria as her life partner who suffers from Cerebral Palsy (CP) which she developed due to complications during her birth. This feature has been produced by our Radio Producer at Uks, Ms. Rafia Arshad.

[Music]

Producer: More than six billion people in the world are partly or entirely physically disabled. More than eighty percent of this population belongs to the developing countries of the world. Almost thirty-three hundred thousand of the Pakistanis form a part of this group. In Pakistan, the state of women with respect to their rights and development is not very promising. To top it if these women are disabled, their plight is worsened by having to face even more discriminatory attitudes. The lady that we are about to meet is unable to walk or even move her body but she did not let her physical disability make her weak. Rather believing in her strengths she moved on and now is content and leads a happy married life! Javeria has been working as a Public Relations Officer at Milestone, an organization for the disabled, in Lahore for the last seven years. Despite the fact that Javeria's husband, Tahir is mentally and physically fit, he did not hesitate to make Javeria his wife. I met Javeria at her house in Lahore. She told me how she met Tahir.

Javeria: We have a sister organization in Lahore called Niham. Tahir came to Niham for an official visit. He saw my picture in a magazine there. The magazine had published my interview along with my picture. He managed to get my cell number somehow. We became friends and he asked me to marry him the third day after we met! [Chuckles] I did not agree to marry him. I was apprehensive. How would I manage my own house and related chores? He kept persuading me. He told me to have faith in God. He always said that I do not care if you can manage the house or not!

Producer: Javeria did not approve of this match due to her physical disability!

Javeria: I kept refusing his offer of marriage for a whole month. I knew that my disability was severe. I can hardly move my own body. Such a match in a society like ours is impossible. He insisted that he did not find it impossible. I was really moved by something he said to me then. He told me that his limbs are mine and to use them however it pleased me! Finally I accepted his offer of marriage!

Producer: How did Tahir find Javeria and what was the turning point in his life that changed his whole outlook towards life and made him marry Javeria?

Tahir: I know a couple that lived in my neighbourhood. They were happily married until they had a tragic accident. The woman was disabled for life as a result of that accident. Later her husband divorced her. There and then I decided that if ever I marry I would marry a woman who is disabled.

Producer: Disabled persons are ignored at most levels in our society and seldom accepted as equal beings! How did Tahir's family react to his decision to marrying a disabled woman?

Tahir: Everybody advised me to give it proper thought. I knew it would not be easy. My family had no problem with my decision. They said that it is my life and I can take my own decisions. Then Javeria and I finally decided to get married. We got married, moved to Lahore and are very happy together.

Producer: Disabled persons are separated from the mainstream society by making special schools, special





Programme: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Creating awareness about rights and needs of disabled persons**

Location: Faisalabad, Lahore

Producer(s): Ms. Rafia Arshad

[Music]

Presenter: I am your host Samina Khameed, with a new radio series of twelve programs about issues pertaining to physical disabilities. The series is called 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. It is human nature to appreciate things of beauty and things that exist in their entirety. Seldom do people approve of imperfections and deficiencies. Despite this harsh reality, disabled persons are very much a part of any society. It would indeed be unfair to sever them from the mainstream society, considering them lesser beings. A positive behavioural change can be brought about in the society by creating awareness about disability and the rights of disabled persons.

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Producer: Javeria did not approve of this match due to her physical disability!

Javeria: I kept refusing his offer of marriage for a whole month. I knew that my disability was severe. I can hardly move my own body. Such a match in a society like ours is impossible. He insisted that he did not find it impossible. I was really moved by something he said to me then. He told me that his limbs are mine and to use them however it pleased me! Finally I accepted his offer of marriage!

Producer: How did Tahir find Javeria and what was the turning point in his life that changed his whole outlook towards life and made him marry Javeria?

Tahir: I know a couple that lived in my neighbourhood. They were happily married until they had a tragic accident. The woman was disabled for life as a result of that accident. Later her husband divorced her. There and then I decided that if ever I marry I would marry a woman who is disabled.

Producer: Disabled persons are ignored at most levels in our society and seldom accepted as equal beings! How did Tahir's family react to his decision to marrying a disabled woman?

Tahir: Everybody advised me to give it proper thought. I knew it would not be easy. My family had no problem with my decision. They said that it is my life and I can take my own decisions. Then Javeria and I finally decided to get married. We got married, moved to Lahore and are very happy together.

Producer: Disabled persons are separated from the mainstream society by making special schools, special





Programme: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Creating awareness about rights and needs of disabled persons**

Location: Faisalabad, Lahore

Producer(s): Ms. Rafia Arshad

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Producer: Disabled persons are separated from the mainstream society by making special schools, special



Program: ‘Hum Kisi se Kum Nahi’ (‘We are no less than others’)

Theme: Physical and Mental Disabilities

Sub-Theme: Counselling

Location: Lahore, Islamabad

Producer(s): Qudsia Mahmood, Rafia Arshad, LalaRukh Farooq

[Music]

Presenter: I am your host Samina Khameed, with a new radio series of twelve programs called ‘*Hum Kisi Se Kum Nahi*’ (‘*We are no less than others*’). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. The series focuses on problems faced by persons with physical and mental disabilities and attempts to provide solutions to these problems. Persons themselves are never disabled. There are some deficiencies, mental or physical, that makes those persons different from the others, lacking in some abilities and better in others! In our society disabled persons have to face extreme behaviours from the public. On one hand, disability in a person is considered a Divine ordeal while others consider it a consequence of bad deeds! Such discriminatory attitudes make the lives of disabled persons, who already have a tough time overcoming their disability, tougher still. Keeping this issue in mind, our producer Qudsia Mahmood has made the following feature.

[Music]

Producer: The moral support of friends and family is a strong morale booster for anyone in any aspect of life. However, there are disabled persons in our society that are constantly censured for being disabled, even by their own families. One such case in point is that of Noreen. Noreen fell from the rooftop of her house five years back. The left side of her body was paralysed as a result of the fall. After some time, Noreen regained her ability to walk and move but has difficulty talking properly and believes that she is only a liability to her family.

Noreen: I try not to be dependent on anyone. Still, my family tells me to find a job for myself since I am only a burden to them. They tell me to find a means to meet my own needs. I cannot manage my financial needs at least for now. I am still studying. My mother supports me but my father says that I should not become a financial drain on him and I should find some work.

Producer: Umair also had to face discriminatory social attitudes. Umair has a degree in Computer Sciences from a renowned university. He often had conflicts with the University Administration due to his dependency on a wheel chair that often required making special arrangements for him.

Umair: I have not had any good experiences. I was often at odds with the University Administration. They objected to my being enrolled in the university programme in the first place. Later I requested for my car to be parked near the building where I attended my classes. Also there are a few stairs leading to the building, which are difficult for me to manoeuvre in my wheel chair. When I requested for a ramp to be constructed and even offered to provide the funds for construction, they refused. As a rule, they should have had that ramp made but they downright rejected my request. Not only that but also one day when my brother and I passed the lady in charge of administration in the university, my brother again explained my problem. She glared at me and retorted ‘Why don’t we get a whole new building constructed for your convenience!’

Producer: Noreen’s family refused to let her complete her education after her accident and consequent paralysis. She has entered her graduate program with financial help from her friends. Her pain and hurt is evident from the tears she shed.

Noreen: [weeping] I have taken admission in this graduate program after a lot of struggle.

