



**RESEARCH PAPER**

**Including Children with Mild Intellectual Disabilities in Regular Schools of Punjab under the Single National Curriculum: From the Lens of Regular School Teachers**

**Dr. Hina Fazil**

Assistant Professor, Institute of Special Education, University of the Punjab, Lahore, Pakistan

**\*Corresponding Author:** [hinafazil.dse@pu.edu.pk](mailto:hinafazil.dse@pu.edu.pk)

**ABSTRACT**

Pakistan is still far behind in adopting the policies of the United Nations for implementing the successful Inclusion of children with special needs in regular schools. The recent initiative of the PTI government to apply a Single National Curriculum (SNC) across the country regardless of any age, gender, or class discrimination. This initiative helps to fill the gap of an inclusive environment in the country. This study aimed to assess the perceptions, attitudes, and challenges of regular school teachers for including mild IDD children in regular schools in Punjab, Pakistan with the help of a survey. A sample of 300 teachers from regular schools in the Punjab Province was selected to assess their perceptions regarding the Inclusion of mild IDD children under SNC. The .811 value of Cronbach's Alpha indicated a high level of internal consistency in the questionnaire. The Independent samples t-test and Chi-square tests were applied to find the association between gender, age, qualification, teaching experience, and type of school setting. Findings and results showed that the majority of the teachers were in favor of implementing SNC in regular schools for including mild IDD children.

**KEYWORDS** Inclusion, Intellectual and Developmental Disabilities (IDD), Regular School Teachers, Single National Curriculum (SNC)

**Introduction**

Creating a Single National Curriculum for Pre-K to Grade 5 is a manifestation of the ideal of 'One Nation, One Curriculum.' The country's decades-old educational apartheid has not only divided educational institutions, educational quality, teachers, and students but has also perpetuated inequity in opportunities for social and economic advancement (SNC, 2021). These inequalities and divergent attitudes in the nation are a result of these systems or streams of education. In our beloved nation, several educational systems respond to the educational requirements of youngsters from various social strata. These include public sector schools, low-cost private schools, and well-equipped private schools with state-of-the-art facilities (UN, 2006). Additionally, madrasahs are located nationwide, catering to the educational requirements of roughly three million students. These disparate educational institutions follow radically different curricula, and as a result, we have graduated with radically disparate perspectives on life and livelihoods (GOP, 2020). These are precisely the distinctions that create impediments for countries striving for greatness. Therefore, a unified national curriculum is a critical first step in building a strong nation.

Every child deserves to grow up in an atmosphere that loves children, offers a safe and secure environment, and celebrates variety (Pijl, Frostad, & Flem, 2008; Bennett & Tayler, 2006). Children are the present and future of any country; as such, they have inherent needs, rights, and values that must be recognized and supported. Children must be nurtured and educated appropriately inside and outside their families before and throughout their lives to grow correctly (Shevlin, Winter, & Flynn, 2013). Attention to

children's health, nutrition, early stimulation, education, and psychological development throughout their early years is critical for countries and the global community's future well-being (DJK & Balakrishnan, 2012). Human development knowledge is currently more extensive than at any other time in history. The new century is an opportunity to consolidate previous achievements and prepare for future difficulties (Martha, Solomon, & Nancy, 2016). It is important to remember that children, like adults, need to be regarded as competent, thinking, feeling, and distinctive people with distinct personalities.

### **Literature Review**

The three primary components of inclusive education are physical/organizational, social, and academic/cultural (Nilsen, 2010). Each of these three elements is comprised of both objective and subjective components. The subjective aspects of each criteria are the students' feelings of acceptance or rejection. A child's proximity to usually developing peers in the classroom and on the playground is a part of the child's physical and organizational environment (Marie & Sigstad, 2017). The social inclusion factor may measure a student's sense of belonging, friendship, and acceptance at school. Its ability to foster friendship while also adapting the curriculum is referred to as the "academic/cultural component" of the organization (Chapman & Harris, 2004). A better understanding of what constitutes an excellent education has been brought to light as the notion of inclusive education has matured. Thus, these criteria may serve as a yardstick for gauging the breadth of Inclusion.

