School-Family and Community Partnership: Educational Achievements of Students with Special Needs

ZAHID MAJDEED
Lecturer, Special Education
Allama Iqbal Open University,
Islamabad, Pakistan.
zahidmajeedpk@hotmail.com

Abstract

More than 85% of the world’s disabled under age 15 are living in developing countries (Helander, 1993). Officially 2.49% people are with special needs in Pakistan but WHO (1980) and other international agencies reported more than 10% special needs people in Pakistan. Only 1% of this population is in schools (special schools). These schools are run by Government, Private organizations and NGOs. School-Family and Community partnership examples are very rare in these schools. The value of family and community involvement interventions to impact student achievements has been called into question by researchers and policymakers who believe studies are needed that compare students receiving a partnership intervention to those that are not. The study was conducted to compare the achievements of special needs students in schools with or without family and community partnerships. Analyses showed that, on average, schools working to implement school, family, and community partnerships liked with higher students’ achievements from one year to the next than the schools in the comparison group.