Producer: Doesn’t your family support you?

Noreen: [sobs] They give only half the money to pay my tuition fees. My friends pay the rest. I could not afford the admission fees. My ‘sister’ paid and persuaded me to study.

Producer: Noreen and Umair both are citizens of the same country. Unlike Noreen, Umair had full backing of his parents all his life. Today Umair is helping his father run his import-export business. In contrast, Noreen still has to face negative social behaviours at every step in her life. She is trying to get a part time job that she can manage along with her studies. She wants to earn at least enough to support herself.

Noreen: When I get a job to support myself only then will I be able to put an end to their censoring and accusations.

[Music]



Program: ‘*Hum Kisi se Kum Nahi*’ (‘*We are no less than others*’)

Theme: Physical and Mental Disabilities

Sub-Theme: **Counselling**

Location: Lahore, Islamabad

Producer(s): Qudsia Mahmood, Rafia Arshad, LalaRukh Farooq

[Music]

Presenter: I am your host Samina Khameed, with a new radio series of twelve programs called ‘*Hum Kisi Se Kum Nahi*’ (‘*We are no less than others*’). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. The series focuses on problems faced by persons with physical and mental disabilities and attempts to provide solutions to these problems. Persons themselves are never disabled. There are some deficiencies, mental or physical, that makes those persons different from the others, lacking in some abilities and better in others! In our society disabled persons have to face extreme behaviours from the public. On one hand, disability in a person is considered a Divine ordeal while others consider it a consequence of bad deeds! Such discriminatory attitudes make the lives of disabled persons, who already have a tough time overcoming their disability, tougher still. Keeping this issue in mind, our producer Qudsia Mahmood has made the following feature.

[Music]

Producer: The moral support of friends and family is a strong morale booster for anyone in any aspect of life. However, there are disabled persons in our society that are constantly censured for being disabled, even by their own families. One such case in point is that of Noreen. Noreen fell from the rooftop of her house five years back. The left side of her body was paralysed as a result of the fall. After some time, Noreen regained her ability to walk and move but has difficulty talking properly and believes that she is only a liability to her family.

Noreen: I try not to be dependent on anyone. Still, my family tells me to find a job for myself since I am only a burden to them. They tell me to find a means to meet my own needs. I cannot manage my financial needs at least for now. I am still studying. My mother supports me but my father says that I should not become a financial drain on him and I should find some work.

Producer: Umair also had to face discriminatory social attitudes. Umair has a degree in Computer Sciences from a renowned university. He often had conflicts with the University Administration due to his dependency on a wheel chair that often required making special arrangements for him.

Umair: I have not had any good experiences. I was often at odds with the University Administration. They objected to my being enrolled in the university programme in the first place. Later I requested for my car to be parked near the building where I attended my classes. Also there are a few stairs leading to the building, which are difficult for me to manoeuvre in my wheel chair. When I requested for a ramp to be constructed and even offered to provide the funds for construction, they refused. As a rule, they should have had that ramp made but they downright rejected my request. Not only that but also one day when my brother and I passed the lady in charge of administration in the university, my brother again explained my problem. She glared at me and retorted ‘Why don’t we get a whole new building constructed for your convenience!’

Producer: Noreen’s family refused to let her complete her education after her accident and consequent paralysis. She has entered her graduate program with financial help from her friends. Her pain and hurt is evident from the tears she shed.

Noreen: [weeping] I have taken admission in this graduate program after a lot of struggle.

Producer: Doesn’t your family support you?

Noreen: [sobs] They give only half the money to pay my tuition fees. My friends pay the rest. I could not afford the admission fees. My ‘sister’ paid and persuaded me to study.

Producer: Noreen and Umair both are citizens of the same country. Unlike Noreen, Umair had full backing of his parents all his life. Today Umair is helping his father run his import-export business. In contrast, Noreen still has to face negative social behaviours at every step in her life. She is trying to get a part time job that she can manage along with her studies. She wants to earn at least enough to support herself.

Noreen: When I get a job to support myself only then will I be able to put an end to their censoring and accusations.

[Music]





Program: ‘Hum Kisi se Kum Nahi’ (‘We are no less than others’)

Theme: Physical and Mental Disabilities

Sub-Theme: Counselling

Location: Lahore, Islamabad

Producer(s): Qudsia Mahmood, Rafia Arshad, LalaRukh Farooq

[Music]

Presenter: I am your host Samina Khameed, with a new radio series of twelve programs called ‘*Hum Kisi Se Kum Nahi*’ (‘*We are no less than others*’). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. The series focuses on problems faced by persons with physical and mental disabilities and attempts to provide solutions to these problems. Persons themselves are never disabled. There are some deficiencies, mental or physical, that makes those persons different from the others, lacking in some abilities and better in others! In our society disabled persons have to face extreme behaviours from the public. On one hand, disability in a person is considered a Divine ordeal while others consider it a consequence of bad deeds! Such discriminatory attitudes make the lives of disabled persons, who already have a tough time overcoming their disability, tougher still. Keeping this issue in mind, our producer Qudsia Mahmood has made the following feature.

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Noreen: I try not to be dependent on anyone. Still, my family tells me to find a job for myself since I am only a burden to them. They tell me to find a means to meet my own needs. I cannot manage my financial needs at least for now. I am still studying. My mother supports me but my father says that I should not become a financial drain on him and I should find some work.

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Producer: Noreen’s family refused to let her complete her education after her accident and consequent paralysis. She has entered her graduate program with financial help from her friends. Her pain and hurt is evident from the tears she shed.

Noreen: [weeping] I have taken admission in this graduate program after a lot of struggle.

Producer: Doesn’t your family support you?

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Noreen: When I get a job to support myself only then will I be able to put an end to their censuring and accusations.

[Music]





Program: 'Hum Kisi se Kum Nahi' ('we are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Earthquake**

Location: Abbotabad, Mansehra

Producer(s): LalaRukh Farooq

[Music]

Presenter: I am your host Samina Khameed, with a new programme of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series of twelve parts based on physical and mental disabilities focuses on the issues faced by disabled persons and their solutions. This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. 8th October 2005 was most devastating in the history of Pakistan.

A strong earthquake suddenly jolted Azad Jammu Kashmir and North Western Areas of Pakistan. This deadly calamity reshaped the face of the region and buried whole settlements. More than seventy-three thousand people died as a result, more than half of which were women and children. Official figures indicate that one hundred and twenty six thousand three hundred and four people were severely injured resulting in short term or permanent paraplegic disabilities. The worst affected include housewives and school-going children. It was the Holy month of Ramazan. Shugufta, a resident of Abbotabad, was making breakfast for her infant daughter unaware that in the next few seconds, her life would turn upside down. Our producer, Lalarukh Farooq, has prepared a feature on Shugufta's tragic experience. Also featured is Naheed, who is associated with Handicap International, an organization for the welfare of handicapped persons, who speaks on the irresponsible behaviour of the doctors towards handicapped persons.

[Music]

Producer: The earthquake of October 2005 affected millions of lives. One of these is Ms. Shugufta, a resident of Kerlaal in the suburbs of Haripur. Let us hear her tragic story in her own words.