As described by Farrell (2000), Inclusion in the classroom enables students with disabilities to take part in and be valued as full members of the school community. The current definition of Inclusion is that all members of the organization must feel like they have a stake in the group's success. However, assistance is required on many fronts to achieve Inclusion. Mitchell (2008) contends that several structural adjustments are necessary for this to happen. These include modifications to the curriculum, instruction, evaluation, physical space, and the availability of teacher support.

The Convention on the Rights of the Child, to which the Government of Pakistan is a signatory, is central to the curriculum's main concerns (CRC). A fundamental principle of the CRC is the child's human dignity. Inclusion is a phrase that refers to the dedication to providing a high-quality education to all children in mainstream schools to the most significant degree feasible (Dell'Anna, Pellegrini, & Ianes, 2019). It entails bringing support services to the kid rather than the child being transported to the services and ensures that the youngster benefits from class attendance. Full Inclusion implies that all children, regardless of their distinguishing characteristics, will spend most of their time in a typical classroom/program (Khan, Ahmed, & Ghaznavi, 2012). All services must be offered in that environment for the kid. According to studies, more than 90% of disabled children in developing nations do not attend school, and 30% live in poverty or on the streets (Turnbull, Turnbull, Wehmeyer, & Park, 2003).

Additionally, just 3% of people with impairments are literate, and barely 1% of disabled females attend school in certain nations (Thompson, Walker, Shogren, & Wehmeyer, 2018). In recent years, inclusive education has gained prominence in Pakistan. One of the most significant achievements is the Government's recent Commitment to Child-Friendly Inclusive Education, as represented in the National Education Policy (Khan, Ahmed, & Ghaznavi, 2012). In terms of education for children with IDD, the most significant milestone is the UNCRPD (United Nations, 2006), which established IE as a right for all students, independent of their socioeconomic or personal circumstances. The UNCRPD was adopted in 2006 as the 21<sup>st</sup> century's first international treaty and the quickest-negotiated treaty in history. Furthermore, since the UNCRPD is legally binding, signatories must amend their legal systems to include the document's

rights. According to its framework, the UNCRPD has 50 articles, with articles 5–30 devoted to social and civil rights and article 3 to general principles (which apply to all rights).

With a population of around 208 million, Pakistan is the sixth most populous country in the world. Over the years, the country has experienced significant transformations influencing its political, social, and economic development. When the country's 18th Constitutional Amendment was signed into law in 2010, the heavily centralized state structure changed to a decentralized federation, devolving several government functions to the provinces (Fazil, Faiz, Ahmed, & Asif, 2020). Consequently, the functions of the Ministry of Education were devolved to the provinces. Not only did this support the empowerment of the provinces to develop and implement plans contextualized to their own experiences but various opportunities and challenges were also identified in the country's education system. They included the opportunity to actualize the right to education while addressing the lack of capacity and expertise to develop plans and implement programs at the provincial level. While Pakistan has taken vital steps to advance the right to education through the provision of free and compulsory education for children aged 5–16, the Government needs to give utmost attention to improving the quality of education, including reforming the curriculum, increasing the capacity of teachers and improving the governance mechanisms in the education sector (Chapman & Harris, 2004; DJK & Balakrishnan, 2012). These challenges impact marginalized groups of children the most, including those with disabilities, who are experiencing difficulties accessing schools and lacking access to relevant learning materials, information, and adequately staffed services (Fazil, Ali, & Shah Nawaz, 2022). Pakistan is also a signatory to the Education 2030 vision, which was enshrined in the Incheon Declaration during the World Education Forum 2015 in South Korea on May 21, 2015. The Incheon Declaration demonstrates the education community's Commitment to Education 2030 and the 2030 Agenda for Sustainable Development while acknowledging education's critical role as a major development engine (Dell'Anna, Pellegrini, & Ianes, 2019). Education 2030 outlines strategies for implementing, coordinating, funding, and monitoring efforts to attain universal access to education, detailing how the Incheon Declaration's promises may be put into reality at the national and global levels (Sightsavers, 2003). Additionally, it offers suggestive solutions that nations may interpret in light of their particular circumstances, capabilities, policies, and objectives. Thus, it makes a genuine effort to provide recommendations for addressing implementation shortcomings when global reform objectives are agreed upon (Nations, 2016). In Pakistan's post-devolutionary education landscape, all provinces and regions have established their own Education Sector Plans (ESPs) and are also working on SDG-4 implementation plans with a particular emphasis on ECCE. Additionally, the Inter-Provincial Education Ministers' Conference's active forum addresses critical problems, offers suggestions, and fosters cooperation across all provinces and regions (GOP, 2020). IPEMC offers an ideal platform for provinces and regions to share their experiences in implementing two-year pre-primary grades and chart a course of action.

