



## Realization of Basic Rights among Persons with Disabilities in Pakistan: A Comparative Analysis

**Muhammad Jahanzaib**, Ph. D Scholar, Department of Special Education, University of the Punjab, Lahore-Pakistan  
**Dr. Ghulam Fatima**, Associate professor, Institute of Education and Research, University of the Punjab, Lahore-Pakistan  
**Dur eNayab**, Ph.D. Scholar, IER, University of the Punjab, Lahore-Pakistan  
**Dr. Sayeda Daud**, Dean of Social Sciences, Greenwich University Karachi Pakistan  
**Shabana Akhtar**, Assistant Professor, Pakistan Studies, SBKWU, Quetta Balochistan

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**Abstract-** Many of the persons with disabilities are still away from education in developing countries. It is because most of them cannot recognize their rights, particularly in third world countries. This study is an effort to depict the current situation of awareness among persons with disabilities about their primary rights as well as to identify the most and least aware segment of disabled population of their rights. The study was descriptive in nature and survey method was applied to collect data from randomly selected 106 persons with disabilities, which were visually impaired, hearing impaired and physically handicapped. Forty six disabled persons were working in different fields and sixty disabled persons were studying in different colleges of Lahore and Okara. A self-developed questionnaire was used to collect data. Validity of research instrument was scored by Chronbach Alpha and its turnout was 0.77. The collected data was analyzed by taking frequencies and percentages of the obtained responses. Analysis of Variance (ANOVA) was used to find the difference in the awareness level of different categories of disabled persons about their basic rights. Results showed that visually impaired persons were more aware of their basic rights than other persons with disabilities. The study showed that persons with hearing impairment had less awareness of their rights. Conclusion also represented that persons with disabilities were well aware of their financial and educational rights like quota, educational provision and employment opportunities given by the Govt. of Punjab, but on the other hand, they had poor awareness of their social and safety rights as self respect, equality and job security. Recommendations were made on the basis of conclusions. Media may perform its role to aware the persons with disabilities about their fundamental rights.

**Key Words:** Awareness, fundamental rights, persons with disabilities.

### I. INTRODUCTION

As Aristotle narrated that human being is a social animal. Each human civilization grows, sustain and progress by the collaboration of its all members. Every social system either religious or secular applies some obligations on various segments of society. One's obligation appears as a right of other. When a person or community fulfills their duties the rights of many people have been delivered. Similarly, the ignorance or denial shown by any community or individual with their responsibilities becomes a deprivation of rights for other people. Moreover, the proper fulfillment of duties and the complete provision of rights to anyone are most common subject of all divined rules, political systems, social reform programs as well as the movements and revolutions of all visionary leaders (Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T., 2021). The Universal Declaration of Human Rights 1948 was first comprehensive effort to establish the rights of all people without any discrimination after the establishment of UNO. It protects all fundamental rights of every human being by its 30 articles (Rights, U. O. 1948). After that many other legislations, declarations and conventions were initiated by UNO and its associated bodies.

In present world, no human right group or community can claim that no legislation was formulated to recognize and protect their rights. On the other hand, it is also a bitter reality that many marginalized groups of human society are still deprived from their fundamental human rights. Furthermore, most of their members are still even unaware with their basic rights. Persons with disabilities are an example of such

marginalized groups. Particularly in third world countries, most of the people having disabilities are deprived from their basic rights as shah narrated that Despite contrary claims, only 1pc of children with disabilities are able to go to any kind of schools due to legislative, budgetary and infrastructure constraints (Shah, R. 2015;Hafeez, A. 2019). In addition, the heavy majority of persons with special needs have very poor understanding about their fundamental rights due to illiteracy and poverty. The present study is an effort to identify the level of realization of basic rights among persons with disabilities in urban areas of Punjab Pakistan.