Ms. Shugufta: It was Ramazan. I went to sleep again after saying my morning (Fajar) prayers. My daughter woke me up at breakfast time. I gave her her meal and went outside to wash the dishes. As soon as I stepped outside I felt the tremors. The jolts were so strong that I could hardly stay on my feet. The boundary wall of the front yard crumbled down and I fell atop the debris. My back was pressed against the wall. I had heard that once you fall down during an earthquake it is hard to get up. I could not do so. Later ambulances came and I was taken to the hospital. I was shifted to a hospital in Islamabad where my back was operated upon and treatment completed. I recovered enough to sit up. I had hoped that I would recover completely. When I would be sitting up my daughter would come up to me and ask me to open the door for her. I felt so bad. How could I explain to her that I could not do it. [On the verge of crying]

Producer: Ms. Naheed works at Handicap International. She says, that if disabled persons accept their handicap rather than staying in denial, they can make their own lives easier and speed up improvement. Naheed also mentions the irresponsible behaviour on the part of Doctors.

Ms. Naheed: Spinal cord injuries cannot be cured. However the doctors do not tell the truth to patients with such injuries. So much time and money is wasted on temporary treatment and medicine rather than informing the patients that their handicap is permanent, a reality they have to live with. There is a need to create awareness among the medical practitioners to be honest with their patients. The doctors need to tell the patients in the beginning that they cannot be cured. Handicapped persons need to accept their disability. However, the doctors keep giving such patients medicine and useless treatment until they are drained of their finances. Only then do they tell them the reality. I was on a tour to Uggi, where I met a woman on wheel chair. I saw an antibiotic medicine lying by her side. The woman had spinal cord injury and her doctor had prescribed her that medicine misinforming her that it would cure her of her injury. Now you tell me, what can an antibiotic do for a spinal cord injury! We need to create awareness among the masses and especially check such medical practitioners. I implore them, for God's sake do not worsen the problems of these handicapped persons further by prescribing them wrong medicine or treatment.

Producer: It is the moral duty of doctors to ensure that their patients are aware of the facts about their disease or disability. Misinforming or hiding the reality is an immoral act.

Ms. Shugufta: Doctors should have informed us that we couldn't be completely cured and that we need not have wandered place to place with false hopes. If my doctor had been honest with me, I would not have stayed away from home and away from my children for so long in the name of treatment.





Program: 'Hum Kisi se Kum Nahi' ('we are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Earthquake**

Location: Abbotabad, Mansehra

Producer(s): LalaRukh Farooq

[Music]

Presenter: I am your host Samina Khameed, with a new programme of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series of twelve parts based on physical and mental disabilities focuses on the issues faced by disabled persons and their solutions. This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. 8th October 2005 was most devastating in the history of Pakistan.

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Program: 'Hum Kisi se Kum Nahi' ('we are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Earthquake**

Location: Abbotabad, Mansehra

Producer(s): LalaRukh Farooq

[Music]

Presenter: I am your host Samina Khameed, with a new programme of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series of twelve parts based on physical and mental disabilities focuses on the issues faced by disabled persons and their solutions. This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. 8th October 2005 was most devastating in the history of Pakistan.

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Education**

Location: Abbotabad, Karachi, Faisalabad

Producer(s): LalaRukh Farooq, Qudsia Mahmood, Rafia Arshad

[Music]

Presenter: Assalam-o-alaikum. I am your host Samina Khameed, with a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. This series of twelve parts focuses on problems faced by persons with physical and mental disabilities and attempts to provide solutions to these problems. In this programme we would be focusing on education. You would be listening to a feature, interview and true stories on this topic. In our country literacy rates are quite disheartening. These figures are further depressing in case of rural areas. Majority of the Pakistani population is illiterate. Negative social attitudes towards the disabled and related problems faced by the disabled in gaining access to a basic right like education have been covered by LalaRukh Farooq in the following feature. In this feature Khurshid Ahmad and Naveed Anjum, who is visually impaired, tell their personal experiences.

[Music]

Producer: Vision is indeed a gift of God but those who are visually impaired are often treated as outcasts. In our society we are lucky to have people like Khurshid Ahmad who are constantly trying to fight problems faced by the visually impaired. He is running a school for visually impaired girls called Light House in Abbotabad. He says:

Mr. Ahmad: I conducted a survey on blind persons countrywide. I found out that the condition of female blind persons was worse than that of male blind persons. The blind females being restricted to their homes with no life and activity, to speak of, were becoming physically immobilized as well. In our society if a disabled child is born, boy or girl, they are made to stay at home and maltreated and neglected. In this region, there is no government institute for blind girls. In the entire N.W.F.P region, there is only one institute in Peshawar. There was no or little awareness about the existence of such institutes among the locals so I established this school for girls.

Producer: When we inquired about the facilities provided to the visually impaired girls at his organisation he replied:

Mr. Ahmad: We educate them in using brail. In handicrafts we teach them to knit. Thirdly, we instruct them to use a computer with the help of talking software. Four, we teach them in religious matters and help them to learn the Holy Quran by heart. We want them to be useful citizens participating in mainstream society and to be financially independent. I would like to stress that if a visually impaired child is born in a family s/he should not be considered useless. I request their parents to bring such children to schools like ours and make them socially active and independent persons.

Producer: Listeners, Naveed Anjum is one brave woman who fought her visual disability and made it her strength. She is associated with an institute for the welfare of the disabled called 'Nasheman' and running her organisation called 'Ujala Rehabilitation' for the disabled in Wahh Cantt near Rawalpindi.

Ms. Anjum: [recites a verse]

Producer: Talking about her disability, she said:

Ms. Anjum: My early childhood years were like all 'normal' children. When I was six years old I was diagnosed with brain tumour. Consequently I lost my eyesight.

Producer: Telling us about her academics and the difficulties she faced, Ms. Anjum said:

Ms. Anjum: I had to face a lot of problems during my school years. Most teachers avoided making any extra effort. They would say that the rest of the class was neglected if they paid special attention to me. Especially when I had to take board exams, the management would make huge issues about trivial things. Finally I graduated and then I wanted to get a Masters degree in a field that would help me to pursue a job in helping the visually impaired and minimizing difficulties in their lives.

Producer: Explaining to me the examination system for the visually impaired she said:

Ms. Anjum: When the visually impaired take tests, they are provided with a 'normal' sighted helper. The helper would read out the question paper. Then we decide which questions to do first and dictate the answers to the helper.

Producer: What facilities are provided to the disabled in your school?

Ms. Anjum: In our school we cater to the needs of four types of disabled persons including the physically handicapped, visually impaired, hearing impaired and MR. In addition to academics, arts and crafts are



Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Education**

Location: Abbotabad, Karachi, Faisalabad

Producer(s): LalaRukh Farooq, Qudsia Mahmood, Rafia Arshad

[Music]

Presenter: Assalam-o-alaikum. I am your host Samina Khameed, with a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. This series of twelve parts focuses on problems faced by persons with physical and mental disabilities and attempts to provide solutions to these problems. In this programme we would be focusing on education. You would be listening to a feature, interview and true stories on this topic. In our country literacy rates are quite disheartening. These figures are further depressing in case of rural areas. Majority of the Pakistani population is illiterate. Negative social attitudes towards the disabled and related problems faced by the disabled in gaining access to a basic right like education have been covered by LalaRukh Farooq in the following feature. In this feature Khurshid Ahmad and Naveed Anjum, who is visually impaired, tell their personal experiences.

