

Committees the Tutor should be regarded as spokesman in the interest of trainees. The focus of his activities is, of course, the ongoing training programme. Tutors normally see their trainees regularly on an individual basis to discuss progress and problems in training and to provide career guidance; many regard regular formal assessments, which are discussed with the trainees, as an important part of training. Tutors receive much information about courses available outside their own areas and are often able to arrange experience or instruction in specific topics elsewhere when local resources are inadequate, or to meet trainees' special needs.

Tutors have a special responsibility for the personal welfare of their trainees, especially overseas doctors who may have difficulty in adjusting to life in Britain. Trainees should always feel free to discuss their problems with their Tutor, whether about their career, training, accommodation or other matters. The Tutor will always do his best to help; he will often be able to give helpful advice and provide a useful link with the hospital administration and the community generally.

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Secretary of the Psychiatric Tutors' Subcommittee

[An account of two rotational training schemes in psychiatry will appear in next month's issue.]

EXISTING FACILITIES FOR THE EDUCATION OF THE MENTALLY HANDICAPPED CHILDREN IN PAKISTAN

by L. and M. R. Mirza

Pakistan has an area of 310,403 sq miles, consisting of four provinces and its population is over 70 million. Pakistan came into existence as a separate state at the time of Independence and partition of India in 1947. The country faced many crises which threatened its survival and political stability. Therefore, in spite of good intentions, there has been little growth of health, education and welfare services, so vital for developing countries.

The facilities for the mentally handicapped by province is as follows:

Baluchistan—No facilities.

North-West Frontier Province—There is only one non-residential facility for the education of the mentally retarded, in Peshawar. It was established in May 1974 and is run by the Mission Hospital, Peshawar, as part of the Mental Health Centre. The services include schooling, rehabilitation and treatment. The total number of beneficiaries so far is 27 with an average age of 10.2 years. The percentages of boys and girls are 70 and 30 respectively. The Centre is lodged in a rented building and all equipment is on loan from the Mental Health Centre. The total annual expenditure is Rs. 18,000,00, most of which is donated by private donors. The staff consists of a psychiatric nurse, a mental health worker and an assistant teacher.

Punjab—The oldest institution in Pakistan for the education of the mentally retarded is Amin Maktab, Lahore. It was established in November 1961 and is run by the West Pakistan Society for the Welfare of Mentally Retarded Children. It provides a wide range of services including education, physical training, vocational training, personal hygiene and recreation. Treatment needs are provided by an Honorary Psychiatrist. Total number of beneficiaries since 1965 is 103 boys and girls. Staff consists of five teachers. The funds are provided by Government grant-in-aid by the Punjab Social Services Board and private donors. The annual income consists mainly of donations which vary from year to year. The only stable source of income is Rs. 13,200.00 from rents of buildings held in trust by the West Pakistan Society.

A residential facility was established by the Directorate of Social Welfare, Government of the Punjab, named 'Treatment, Training and Rehabilitation Centre for Mentally Retarded Children'. The services at present are confined to education, training and recreation. The total number of beneficiaries so far is eight boys. The staff consists of ten persons, including one social welfare officer, two teachers, one instructor, one attendance officer, clerical and kitchen staff.

Sind—All the existing facilities in Sind Province are located in Karachi. The Association for Children with

Emotional and Learning Problems has been running the Children's Diagnostic Training Centre since April 1974. It is non-residential, and the services include schooling, remedial teaching and behaviour therapy. There are 22 beneficiaries, the majority of whom are boys between the age of 5 and 15. The annual estimate of expenditure is Rs. 52,000.00. Funds are obtained from private donors and Rs. 4,000.00 per annum is provided by the Directorate of Social Welfare as grant-in-aid. The staff consists of a principal, three teachers, two volunteers, a part-time stenographer and a bandmaster. There are two other Day institutions in Karachi.

Unfortunately, the expenditure on education forms only about 3 per cent of the annual federal budget of Pakistan. It is therefore not surprising to find that the special education of the mentally and emotionally handicapped children has received very little attention. There have been some organized efforts during the last twenty years to establish educational and vocational training facilities in the large cities. Almost all of these services were initiated and sustained by voluntary organizations through public donations. The Government contribution in this area, both in terms of funds and moral support, has been very small.

In several of his public statements the President of Pakistan has emphasized the need for special education and other services for the handicapped children. In the light of his directives the Ministry of Education has been busy in the preparation of nationwide schemes for the education of the mentally retarded. Pilot research-cum-demonstration projects have been designed for each province. A national committee of experts was constituted in early 1978 to supervise the planning and implementation of these schemes. So far no practical steps have been taken in this regard. Government agencies need the co-operation of voluntary organizations for the effective implementation of their schemes, and fortunately a number of them are already active. Furthermore all the schemes envisaged by the government are specifically designed for the mentally handicapped

children. It is now being increasingly realized that a large number of children face difficulties in their studies and behavioural adjustment because of emotional problems unrelated to retardation. This realization has made it necessary to pay greater attention to the provision of counselling guidance and evaluative services for all school children in the developed countries of the world. This area in Pakistan remains up till now completely unmapped and unexplored.

The time now seems ripe for a central clearing house located in a strategic place for the spreading of relevant information and aimed at working as co-ordinator of similar efforts in various parts of Pakistan. Lahore is ideally suited for this purpose because of its educational and cultural status in the country.

A group in Lahore have formed an organization called 'The Society for the Mentally and Emotionally Handicapped Children'. The sponsors of this society include prominent psychiatrists, paediatricians, psychologists and social workers in the city. The main objective of this organization is to spread awareness regarding the special problems of children whether associated with mental retardation or not. The society will initiate services for all levels and kinds of problems. It will co-operate with other similar organizations in the country for the promotion of mental health in children. Application has already been made for the registration of this society with the Directorate of Social Welfare, Punjab. The first phase of the programme includes the publication of a newsletter and monthly magazine, both of which will initially be in English. Any suggestions/articles would be welcome from readers.

In the second phase efforts will be made to provide day-time education, training, counselling, guidance and other specialized services for children with mental or emotional problems. Efforts will also be made to link these services with other health services for school children.

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