## II. REVIEW OF RELATED LITERATURE

The term 'Human Rights' is comparatively recent in origin, but the idea of human rights is as old as the history of human civilization. Human Rights expression as 'the right to the fulfillment of such vital needs as food, shelter, health care and education and the, right to enjoy civil and political liberties' (Kaur.S, 2014). Human rights are legal and moral norms that aim to both define and protect fundamental freedoms and entitlements for all humans (Watson &Vehmas, 2019).Similarly, the concept of human rights implies that basic rights belong to every member of the human race. In contrast to the European "divine right of kings, which gave kings God-given (and often god-like) authority (McFarland, 2015).

In addition, Marks (2016) narrated that we started by asking whether human rights have to be considered only in legal terms and saw that there are at least three modes of discourse concerning human rights: legal, philosophical and advocacy (Saleem, A., Gul, R., Ahmad, A., 2021). All three overlap, although historically people have risen up against injustices for millennia and made respect for dignity.

### **History of Human Rights and their Fulfillment**

The belief that everyone, by virtue of her or his humanity, is entitled to certain human rights is fairly new. Its roots, however, lie in earlier tradition and documents of many cultures. The Hindu Vedas, the Babylonian Code of Hammurabi, the Bible, the Quran (Koran), and the Analects of Confucius are five of the oldest written sources which address questions of people's duties, rights, and responsibilities. In addition, the Inca and Aztec codes of conduct and justice and an Iroquois Constitution were Native American sources that existed well before the 18th century. In fact, all societies, whether in oral or written tradition, have had systems of propriety and justice as well as ways of tending to the health and welfare of their members.

I. Bauman (2012) investigates the concept of human rights in the Roman world. He argues that on the theoretical side, ideas were developed by thinkers such as Cicero and Seneca and on the pragmatic side, practical applications were rewarded mainly through the law. He presents a comprehensive analysis of human rights in ancient Rome and offers enlightening comparisons between the Roman and twentieth century understanding of human rights(Daftary, 1998; Subedi, 1999; Ishay, 2008; Fortman, 2011).

Moreover, the conquest of the Americas in the 15th and 16th centuries by Spain, during the Age of Discovery, resulted in vigorous debate about human rights in Colonial Spanish America. This led to the issuance of the Laws of Burgos by Ferdinand. In 1831 William Lloyd Garrison wrote in a newspaper called *The Liberator* that he was trying to enlist his readers in "the great cause of human rights" so the term human rights probably came into use sometime between Paine's *The Rights of Man* and Garrison's publication (Mayer 2000). In 1849, a contemporary, Henry David Thoreau, wrote about human rights in his treatise *On the Duty of Civil Disobedience*. The Geneva Conventions came into being between 1864 and 1949 because of efforts by Henry Dunant, the founder of the International Committee of the Red Cross. The conventions safeguard the human rights of individuals involved in conflict, and follow on from the 1899 and 1907 Hague Conventions, the international community's first attempt to define laws of war. The League of Nations was established in 1919 its Charter was a mandate to promote many of the rights which were later included in the Universal Declaration of Human Rights (Kamruzzaman& Das, 2016; Yefet, 2018).

II. In addition another study narrated that in diverse countries and cultures, the presence of deep-rooted traditions of universalism, tolerance, freedom, concern for the poor and needy, interpersonal obligation and government responsibility provide foundations for the development of modern theories of human rights.

Furthermore, the modern idea of human rights is itself changing and evolving in response to diverse influences (Vizard, 2000).

However, another study revealed that Undoubtedly, both Islam and west promote fundamental freedom and human rights. But, western world is not yet succeeded to produce concrete and comprehensive policy of human rights as Islam had produced in the form of the last sermon of Prophet of Islam (SAW)—Hajjat-ul-Wida. . It has also been made particularly clear that every truly universal value of human rights that may be found in any national, regional or international human rights bill has already been declared by Prophet Muhammad (P.B.U.H) in his farewell address since 632 C.E. Though, the address was delivered hundreds of years before the United Nations Universal Declaration on Human Rights in 1948, but it is, however, acknowledged as a significant and valuable human rights codes ever bequeathed to mankind, in the sense that the majority of issues on human rights that are now universally celebrated and jealously guarded, such as rights to life, property, dignity, freedom from discrimination, rights of the women, to mention (Sofi. S.A, 2016; Yusuf & Ishola, 2018).