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Education**

Location: Abbotabad, Karachi, Faisalabad

Producer(s): LalaRukh Farooq, Qudsia Mahmood, Rafia Arshad

[Music]

Presenter: Assalam-o-alaikum. I am your host Samina Khameed, with a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. This series of twelve parts focuses on problems faced by persons with physical and mental disabilities and attempts to provide solutions to these problems. In this programme we would be focusing on education. You would be listening to a feature, interview and true stories on this topic. In our country literacy rates are quite disheartening. These figures are further depressing in case of rural areas. Majority of the Pakistani population is illiterate. Negative social attitudes towards the disabled and related problems faced by the disabled in gaining access to a basic right like education have been covered by LalaRukh Farooq in the following feature. In this feature Khurshid Ahmad and Naveed Anjum, who is visually impaired, tell their personal experiences.

[Music]

Producer: Vision is indeed a gift of God but those who are visually impaired are often treated as outcasts. In our society we are lucky to have people like Khurshid Ahmad who are constantly trying to fight problems faced by the visually impaired. He is running a school for visually impaired girls called Light House in Abbotabad. He says:

Mr. Ahmad: I conducted a survey on blind persons countrywide. I found out that the condition of female blind persons was worse than that of male blind persons. The blind females being restricted to their homes with no life and activity, to speak of, were becoming physically immobilized as well. In our society if a disabled child is born, boy or girl, they are made to stay at home and maltreated and neglected. In this region, there is no government institute for blind girls. In the entire N.W.F.P region, there is only one institute in Peshawar. There was no or little awareness about the existence of such institutes among the locals so I established this school for girls.

Producer: When we inquired about the facilities provided to the visually impaired girls at his organisation he replied:

Mr. Ahmad: We educate them in using brail. In handicrafts we teach them to knit. Thirdly, we instruct them to use a computer with the help of talking software. Four, we teach them in religious matters and help them to learn the Holy Quran by heart. We want them to be useful citizens participating in mainstream society and to be financially independent. I would like to stress that if a visually impaired child is born in a family s/he should not be considered useless. I request their parents to bring such children to schools like ours and make them socially active and independent persons.

Producer: Listeners, Naveed Anjum is one brave woman who fought her visual disability and made it her strength. She is associated with an institute for the welfare of the disabled called 'Nasheman' and running her organisation called 'Ujala Rehabilitation' for the disabled in Wahh Cantt near Rawalpindi.

Ms. Anjum: [recites a verse]

Producer: Talking about her disability, she said:

Ms. Anjum: My early childhood years were like all 'normal' children. When I was six years old I was diagnosed with brain tumour. Consequently I lost my eyesight.

Producer: Telling us about her academics and the difficulties she faced, Ms. Anjum said:

Ms. Anjum: I had to face a lot of problems during my school years. Most teachers avoided making any extra effort. They would say that the rest of the class was neglected if they paid special attention to me. Especially when I had to take board exams, the management would make huge issues about trivial things. Finally I graduated and then I wanted to get a Masters degree in a field that would help me to pursue a job in helping the visually impaired and minimizing difficulties in their lives.

Producer: Explaining to me the examination system for the visually impaired she said:

Ms. Anjum: When the visually impaired take tests, they are provided with a 'normal' sighted helper. The helper would read out the question paper. Then we decide which questions to do first and dictate the answers to the helper.

Producer: What facilities are provided to the disabled in your school?

Ms. Anjum: In our school we cater to the needs of four types of disabled persons including the physically handicapped, visually impaired, hearing impaired and MR. In addition to academics, arts and crafts are

Program: 'Hum Kisi se Kum Nahi' ('We are not less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Guidelines for bringing up disabled children**

Location: Karachi

Producer(s): Qudsia Mahmood
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[Music]

Producer: Ayesha and Abdullah both have weak eyesight. As a mother you have fulfilled your responsibilities very well. Both have now completed their education by gaining a Masters Degree in Business Management. Tell us how has been your life experiences so far, did you face any special situations?

Mother: I learnt about their disability when they were in kindergarten. In fact, their teacher pointed out that they have difficulty while writing. I remember I had to darken the lines on his copies so that the letters would stay on lines and I used to put dots to help him write. When the teacher especially pointed out that they had difficulty writing and reading from the blackboard, I took him to an ophthalmologist. It was found that their retina was spotted so they had difficulty focussing on objects. I requested his teacher that to read out aloud whenever she wrote on the board. I told Abdullah to increase his writing speed so that he could write as the teacher spoke. Abdullah indeed worked on his writing speed. His teacher used to say that as soon as I would put the chalk down, Abdullah would bring his notebook to my desk with his work finished! His writing wasn't perfect but that did not matter to me. Besides in the early years parents do have to put in extra effort with the children's schoolwork. I made them do all their work and never made them feel that anything was difficult for them. I made sure that they never felt inferior or deficient in any way. I thank God that He helped me throughout. They had very good friends too. If ever they had a problem in class while reading the board or books, their friends would come to their rescue. They would even repeat what the teacher was saying if they missed it. They also have difficulty seeing properly in the dark or especially anything small. Abdullah yearns to drive but I do not let him. What if a small object or a child comes in front of the car and he does not see him. Its better to control ones wishes if it can prevent a bigger tragedy. He does drive within the colony sometimes or parks the car in our driveway!

Abdullah: I have just finished my Masters Programme in Business Management. These days I am looking for a job. Otherwise I keep myself busy with the normal daily activities. The university staff and management had always supported me. There were a few instances when I felt I was mistreated but they are very few and easily negligible. An organization called STEP visited our university last year. I am seeking their help and also have applied and taken entrance tests in various organizations. If I get a job in the field I have applied for I can carry out the practical aspects without my disability posing as a problem. In the field of HR there is relatively less paperwork and numerical work involved. I believe the daily responsibilities would not be difficult for me. As for transportation, I have difficulty reading the route numbers on the buses. I started using the public transport when I had joined college. I would ask other people on the stop to inform me when a certain bus would be coming. Once a man got curious. He asked me why couldn't I read when I was wearing a college uniform? Then I had to explain my disability!

Mother: I always had faith in God but I had never thought he would come this far. I never had to tell him to study. He passed his exams with good grades and never had to repeat any course or grade.



Program: ‘Hum Kisi se Kum Nahi’ (‘We are not less than others’)

Theme: Physical and Mental Disabilities

Sub-Theme: **Guidelines for bringing up disabled children**

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Program: ‘Hum Kisi se Kum Nahi’ (‘We are not less than others’)

Theme: Physical and Mental Disabilities

Sub-Theme: **Guidelines for bringing up disabled children**

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Health**

Location: Islamabad, Faisalabad

Producer(s): Rafia Arshad

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[Music]

Mother: I have two sons and a daughter. My daughter's name is Kainat. She is thirteen years old. She cannot walk since birth. She has Cerebral Palsy. This condition developed at birth. I request all medical doctors to pay close attention to the condition of a newborn. My daughter has cerebral Palsy due to neglect on the part of doctors. In the beginning I hoped that she would improve with time. The doctors did not cooperate with me. I needed to have a caesarean section. If the doctors had paid attention to the foetus, an early delivery would have helped her to remain healthy. The doctors should have taken the decision on an early delivery. I never thought to question the expertise of the doctors. All pregnant mothers should be very careful and doctors should complete their routine checkups with due diligence. It could help to save the life and health of a child. Kainaat has had two major surgeries in Lahore. She can now walk with the help of a walker. Physiotherapy can help to improve her condition further but we cannot afford a physiotherapist. We are trying our level best to help her improve. She does her exercises daily. We want her to be independent and self-sufficient.