### **Hypotheses**

H1: there is a significant association between the age of regular school teachers and their perceptions about including mild IDD children in regular schools under SNC.

(H<sub>0</sub>): no association exists between the age and perception of regular school teachers.

H2: there is a significant association between the qualification of regular school teachers and perceptions.

(H<sub>0</sub>): there is no association between qualification and perception.

H3: there is a significant association between the work experience of regular school teachers and their perceptions of the Inclusion of mild IDD children in regular schools under SNC.

(H<sub>0</sub>): there is no association between the work experience and perceptions of regular school teachers for including mild IDD children in regular schools under SNC.

**Material and Methods**

This research study assessed the possibility of including children with mild intellectual disability in regular schools in Punjab, Pakistan, under a Single National Curriculum (SNC). A quantitative research method was adopted to complete the study with the help of a self-developed questionnaire on a Likert 7-point scale. A sample size of 300 regular school teachers was selected from Punjab Province, and data were obtained with the help of Google Forms; there was 100% participation as all the participants filled out the form. Data were obtained from the following cities;

Lahore, Multan, Sahiwal, Okara, Faisalabad, Gujranwala, Chiniot, Gujrat, Attock, Jhang, DG Khan, Bahawalnagar, Sargodha, Bahawalpur, Sialkot.

**Research instrument**

This research study was based on a survey for which a closed-ended self-developed questionnaire was used based on the Likert 7-point scale. There were total 31 questions in this questionnaire, five demographic and, 26 statements in the instrument; statements 1 to 8 were developed to assess the Perceptions of regular school teachers, 9 to 12 were to observe the Attitude of regular school teachers, and 13 to 26 assessed the Challenges faced by the regular school teachers for the Inclusion of mild IDD children in regular schools under SNC.

The following key was used for the instrument: (Completely disagree CD = 1, Mostly disagree MD = 2, Slightly disagree = 3, Neither agree nor disagree NA or ND = 4, Slightly agree SA = 5, Mostly agree MA = 6, Completely agree CA = 7).

**Reliability of the instrument**

**Table 1**  
**Reliability Statistics**

Cronbach's Alpha	N of Items
.811	31

The .811 value of Cronbach`s Alpha indicates a high level of internal consistency for the scale used in this instrument.

**Results and Discussion**

**Demographic information**

**Table 2**  
**Demographic Characteristics**

	Gender		Age						Qualification			Type of school	
	Mal	Femal	20 to year	25 to year	30 to year	35 to year	40 to year	45 yeas and abov	M/	MPhi	Phl	Privat	Governme
(%)	29.1	70.7	9.3	36.3	39.7	10	3	1.7	33.	57.7	8.7	43.7	56.3