Similarly Karim and Murad (2011) narrated that Islam, being the religion of nature, embodies all the basic ideas of human rights. The principles of human rights were introduced during the advent of Islam in order to ensure peace, justice, tranquility, morality, dignity, quality and values all over the world. The rights recognized by Islam were established not only to protect special race like Muslims, but also to shelter the non-Muslims.

Similarly, the concept of human rights in Islam finds its roots in this belief that these rights have been granted by Allah (God) and not by any legislative assembly or any king. No one has the right to abrogate them or withdraw them. These are not the basic human rights which are conferred on paper for the sake of show and exhibition and denied in actual life when the show is over. It can be said that the Islamic concept of human rights is comprehensive and compact in that it has proportion and balance between rights and duties. When the Divine ordinance of equality and dignity is fully implemented, there will be no room for oppression or suppression (Ghuri, 2006; Andrabi, 2016). Furthermore, on September 19, 1981, the Conference of Islamic Countries passed The General Charter of Human Rights in Islam (Hadzic, 2019).

Subsequently, the Ministry of Justice in Kingdom of Saudi Arabia held three symposia during the month of Safar 1392, Hijri (1982 G). The Minister of Justice, eminent scholars and university professors attended along with four eminent European scholars: the ex-Foreign Affairs Minister of Ireland and the Secretary of the European Legislation Committee; a well known professor of Oriental and Islamic Studies; an eminent professor of Law and the Director of the Human Rights Magazine published in France. The Muslim scholars explained the concept of Islam as a way of life and the details of such general rules and principles. They explained the value, benefits and effectiveness of the Islamic capital punishments that are prescribed against serious crimes committed against innocent people and society (Al-Sheha, A.A, 2007). On the other hand, some studies tried to expose the reason behind violence and violation of human rights in this way. The main sources of continuing violations are hypothesized to be political regime type and political leadership, political cultures and national identities, economic structures and interests, and civil and international military conflict. Transitional human rights violations are common because the international and domestic factors favoring improved human rights are so often overwhelmed by international and domestic factors favoring continued violations (UNESCO, 1983; Horowitz & Schnabel, 2004)

### **UN conventions and legislations about basic human rights**

In recent years, there has been an upsurge of international attention on the role of National Human Rights Institutions (NHRIs) in the promotion and protection of human rights (Muhammad, 2019). The UN declaration of human rights mostly considered as first comprehensive documents about human rights in modern word. It narrates that all human beings are born free and equal in dignity and rights (UNO, 1948). Moreover another report recognized the importance of UDHR in this way. Today, the UDHR, translated into 350 languages, is the best-known and most often cited human rights document on Earth. By setting out, for the first time, fundamental rights to be universally protected, it is a milestone (Brown, G. 2016). Moreover,

the Nairobi forward-looking strategies for the advancement of women (excerpts) report of the world conference to review and appraise the achievements of the United Nations decade for women: equality, development and peace (UN, 1985).

In the same way UN convention on the rights of child is another significant step to protect the rights of a child for the better future of mankind (UNICEF, 1989).

On the other hand a research paper supported by the critical evaluation of the history, work achievements, and failures of the Convention the Rights of the Child. The protection of children is not uniquely a state's concern (Gul, R., Khan, S. S., Mazhar, S., & Tahir, T., 2020). It is a concern of the international community as a whole (Mahmood, T. 1989).

After it Vienna declaration was another international platform which described that the promotion and protection of human rights is a matter of priority for the international community, and that the Conference affords a unique opportunity to carry out a comprehensive analysis of the international human rights system and of the machinery for the protection of human rights (Deceleration, V. 1993).

Furthermore the Platform for Action is an agenda for women's empowerment. It removes all the obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making. Because Equality of between women and men is a matter of human rights (Deceleration, B. 1995; Rauner, M. 1999).

On the side the World Education Forum (Dakar, 2000) adopted the Dakar Framework for Action, Education for All: Meeting our Collective Commitments. In doing so, its participants reaffirmed the vision of the World Declaration on Education for All.