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Presenter: On the same topic, Rafia Arshad, has talked to Professor Shamsa Ramzan, at Ali Hospital, Islamabad. She has informed us about birth defects and disabilities developed during delivery.

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Producer: The birth of a child is a very happy occasion for a family. If however, a child is born with a disability due to medical neglect, this happy occasion becomes a lifetime tragedy. Nasreen, mother of thirteen-year-old Kainaat of Faisalabad faced a similar tragedy when her daughter contracted Cerebral Palsy due to negligence by her obstetrician in delaying her birth. She was immobilised waist down. What factors can cause disabilities in a newborn? I consulted Professor Shamsa Ramzan, at Ali Hospital Islamabad about mental and physical disorders caused at birth. Doctor Ramzan, please tell us what is Cerebral Palsy and can delay in delivering a baby in an otherwise normal pregnancy cause this disorder?

Dr. Ramzan: Cerebral Palsy is basically an internal brain injury, which immobilizes a part of the brain. One reason for Cerebral Palsy could be complications during childbirth but in majority of the cases of Cerebral Palsy the causes are different and begin in early pregnancy. This is a common misconception that Cerebral Palsy in a child is due to complications during delivery. That may not be the only cause. It is very difficult to ascertain the causes of this neurological disorder.

Producer: What are the factors during delivery that may cause disability in newborn children?

Dr. Ramzan: There can be several factors. One could be prolonged labour. Another could be a foetus weighing more than four kilograms, which can harm the child during a complicated delivery. Premature babies also are more vulnerable to injuries during delivery.

Producer: What types of disabilities can result from these factors during childbirth?

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Health**

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Health**

Location: Islamabad, Faisalabad

Producer(s): Rafia Arshad

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Legislation**

Location: Islamabad.

Producer(s): LalaRukh Farooq, Rafia Arshad

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[Music]

Producer: Would you please introduce yourself?
Mr. Sheikh: My name is Mohammad Atif Sheikh. I have a physical disability which is why I am associated with an organization for the disabled called Special Talent Exchange Programme (STEP). Disabled people run this organization. The aim is to raise their voices for their rights. I have been working for STEP for the last thirteen years.

Producer: What does the term disability mean?
Mr. Sheikh: The term disability does not have a single definition. There are two basic schools of thought. One defines disability as a physical or mental deficiency. The latest definition is in terms of its social impact. This is being accepted in Pakistan now. It is especially being used in policy-making. It defines disability as inability to access social services.

Producer: How would you classify different forms of disability and what is severe disability?

Mr. Sheikh: There are four basic kinds of disabilities that are noticeable. One is visual impairment, second is hearing and speech impairment, third is one that limits movement or activity and fourth is cognitive or intellectual impairment. Severe disability is the presence of one or more of the above-mentioned disabilities or any one of the above in its extreme form. In Pakistan quite a lot of work has been done on the four basic noticeable kinds of disabilities but not for the severely disabled. Internationally there are eighteen types of disabilities defined including the minor ones that are hardly even noticeable.

Producer: We often talk about social attitudes and behaviour towards disabled persons. What are the expectations of the disabled from the society?

Mr. Sheikh: There are generally two extreme social attitudes. One group considers these special people to have divine powers and refer to them for their spiritual salvations. Another group treats them as inferior to them and consider their disability a consequence of their past sins. These are the basic reasons that the disabled persons deny their handicap. They do not accept their deficiencies and constantly hope for a miraculous cure or else death. If the disabled persons accept their deficiencies as distinctive lifestyles and try to change their environment according to their needs rather than themselves, they can lead easier and contented lives. A severely disabled person who is even unable to go to the washroom on his/her own should make an arrangement so that a washroom is nearest possible to his/her room. This is just an example. The point I am trying to make is that the disabled person can make their lives easier if only they make an effort to do so themselves since no one can understand their problems better than them.

Producer: How favourable is our environment and society for the disabled?

Mr. Sheikh: In terms of accessibility, there are a lot of countries that are least favourable for the disabled including Pakistan. Here accessibility is almost non-existent. Certain areas and buildings have been made accessible due to movements initiated by the disabled themselves. Otherwise even hospital buildings are least accessible in Pakistan.

Often when we talk about accessibility most people think of ramps or wheelchairs only. What about the hearing and speech-impaired persons? Is there somebody at the hospitals who understands and speaks sign language? There is no arrangement for the visually impaired persons who can write their medical or registration information in brail or similar formats. Talking about ramps and wheelchairs for the physically handicapped additional needs like a low reception counter and amply large washrooms are also required. These are just the basics of accessibility.





Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Legislation**

Location: Islamabad.

Producer(s): LalaRukh Farooq, Rafia Arshad

[Music]

Presenter: Assalam-o-alaikum. I am your host Samina Khameed, with a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'). This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. This series of twelve parts focuses on problems faced by persons with physical and mental disabilities and attempts to provide solutions to these problems. What is disability? Lacking the ability to do a certain task, or any physical or mental deficiency that limits the capabilities of a person. Now we will listen to a discussion on disabilities with Mohammad Atif Sheikh, the President of the Special Talent Exchange Programme (STEP), Islamabad. LalaRukh Farooq has produced this part of the programme for you!

[Music]

Producer: Would you please introduce yourself?

Mr. Sheikh: My name is Mohammad Atif Sheikh. I have a physical disability which is why I am associated with an organization for the disabled called Special Talent Exchange Programme (STEP). Disabled people run this organization. The aim is to raise their voices for their rights. I have been working for STEP for the last thirteen years.

Producer: What does the term disability mean?

Mr. Sheikh: The term disability does not have a single definition. There are two basic schools of thought. One defines disability as a physical or mental deficiency. The latest definition is in terms of its social impact. This is being accepted in Pakistan now. It is especially being used in policy-making. It defines disability as inability to access social services.

Producer: How would you classify different forms of disability and what is severe disability?

Mr. Sheikh: There are four basic kinds of disabilities that are noticeable. One is visual impairment, second is hearing and speech impairment, third is one that limits movement or activity and fourth is cognitive or intellectual impairment. Severe disability is the presence of one or more of the above-mentioned disabilities or any one of the above in its extreme form. In Pakistan quite a lot of work has been done on the four basic noticeable kinds of disabilities but not for the severely disabled. Internationally there are eighteen types of disabilities defined including the minor ones that are hardly even noticeable.

Producer: We often talk about social attitudes and behaviour towards disabled persons. What are the expectations of the disabled from the society?

Mr. Sheikh: There are generally two extreme social attitudes. One group considers these special people to have divine powers and refer to them for their spiritual salvations. Another group treats them as inferior to them and consider their disability a consequence of their past sins. These are the basic reasons that the disabled persons deny their handicap. They do not accept their deficiencies and constantly hope for a miraculous cure or else death. If the disabled persons accept their deficiencies as distinctive lifestyles and try to change their environment according to their needs rather than themselves, they can lead easier and contented lives. A severely disabled person who is even unable to go to the washroom on his/her own should make an arrangement so that a washroom is nearest possible to his/her room. This is just an example. The point I am trying to make is that the disabled person can make their lives easier if only they make an effort to do so themselves since no one can understand their problems better than them.