The Millennium Development Goals (MDGs) are eight international development goals to be achieved by 2015 addressing poverty, hunger, maternal and child mortality, communicable disease, education, gender inequality, environmental damage and the global partnership (Fukuda-Parr, 2004; Lomazzi et al, 2014).

Subsequently EFA flagship emphasized that brings together the current thinking and practice on human rights based approaches in the education sector (Craissati et al, 2007).

**III.** In addition another conference assures to protect the women rights at different levels as follows. This introductory session provided an overview of the human rights framework and defined some of the common expressions used by human rights advocates. Speaker Lisa Reinsberg also explained the relevance of the human rights framework to women's rights and outlined the five main topics – United Nations human rights mechanisms, the Inter-American human rights system, domestic violence as a human rights violation, discrimination against women, and sexual and reproductive rights – to be discussed during the training.

**IV.**

Beside it the Lesotho contribution on the scope and purpose of a UN Convention on the rights and welfare of older persons draws from the Lesotho Policy for Older Persons adopted in 2014 (Simmons, 2014; Dhembha, J. & Dhembha, B. 2015).

In addition adopting the 2030 Agenda for Sustainable Development, world leaders resolved to free humanity from poverty, secure a healthy planet for future generations, and build peaceful, inclusive societies as a foundation for ensuring lives of dignity for all (Schmidt et al, 2017).

It can be said that the source of the modern concept of human rights came from the United Nations. Looking at its charter one can see that the main purpose of the institution is to prevent wars on a global scale (Zakariah, A.A. 2017).

### **Situation about the awareness of basic human rights and their fulfillment in under develop countries**

Now I would like to reflect some real picture of various Asian and African countries about situation of human rights. India is a multiparty, federal, parliamentary democracy with a bicameral legislature. The most significant human rights issues included police and security force abuses, such as extrajudicial killings, disappearances, torture, arbitrary arrest and detention, rape, harsh and life-threatening prison conditions,

and lengthy pretrial detention. Widespread corruption; reports of political prisoners in certain states; and instances of censorship and harassment of media outlets, including some critical of the government continued (Country Report on Human Rights Practice, 2017).

We find that the human rights situation of women is disappointing in the sense that their basic rights are violated by the patriarchal structure and culture of Indian society and politics (Das, J.K. 2003).

A World Report in this week's issue describes torture, rape, detentions, and summary executions perpetrated by the Sri Lankan Government against people suspected of involvement in the defeated Liberation Tigers of Tamil Eelam. Allegations against the government include large-scale shelling of humanitarian operations and hospitals (Goonetilleke, H. A. I. 1984; Wickramasinghe, N. 2015; Country report on Human Right Practice, 2018).

*The present report is submitted pursuant to resolution 39/2 of the Human Rights Council, which requests the Office of the United Nations High Commissioner for Human Rights (OHCHR) to submit to its forty-third session a report on the "root causes of the human rights violations and abuses the Rohingya Muslim minority and other minorities in Myanmar are facing". The report identifies factors that underlie the historical and current patterns of human rights violations and abuses against ethnic and religious minorities in Myanmar (Parnini, S. N. 2013; Report of the United Nations, A/HRC/43/18).*

As the deadline closed in for regional political commitments to "Silencing the Guns" by 2020, intractable armed conflicts continued, and new forms of violence by non-state actors led to widespread killings, torture, abductions, sexual violence and mass displacements, including crimes under international law, in several sub-Saharan African countries (Zezeza, 2007; Tutu & Konrad, 2009; Smith, R. 2020).

In addition While various editorial pressures, such as the need to focus on topical stories, are not denied, it is argued that the news media must make greater efforts to achieve proportionality between the gravity of human rights situations and the degree of coverage those situations receive (Heinze & Freedman, 2010).

### **Awareness about human right among various sectors of society**

Now I want to discuss the situation of awareness about their rights in different sectors of society in this scenario a study reveal the awareness level of female college students in India in this way. Women are still denied freedom of self-expression, education and economic power. The devaluation of females has resulted in practices such as female feticides, child marriages, dowry and related crimes, sexual harassment, rape, forced prostitution and the like. The reason of all this is that either the women don't enjoy the rights or they are not able to avail those rights due to lack of awareness (Patil, S. et al. 2015).

Similarly a study demonstrated that Study revealed that there is significant difference in awareness and exercise of legal rights between working women and non-working women. The investigator has drawn some conclusions which are being presented below: 1. There was significant difference in awareness of legal rights between working women and non-working women. The working women have more awareness of legal rights than non-working women. 2. There was no significant difference in awareness of legal rights between rural working women and urban working women. The rural working women have slightly low awareness of legal rights than urban working women. 3. There was no significant difference in awareness of legal rights between rural non-working women and urban non-working women. The rural non-working women have slightly low awareness of legal rights than urban non-working women. 4. There was significant difference in exercise of legal rights between working women and non-working women. The working women have high exercise of legal rights than non-working women. 5. There was no significant difference in exercise of legal rights between rural working women and urban working women. The result the urban working women have slightly high exercise of legal rights than rural working women. 6. There was no significant difference in awareness of legal rights between rural non-working women and urban non-working women. The urban non-working women have slightly high exercise of legal rights than rural nonworking women (Singh, R. et al, 2014).

In the same way a study express some facts about Bangladesh in this way. Moreover according to another study Over two-thirds of women reported that they were aware that women have human rights related to



maternal health. However, less than 10% were able to mention at least three specific human rights related to maternal health (Perkins, J. E. et al, 2019).

The findings indicated among others, that there is limited awareness of the fundamental rights amongst secondary school students and teacher (Gul, R., Kanwal, S., & Khan, S. S., 2020; Sohail, M., Gul, R., & Mushtaq, R., 2018; Payaslyoolu, A., & Içduygu, A., 1999; Agharuwhe, A.A, 2013; Singh, S. & Singh, H. 2015)

Higher levels of awareness regarding human rights issues, while the respondents from rural areas with lower levels of education display lower levels of awareness. The results also suggest that the male respondents with some level of education and exposure to outside world are more aware of human rights issues when compared to female respondents with similar background (D'Souza, 2010; Sohail, M., Gul, R., & Mushtaq, R., 2018).

### **Awareness and provision of human rights among PWDs**

Now we try to explore the situation about the provision of human right for PWDs and what is the awareness level of human right. A study reported that, Persons with disabilities (PWDs) are clearly among the most marginalized and excluded groups in Europe and the Commonwealth of Independent States (ECIS) countries. In the ECIS by all definitions of poverty, PWDs are over-represented among the poor and face multiple barriers in exercising their human rights. Social exclusion, low educational attainment, unemployment, low self-esteem and limited opportunities to participate in political and social life are frequent parts of their daily experience (Ayoubi, 2011; Lang et al, 2011; Toritsyn & Kabir, 2013; Kuenburg et al, 2015; Zein et al, 2020).

Due to such serious facts all international legislative bodies have been taken significant initiatives to secure and insure the all human rights of PWDs. Among the major outcomes of the Decade of Disabled Persons was the adoption by the United Nations General Assembly of the Standard Rules in 1993. Although not a legally binding instrument, the Standard Rules represent a strong moral and political commitment by governments to take action to attain equalization of opportunities for persons with disabilities (WHO, 1993).

People with disabilities cope with different kind of problems like bad behavior, Stigma inequality and non-friendly physical or social environment. Present data reveal that the magnitude of person with special need living under poverty line is greater than the non-disabled counterpart living at same status. Moreover Pressure of COVID 19 effecting badly the existing situation regarding PWDs (Jonckheere, S. 2016).

Similarly Salamanca statement was an important effort to grant the equal educational rights to various sectors of society including PWDs. More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain, from 7 to 10 June 1994 to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs (Salamanca Statement, 1994).

UNCRPD is one of the important milestone in this way it narrated that. Recalling the principles proclaimed in the Charter of the United Nations which recognize the inherent dignity and worth and the equal and inalienable rights of all members of the human family as the foundation of freedom, justice and peace in the world and interrelatedness of all human rights and fundamental freedoms and the need for persons with disabilities to be guaranteed their full enjoyment without discrimination (CRPD, 2006; UNESCO, 2015; Duffy & Kelly, 2020).