Producer: How favourable is our environment and society for the disabled?

Mr. Sheikh: In terms of accessibility, there are a lot of countries that are least favourable for the disabled including Pakistan. Here accessibility is almost non-existent. Certain areas and buildings have been made accessible due to movements initiated by the disabled themselves. Otherwise even hospital buildings are least accessible in Pakistan.

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Legislation**

Location: Islamabad.

Producer(s): LalaRukh Farooq, Rafia Arshad

[Music]

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Legislation**

Location: Islamabad.

Producer(s): Rafia Arshad, LalaRukh Farooq

[Music]

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Producer: Mohsin, please tell us about the basic legal rights provided to disabled persons in the Constitution of Pakistan.

Mr. Kiyani: In Pakistan the basic legal rights have been described in Disabled Persons Employment and Rehabilitation Ordinance 1981 to ensure participation of disabled persons in the mainstream society as Pakistani citizens. The purpose was to establish an employment exchange registering all handicapped Pakistanis. An authorized medical officer would have been assigned the task to assess the disability and condition of a person and provide him or her a certificate that would enable them to be registered in the exchange programme. The second step after registration would be to provide them employment in the government, private, commercial or industrial sectors. Under this law a quota was fixed for disabled persons. The quota was fixed at one percent initially and later increased to two percent. The usual selection process for jobs for disabled persons was bypassed as well. This was the basic spirit, providing employment opportunities and financial stability to the disabled. Training courses were also arranged for the handicapped. This law also wanted to enforce behavioural changes to prevent social victimization of the disabled persons. Fine and punishment would have been due if a firm disregards the employment quota for disabled persons or if anyone shows discriminatory attitude towards them. The fine is approximately thousand rupees or legal action against the firm.

Producer: If a disabled person feels that his or her rights are being violated, where should they turn to for help?

Mr. Kiyani: That is a very important question and I am glad that you asked it. The government needs to provide such a forum to the disabled persons and ensure that the masses are made aware about its existence. These rights should include their educational, employment and basic fundamental rights. As yet no such firm has been established for the disabled where they can turn to for relief.

Producer: Please tell us what efforts are being done to provide financial assistance to the disabled?

Mr. Kiyani: I know of this law only, which facilitates them in employment. Under this law they have job security and should be provided technical training as well. An additional penalty to organizations failing to provide an employment to disabled persons is that they have to pay a specific amount to a government fund created for the disabled. This fund is used for the betterment of the disabled persons. These are productive measures that help to involve national and private organizations in the awareness campaign to ensure mainstreaming of disabled persons.

Producer: Why are these laws not enforced so far?

Mr. Kiyani: The failure of the government to implement this law is simply a national tragedy! As for judicial reforms I'd say the legal courts have hardly done any constructive work for the last two and a half years due to the nationwide movement for the restoration of the judges. Recently, a new law has been passed on thirty-first July 2009, dismissing many lawyers and judges. This has not only further added to the crises but is a grave violation of their rights. Each political party wants to appoint Supreme Court judges of their choice and are being turned down by the chief justice and the ones Chief Justice wants to appoint are being turned down by the political parties! A vicious circle has formed now. The backlog in the courts has piled up, so taking new initiatives to provide relief are almost impossible. If the current number of appointed judges is increased threefold then it just might be possible to resolve the backlog in the next two years. Honestly speaking, justice is not being provided in Pakistan anywhere let alone any priority issues. Priority these days is that of security and if we survive through the current crises, we might get results. In our courts we get decisive solutions to issues, which may not necessarily be just.



Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Legislation**

Location: Islamabad.

Producer(s): Rafia Arshad, LalaRukh Farooq

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Producer: If a disabled person feels that his or her rights are being violated, where should they turn to for help?

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Legislation**

Location: Islamabad.

Producer(s): Rafia Arshad, LalaRukh Farooq

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Art and Literature**

Location: Karachi, Lahore, Abbottabad

Producer(s): Rafia Arshad, Qudsia Mahamood, LalaRukh Farooq

[Music]

Presenter: Assalam-o-alaikum. With a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'), I am your host Samina Khameed. The series focuses on social problems faced by persons with mental and physical deficiencies and their possible solutions. This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. In our programme today you would be listening to discussions and conversations on art and literature by disabled persons. Art and literature are diverse fields. Disabled persons being otherwise cut off from the mainstream society can use artistic skills and creativity depicting their feelings to reach the masses. Let us listen to this interview of an artist with a disability, taken by Qudisa Mahmood.

[Music]

Producer: Can you tell us about your disability, please?

Talent: I used to feel pain in my left foot. I went for medical checkups to various doctors in Quetta but the condition was not diagnosed until I went to Karachi. Even in Karachi I stayed and consulted doctors for two months. I found out that I had muscular dystrophy. There are eight to nine different kinds of muscular dystrophy. Some begin at birth, some in early years, and some begin at twenty years of age. This condition is rarely found in women and mostly occurs in men. In this condition the muscles of the body start becoming weak with time. The body stops making the protein tissues covering the muscles, which strengthen them. At the last stages, the person loses control of muscles especially the legs and is forced to use a wheelchair.

Producer: You have had a full and active early life. You are also a poet. Do you feel any change in behaviour of people around you and in yourself?

Talent: Yes, of course. A person who is born with a disability has a different outlook towards life as compared to someone who has lived his life to the fullest and is later forced to live with a deficiency. The general attitude of people is nice. These attitudes of people towards the disabled have a strong role in making their psyche. If the society wants it, this psyche can be very positive, as is usually the case with most disabled persons in developed countries and socially aware cultures. In contrast in our society, this attitude is like tying a weight to a drowning person! There is hardly any accessibility provided to disabled persons. No access to shops, and so many other basic services. We are reduced to consoling ourselves with the thought that in our society normal persons are treated such inhumanly so how can we matter to anybody?

Producer: You are a poet with two books already published. When did you discover the poet in you?

Talent: I started writing poetry at a very early age. It seems so long ago! I discovered the poetic monster in me when I was doing my F.Sc (higher secondary school). At that time my poetry was naturally amateurish. By the time I graduated from university I had published a book!

Producer: Would you recite a poem or a verse from your collection for us? Your favourite one maybe...

Talent: Well here are a few verses:

[Recites a few verses]

[Music]

Presenter: Listeners, research and figures show that disabled persons that have used their creative abilities for financial stability have proved to be socially respected worldwide. Our producer Lalarukh has formulated the following programme based on a conversation with Mr. Shakil Anwar, a poet, writer and journalist.

Mr. Anwar: [Reciting his verses]

Producer: Poetry is that form of self-expression that not only attracts attention but also provides amusement. It is indeed an intricate talent that requires strong imagination, sensitivity and finesse. In short, it is not an easy talent. Listeners! Mr. Shakil Anwar who belongs to a village Mani Mehra of District Abbottabad, is known as a poet, writer and journalist. We had an interesting conversation with him on physical and mental disability. About his own disability he says:





Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Art and Literature**

Location: Karachi, Lahore, Abbottabad

Producer(s): Rafia Arshad, Qudsia Mahmood, LalaRukh Farooq

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Presenter: Assalam-o-alaikum. With a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'), I am your host Samina Khameed. The series focuses on social problems faced by persons with mental and physical deficiencies and their possible solutions. This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. In our programme today you would be listening to discussions and conversations on art and literature by disabled persons. Art and literature are diverse fields. Disabled persons being otherwise cut off from the mainstream society can use artistic skills and creativity depicting their feelings to reach the masses. Let us listen to this interview of an artist with a disability, taken by Qudisa Mahmood.