However to mark the 10th anniversary of the UNCRPD, the UN Special Reporter on the rights of persons with disabilities highlighted the slow advancement in the implementation of this convention and the numerous persons left behind. Financial and other support from the authorities to self-advocate and their representative organizations and/or providers of services, who instigated change (DeKoning, 2017).

Similarly many evidences prove that persons with special needs usually received inadequate behaviors by others in different shapes and by different reasons. Moreover the World Bank calculated that 20% people below the line of poverty were disabled. As a result female and kids with disabilities are more at risk to abuse. The report of human rights in Tanzania 2010 narrated the report of 2008 the present illiterate population of

PWDs in Tanzania is about 47.6% in contrast of 25.3% non disabled illiterate population. In other words almost 50% disabled population is illiterate (Uromi, S. M., & Mazagwa, M. I. 2014).

Moreover **Opie**, J. 2018 stated that students expressed their dissatisfaction about school practices in this way that teachers had low level of awareness about visual impairment, insufficient emphasis on ECC therefore a comprehensive teaching learning module should be applied.

In the same way physically handicapped student in Tanzania shared that although 75% colleges and universities have infrastructure but it is weak according to several aspects. 85% buildings of educational institutions at higher level accessible for PD students but not in easy and comfortable way. Furthermore 35% to 25% existing infrastructure was average or below average. Researchers also reveal that teaching and learning material, financial resources and scholarships for PD students were insufficient and inadequate (Kabuta, L. G. 2014; Bolu-Steve, et al, 2017).

On the other side a study reported that physically handicapped persons felt inequality and prejudice at work place especially in duties, workload compensation and chances of training (Dawn, R. 2012; Villanueva-Flores, et al, 2017; Narayanan, S. 2018).

Moreover the following six key principles were recommended by a human right based approach are as follows. 1. Enhancing respect for persons with disabilities 2. Ensuring accessibility 3. Addressing non-discrimination, equality of opportunity and gender equality 4. Promoting and ensuring the rights of children with disabilities 5. Promoting and ensuring participation and empowerment of persons with disabilities 6. Strengthening accountability (Worm, I. 2012).

I am now aged 72. In my lifetime, the attitude of the general public in the United Kingdom towards disabled people, and their rights, has undergone a radical change. This has meant that it has been possible for lawmakers to confer a large collection of 'rights' on blind (and other disabled) people (Wall, J., CBE, 2003). In the same way the Indian Constitution guarantees freedom, justice and equality of all individuals including persons with disabilities and lays down the foundation for an inclusive society (CRPD, 2019).

### **Situation about human rights and these awareness in Pakistan**

A study reported that the point that Pakistan's human rights theory and praxis deviate from contemporary international standards and norms (Ahmad, I. 2015).

Furthermore another study depicted the lack of research based data about the needs of PWDs in Pakistan in this way. The ownership of any programme largely depends upon the common needs of the beneficiaries and key stakeholders. However, in Pakistan no scientific effort has been made to assess the real needs and problems of the PWDs (Ahmed et al, 2011).

But in spite of many flaws in policies and implementation process some important step were taken for the sustainable development of PWDs in Pakistan like as. We have also successfully finalized the first ever national policy for person with disabilities 2002. The overall vision of national policy of person with disabilities in keeping with our Islamic way of life it is to provide by 2025 an environment that would allow full realization of the potential of the persons with disabilities through their inclusive mainstreaming and providing them full support of government private sector and civil society (National policy for person with disability, 2002).

The National Plan of Action (NPA) responds to the approved National Policy for Persons with Disabilities 2002 and is based on the findings of the situation analysis conducted between March to May 2004. This strategic plan has been developed after holding detailed individual and group consultations with over 100 governments, NGO and private sector stakeholders at federal and provincial levels, a few in-house meetings, a National Consultation attended by more than 100 stakeholders. This NPA is more focused for actions to be taken in next five years. However, recommendations up to 2025 have been made (Ahmed et al, 2011).

**Moreover** According to figures shared by Election Commission of Pakistan, the overall number of PWDs who are registered as voters comes to 165,972 which in turn implies that an estimated 87% of the special CNIC-holder PWDs are registered as voters (Gul, R. 2020).

### **Scope and Significance**

Rights are some provisions which obtained a person by obeying some rules, regulations, terms and conditions in his/her environment. The fundamental rights of human being are one of most significant areas of information which is necessary to know for all members of human society. In this era of information most of the people in civilized world are well aware with their rights. Uncountable well organized efforts are being made in this regard by print, electronic and social media, human activists, social reformers, INGOs, religious scholars and civil society. In the same way awareness about basic human rights is considered as a well-recognized part of existing body of knowledge especially in urban areas. Such kind of awareness has significant importance because it is a single way to assure the provision of all human rights to every human being. In spite of all human efforts many poor communities are still unaware from their right due to their marginalized characteristics. Persons with disabilities particularly belonging from under developed countries are one of these deprived communities. This study is an effort to depict the realization of basic rights among persons with disabilities in urban areas of Punjab Pakistan. Similarly by this study researcher tried to explore the most and least aware segment of disabled community with their fundamental rights. In this way it may be considered as a unique and useful piece of research work.

### **Objectives**

1. To determine the level of understanding among individuals with different disabilities about their fundamental rights in urban areas of Punjab, Pakistan.
2. To identify the most and least aware segment of people with disabilities with their basic rights in urban areas of Punjab, Pakistan
3. To explore the rights which are usually known and unknown by people with disabilities

### **Research Questions**

1. What is the level of understanding among individuals with different disabilities about their fundamental rights in urban areas of Punjab, Pakistan?
2. Which are the most and least aware segments of people with disabilities with their basic rights in urban areas of Punjab, Pakistan?
3. Which rights are usually known by people with disabilities?
4. Which rights are usually unknown by people with disabilities?

## **III. METHODOLOGY**

The present study was conducted to identify the level of realization of basic rights among persons with disabilities in urban areas of Punjab Pakistan. The study at your hands was descriptive quantitative research by nature. A self-developed close ended questionnaire was applied to collect data. Researcher proffered questionnaire for the sake of data collection as L R Gay (2012) depict that questionnaires facilitate the researcher to collect bulk of data from the respondents in a comparatively short period of time (Gay, 2012)

### **Sampling Technique**

The convenient sampling technique was applied to collect the data from 106 persons with disabilities (72 males and 34 females) which were visually impaired (48), hearing impaired (20) and physically handicapped (38). Forty six disabled persons were working in different fields and sixty disabled persons were studying in different colleges of Lahore and Okara.



## Research Instruments

A self-developed close ended questionnaire was used to conduct survey and to collect the data about **the level of realization of basic rights among persons with disabilities in urban areas of Punjab Pakistan**. Questionnaire was consisted on 28 items.

Questionnaire was initially applied at 17 randomly selected persons with disabilities for the sake of pilot testing. The coefficient of reliability Cronbach Alpha was used to analyze the reliability of the instrument and its turn out 0.77.

## Data Collection

For the purpose of data collection from disabled workers and college level students, researcher administered the questionnaire personally in Lahore and Okara.

For the collection of data from far areas, researcher took help from some other researchers and friends.

## Data Analysis

Data were analyzed by using SPSS. Frequency of the responses along with its percentages were calculated to know the level of realization of basic rights among persons with disabilities in urban areas of Punjab Pakistan. ANOVA was applied to see the differences about the level of realization of basic rights among different groups of persons with disabilities in urban areas of Punjab Pakistan.