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Producer: You have had a full and active early life. You are also a poet. Do you feel any change in behaviour of people around you and in yourself?

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[Recites a few verses]

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Art and Literature**

Location: Karachi, Lahore, Abbottabad

Producer(s): Rafia Arshad, Qudsia Mahamood, LalaRukh Farooq

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Program: 'Hum Kisi se Kum Nahi' ('we are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Mobility**

Location: Karachi

Producer(s): Qudsia Mahmood

[Music]

Presenter: Assalam-o-alaikum. With a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'), I am your host Samina Khameed. The series focuses on social problems faced by persons with mental and physical deficiencies and their possible solutions. This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. It is the responsibility of the government and a socially-responsible society to ensure that disabled persons have access to all basic services. Provision of ramps, attendants, crutches, and wheel chairs can minimize the disabilities of the visually impaired, paraplegics, and those with other handicaps. In addition, constructive measures need to be taken at federal, provincial, district and regional levels and by the private organizations to ensure that their buildings are accessible to the disabled. Stairs and (small) toilets alone can pose as major hurdles for the disabled to go out in public spaces. Simple measures can make a lot of difference and set good examples for others to follow. Let us listen to this programme prepared by Qudsia Mahmood in Karachi.

[Music]

Producer: Right now I am at APHA Welfare Trust, Karachi. This organization is working for the betterment and rehabilitation of the disabled. Four of its staff members are present with me today. First I would ask you all to introduce yourself.

Talent #1: My name is Shareef-ul-Muzaffar. I am the President and Trustee at APHA. I have been associated with this organization for the last twenty-nine years. The organization is working for the rehabilitation and welfare of the disabled, especially the physically handicapped.

Talent #2: My name is S.M. Nishat. I am the General Secretary at APHA. Otherwise I work in a bank at an executive post.

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Producers: Let me inform you that all these members of APHA go to their regular jobs in the morning and provide their services to APHA after work. All these four members are physically disabled. It is indeed laudable that they are leading such successful and independent lives. As for the status of welfare of the disabled in Pakistan, I would like to begin with Mr. Muzaffar. Please tell us about your experiences, since you use a stick yourself, in case of services, especially those of transport, in Pakistan.

Mr. Muzaffar: If you go back thirty years, the conditions were indeed bleak. However due to the intervention by organizations like ours and international involvement, the conditions have improved greatly. There are a lot of issues that need attention but I will talk about mobility first. There are four categories of physically disabled persons those with visual impairment, hearing-impaired, vocally impaired and physically handicapped. All face different kind of problems in mobility. The physically handicapped however have the maximum problems in mobility which often leaves them without access to basic services like education. Without this basic right they lag behind in life. However, things have improved since the last three decades. All four of us are living examples of that. Each of us have a good job and work at APHA voluntarily. We have lesser mobility issues these days.

Producer: Mr. Syed, you work at NADRA. How do you commute? Would you consider your office to be accessible for the disabled?

Mr. Syed: In the beginning, I tried taking the bus a few times but the bus drivers usually avoid taking up passengers like us [the disabled]. They complain that the time taken to help us get on the bus makes them miss at least twenty more of their prospective passengers! None of the bus services are cooperative. Then I started using a motorbike. The bike too was not company made rather a collaborative contraption by a motor mechanic and a man selling scrap! I had several accidents, once the axle broke down and once the tire came loose. Finally my father gave me a car of my own.

Producer: Do you drive the car yourself?

Mr. Syed: Yes, I drive the car myself. It has specialised control systems that can all be managed using the hands. So I can drive it easily.

Producer: I have a question for all of you. Are the buildings of the places you work accessible to you?



Program: 'Hum Kisi se Kum Nahi' ('we are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Mobility**

Location: Karachi

Producer(s): Qudsia Mahmood

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Program: 'Hum Kisi se Kum Nahi' ('we are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Mobility**

Location: Karachi

Producer(s): Qudsia Mahmood

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Mr. Syed: Yes, I drive the car myself. It has specialised control systems that can all be managed using the hands. So I can drive it easily.

Producer: I have a question for all of you. Are the buildings of the places you work accessible to you?

Mr. Syed: I work at NADRA. It is one of those few organizations which has always supported and made special concessions for the disabled. There are many offices and outlets of NADRA. The management and HR have always made sure that I am sent to an outlet which is easier for me to access.



Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Self-empowerment**

Location: Karachi

Producer(s): Rafia Arshad, Qudsia Mahmood, LalaRukh Farooq

[Music]

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[Music]

Voice: My name is Tahira Jabeen. I am a beautician. I have a weak left leg due to polio. I use braces for support. My father passed away when I was quite young. I had always wanted to run a beauty salon. I took a course for beauticians and by the Grace of God I did well. Later I learned about the loan centre. The centre helped to pay for my medical treatment. Later still I established my salon. The salon is running well. I also run a training centre for girls where I conduct beautician courses. I have never considered my weak leg a disability. The leg has improved greatly after the treatment. Even the regular customers never recognise this as a disability. Later if they notice my limp or braces they ask me if I have hurt my leg or just sprained my ankle! I have never considered myself handicapped. I believe that women are not inferior to men in any field. The society belongs to both men and women. Even if I had brothers with a disability they would not have been able to do as much as I have. I have succeeded in my ambitions despite the fact that I am a woman! I thank God for blessing me with courage and spirit to overcome my problems. I have never considered my disability as a weakness. I have sisters and cousins who are not able to do the work that I can. I can cook and manage all other household chores. My beauty salon opens at ten in the morning till eight at night. The work keeps me on my toes all day. I have never felt fatigued or overworked. The brace helps me stay on my feet all day. In summers when it is hot the braces make me uncomfortable but otherwise I have no trouble wearing the braces. I do most of the work at the salon myself like bridal makeup, hairstyling, waxing etc. I am living a very comfortable life in terms of my financial needs. God has blessed me indeed. Three of my sisters, older than me, are all happily married. I have one younger sister. I have made her take the beautician course in my training centre. I believe that all girls should be educated and should learn some additional skill as well. This is very important for being self sufficient and independent. I have become so independent that most people remember me because of my work and expertise and not my disability. I have always enjoyed my work and make sure that I never take any customer lightly even if the customer is a child getting a haircut! My brother drops me at work in the morning on his bike. After work one of my students, Shazia, helps me find and get on a rickshaw. The rickshaw drops me near my home from where I can easily walk back. I can walk with ease now. As for my home, the stove is low and is placed on the floor in the kitchen and I have to sit down while cooking. If I am wearing braces, sitting down can be painful. Using the toilet at home is a bit difficult too. I have a special wooden stool that I use for sitting while cooking and also in the toilet. Otherwise I have no difficulty in using anything. I go out everywhere. I am not one of those who stop living their lives due to any disability. I believe that if you really and truly want something you can get it only if you try hard enough. One should not be afraid and fight whatever comes in the way. Man or a woman, we must face reality, be brave and try hard. If we start blaming the society for our weaknesses, we would only be left further behind. Nobody is perfect. Only deficiencies of some are more evident than that of others!