## IV. FINDINGS OF THE STUDY

Findings of research show that the majority (84%) of persons with visual impairment are well aware about their basic rights. Persons with physical disabilities are second aware community (66%) about their basic rights while persons with hearing impairment (42%) are proved as least aware segment of disabled community in the selected sample. Moreover study depicted that male disabled persons (89%) are more concerned about their rights than females (57%). On the other hand, study expressed an interesting fact that most of the persons with disabilities (73%) are well aware about their financial and educational rights like quota, educational provision and employment opportunities given by the Govt. of the Punjab but at the same time they (31%) are less aware about their social and safety rights as self-respect, equality and job security. The results of one way ANOVA shown a significant difference of the level of realization about the basic rights among three groups of persons with special needs ( $\text{sig}=.0003$ )

## V. DISCUSSION

I would like to start the discussion about this research study with this fact that various studies are available about the awareness level towards human rights among different sectors of society as Shobha patil narrated that the level of understanding about their rights of female college students in India. Females are continuously snubbed about freedom of speech, education and monetary authority. The deprivation of females has brought about dangerous practices, for example, female abortion, little age marital relationships, dowry and similar bad deeds, like sexual misconduct, sexual abuse, constrained prostitution and so forth. The cause of these actions is either the ladies don't want their rights or they can't benefit those rights because of absence of knowledge about their rights (Singh, R. et al, 2014; Patil, S. 2015; Perkins et al, 2019). In addition the findings of another study indicated that secondary school children and instructor are less aware about their basic rights (Payaslyoolu, A., & Içduygu, A. 1999; Akiri, A.A., 2013; Singh, S. & Singh, H. 2015). Moreover D'Souza compared the awareness about human rights between urban citizens and villagers in this way, we found that urban citizens have better understanding about human rights as compared to villagers due to their better level of education. Similarly, male population is more aware about human rights than female due to better level of education and exposure to outside world (D'Souza, O. R. 2010). But at the same time in presence of all above references I would like to confess that in spite of continuous efforts I didn't find the sufficient evidences

of studies to determine the awareness level of human rights among various segments of PWDs. Some studies could be found from available data sources and literature which are reflecting the feelings and experiences of different kinds of PWDs about existing provisions and practices such as Opie depicted that students with visual impairment expressed their dissatisfaction about school practices in this way that teachers had low level of awareness about visual impairment, insufficient emphasis on ECC therefore a comprehensive teaching learning module should be adopted (Opie, J. 2018). Furthermore the physically handicapped student in Tanzania shared that although 75% colleges and universities have infrastructure but it is weak according to several aspects. 85% buildings of educational institutions at higher level accessible for PD students but not in easy and comfortable way. Furthermore 35% to 25% existing infrastructure was average or below average. Researchers also reveal that teaching and learning material, financial resources and scholarships for PD students were insufficient and inadequate (Kabuta, L. G. 2014; Bolu-Steve et al, 2017). In another scenario Malik revealed that children having visual disabilities in Pakistan usually face the poor level of parental participation particularly in acquiring their O&M skill (Malik, S. et al, 2017). In addition some studies expressed that physically handicapped persons felt inequality and prejudice at work place especially in duties, workload compensation and chances of training (Dawn, R. 2012; Villanueva-Flores et al, 2017; Narayanan, S. 2018). In the light of all above evidences I want to conclude this discussion with these words that present study was an effort to identify the awareness level about basic human rights among various segments of PWDs the findings of this study prove that in most of cases educated PWDs are awarded with their rights specially persons with visual impairment have good level of understanding in this regard. In this specific subject available researches are rare therefore present study could be considered a significant effort in this field of research.

## VI. CONCLUSION

Conclusions shows that most of the persons with disabilities are well aware with their basic rights but the various segments of disabled community are significantly different from each other in case of realization of their fundamental rights. Study narrates that persons with visual impairment are most aware and persons with hearing impairment are least aware community towards their rights. Moreover, male persons with disabilities have rich information of basic rights than females. Furthermore, financial and educational rights like quota, khidmat card and educational provisions are most common known rights among persons with disabilities.

## VII. RECOMMENDATIONS

Media may perform its role to aware the persons with disabilities about their fundamental rights. Different seminars and sessions of orientation may be conducted by different educational institutions, government, NGOs and civil society to enhance the awareness of basic rights among special persons. Female with disabilities should be included in the main stream activities by taking necessary actions. Last but not least, the provision of all fundamental rights should be assured to persons with disabilities.

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