[Music]

Presenter: Listeners, in a society which can be very ugly for the disabled due to their own deficiencies and others





Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Self-empowerment**

Location: Karachi

Producer(s): Rafia Arshad, Qudsia Mahmood, LalaRukh Farooq

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[Music]

Presenter: Listeners, in a society which can be very ugly for the disabled due to their own deficiencies and others



Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Self-empowerment**

Location: Karachi

Producer(s): Rafia Arshad, Qudsia Mahmood, LalaRukh Farooq

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Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Sports**

Location: Rawalpindi, Islamabad

Producer(s): Rafia Arshad, LalaRukh Farooq

[Music]

Presenter: Assalam-o-alaikum. With a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'), I am your host Samina Khameed. The series focuses on social problems faced by persons with mental and physical deficiencies and their possible solutions. This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. The importance of extra-curricular activities in a student's life cannot be undermined. Such activities help to express energies, thoughts and emotions in a positive way. Every society should provide its members with opportunities to explore and bring out their hidden talents. Disabled persons form a large part of any society. Opportunities that help them express or explore their skills should be available to them as well. Having said that, it cannot be denied that disabled persons are the most ignored class of our society that are hardly ever encouraged in any form. If, however one does not lose hope and courage, hurdles like disability and negative social behaviours are easily crossed. Visually-impaired Mehnaz, a native of Sawabi, proved this fact by winning a gold medal in the All Pakistan Olympics Race. Let us listen to this feature prepared by Rafia Arshad on this topic.

[Music]

[Sound of drum beat and children exercising to the beat]

Producer: According to a study by World Health Organization, ten percent of the population of Pakistan is physically or mentally disabled. Eighty percent of this proportion belongs to the rural areas where awareness and information about disability are almost non-existent. Mehnaz also belongs to an area where literacy rates and educational institutes are minimal. Mehnaz is currently studying in grade six in a school for the blind in Shamsabad, Rawalpindi. She lives in the school's hostel. Mehnaz hasn't lost her eyesight completely but cannot see in dim light. With whatever little visibility she has, Mehnaz won two medals in the All Pakistan Olympics held in Peshawar in May 2008. Mehnaz may be a fast runner but very shy and speaks a little. After much provocation, Mehnaz told me about her triumphs.

Mehnaz: I won two gold medals, one in running and the second in long jump. I had wished I would win and by the grace of God I did win. I had practiced very hard all the year long. My teacher had helped me practice.

Producer: Ms. Fauzia, who is the physical exercise instructor in the school for the last five years, says that training the visually-impaired is relatively difficult but once they learn it, their performance is equivalent to that of the 'normal' students.

Ms. Fauzia: Training the visually impaired is of course more difficult than regular students. The children who have normal eyesight can pick moves quickly. We have to hold out each arm and leg of the children who are completely blind to teach them the right moves. As for the ones with low vision, they can copy the moves by looking at the instructor. Once all these children pick the moves, their learning speed and performance is equivalent to that of normal children.

Producer: Ms. Fauzia strongly believes that games and exercise are equally important in a child's life as academics.

Ms. Fauzia: Participation in games and doing exercise is equally important as studying. For a healthy mind and body, exercise is very important.

Producer: Ms. Asmat is a psychologist in Mehnaz's school. She told us that sports and exercise help these children to spend their negative energies in a positive way.

Ms. Asmat: Sports is sort of a vent given to children, a way out from the hectic academic routines. This is important for normal children and even more so for special children. In a strict classroom environment, children hardly get space to express their feelings freely. In a playground they have room and space to be themselves. At times negative energies build up inside children like aggression against parents or teachers. This energy can be wasted in sports in a healthy and positive way. Also in sports too there are rules. This helps to inculcate social limits in children, the behaviour they should show socially. So sports are important for mental, psychological and physical development of children.

Producer: Mehnaz also feels that if she does not participate in sports, she does not feel good.

Mehnaz: I enjoy myself when I play games. Sports help me to relax. If I do not play or exercise I feel as if I am tired and in low spirits.

Producer: Mrs. Waseem Sanaullah, the school headmistress, is very pleased with the performance of the children



Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Sports**

Location: Rawalpindi, Islamabad

Producer(s): Rafia Arshad, LalaRukh Farooq

[Music]

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Mehnaz: I won two gold medals, one in running and the second in long jump. I had wished I would win and by the grace of God I did win. I had practiced very hard all the year long. My teacher had helped me practice.

Producer: Ms. Fauzia, who is the physical exercise instructor in the school for the last five years, says that training the visually-impaired is relatively difficult but once they learn it, their performance is equivalent to that of the 'normal' students.

Ms. Fauzia: Training the visually impaired is of course more difficult than regular students. The children who have normal eyesight can pick moves quickly. We have to hold out each arm and leg of the children who are completely blind to teach them the right moves. As for the ones with low vision, they can copy the moves by looking at the instructor. Once all these children pick the moves, their learning speed and performance is equivalent to that of normal children.

Producer: Ms. Fauzia strongly believes that games and exercise are equally important in a child's life as academics.

Ms. Fauzia: Participation in games and doing exercise is equally important as studying. For a healthy mind and body, exercise is very important.

Producer: Ms. Asmat is a psychologist in Mehnaz's school. She told us that sports and exercise help these children to spend their negative energies in a positive way.

Ms. Asmat: Sports is sort of a vent given to children, a way out from the hectic academic routines. This is important for normal children and even more so for special children. In a strict classroom environment, children hardly get space to express their feelings freely. In a playground they have room and space to be themselves. At times negative energies build up inside children like aggression against parents or teachers. This energy can be wasted in sports in a healthy and positive way. Also in sports too there are rules. This helps to inculcate social limits in children, the behaviour they should show socially. So sports are important for mental, psychological and physical development of children.

Producer: Mehnaz also feels that if she does not participate in sports, she does not feel good.

Mehnaz: I enjoy myself when I play games. Sports help me to relax. If I do not play or exercise I feel as if I am tired and in low spirits.

Producer: Mrs. Waseem Sanaullah, the school headmistress, is very pleased with the performance of the children



Program: 'Hum Kisi se Kum Nahi' ('We are no less than others')

Theme: Physical and Mental Disabilities

Sub-Theme: **Sports**

Location: Rawalpindi, Islamabad

Producer(s): Rafia Arshad, LalaRukh Farooq

[Music]

Presenter: Assalam-o-alaikum. With a new part of the radio series 'Hum Kisi Se Kum Nahi' ('We are no less than others'), I am your host Samina Khameed. The series focuses on social problems faced by persons with mental and physical deficiencies and their possible solutions. This series has been produced by the Uks Radio Project in collaboration with the Embassy of Kingdom of Netherlands. The importance of extra-curricular activities in a student's life cannot be undermined. Such activities help to express energies, thoughts and emotions in a positive way. Every society should provide its members with opportunities to explore and bring out their hidden talents. Disabled persons form a large part of any society. Opportunities that help them express or explore their skills should be available to them as well. Having said that, it cannot be denied that disabled persons are the most ignored class of our society that are hardly ever encouraged in any form. If, however one does not lose hope and courage, hurdles like disability and negative social behaviours are easily crossed. Visually-impaired Mehnaz, a native of Sawabi, proved this fact by winning a gold medal in the All Pakistan Olympics Race. Let us listen to this feature prepared by Rafia Arshad on this topic.

[Music]

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