**Table 3**  
**Frequency distribution**

Statements	CD		MD		SD		NA nor ND		SA		MA		CA	
	f	%	f	%	f	%	F	%	f	%	F	%	f	%
SNC will bring equality in education across the country	11	3.7	9	3.0	4	1.3	10	3.3	36	12.0	104	34.7	126	42.0
IDD children adopt new learning methods under SNC in regular schools			18	6.0	13	4.3	17	5.7	61	20.3	106	35.3	95	28.3
IDD children adopt new learning methods under SNC in regular schools	3	1	17	5.7	19	6.3	20	6.7	73	24.3	88	29.3	80	26.7
SNC violates the rights of parents to choose the kind of education they would like to provide their IDD children	20	6.7	20	6.7	22	7.3	40	13.3	62	20.7	61	20.3	75	25
Parents are supportive and ready to undergo the extra mile for their children's Inclusion under SNC	24	8	57	19	31	10.3	32	10.7	63	21	1	3	91	30.7
Implementation of SNC is not a good initiative by the Government	67	22.3	24	8.0	25	8.3	44	14.7	45	15.0	53	17.7	42	15
I fully support the federal Government's stance on implementing SNC	11	3.7	7	2.3	13	4.3	15	5.0	43	14.3	84	28.0	127	42.3
The new curriculum under SNC will benefit all the students, including IDD children	12	4.0	18	6.0	15	5.0	21	7.0	56	18.7	76	25.3	102	24.0
You think there is teacher and student readiness to accept the teaching approaches of the new curriculum	4	1.3	15	5.0	23	7.7	17	5.7	59	19.7	92	30.7	90	30
Implementation of SNC and Inclusion of IDD children under SNC is impossible because there is a shortage of teaching and learning resources	20	6.7	23	7.7	19	6.3	21	7	54	18	70	23.3	93	31
There is a lack of in-service training for instructors on new curricula and staff development strategies	20	6.7	16	5.3	19	6.3	21	7.0	61	20.3	76	25.3	87	29.0
There is a lack of support from school management for implementing SNC	19	6.3	17	5.7	22	7.3	27	9	60	20.0	75	25.0	80	26.7
School administrators and managers are not trained to engage the transition of the new curriculum	26	8.7	20	6.7	31	10.3	23	7.7	53	17.7	64	21.3	83	27.7
There are enough high-quality teachers who can adopt SNC for IDD children in regular schools	15	5.0	34	11.3	32	10.7	21	7.0	49	16.3	79	26.3	70	23.3
Due to teachers' workload in schools, including IDD children in regular schools under SNC is impossible	24	8.0	15	5.0	26	8.7	24	8.0	70	23.3	73	24.3	68	22.7
Time is minimum for adopting and implementing new curriculum content under SNC	18	6.0	19	6.3	22	7.3	24	8.0	63	21.0	77	25.7	77	25.7
Due to overcrowded classrooms, including IDD children in regular schools under SNC is impossible	16	5.3	21	7.0	21	7.0	24	8.0	63	21.0	70	23.3	85	28.3
SNC supports building the school environment to include IDD children in regular schools	14	4.7	27	9.0	16	5.3	15	5.7	65	21.7	75	25.0	88	29.3
School staff is trained to implement SNC for	20	6.7	21	7.0	27	9.0	30	10.0	46	15.3	71	23.7	85	28.4

IDD children in regular schools															
Schools have arranged parents awareness programs to include IDD children under SNC	18	6.0	21	7.0	27	9.0	26	8.7	55	18.3	71	23.7	82	27.3	
The existing school staff is sufficient and adequately trained to implement SNC	19	6.3	27	9.0	41	13.7	22	7.3	54	18	61	20.3	76	25.3	
the new curriculum under SNC will support the Inclusion of IDD children in regular schools	13	4.3	21	7.0	29	9.7	20	6.7	50	16.7	89	29.7	78	26	
Content of the SNC is designed considering the growth and development of IDD children and their Inclusion in regular schools	20	6.7	15	5.7	17	5.3	16	5.3	55	18.3	87	29	90	30	
SNC meets the pedagogical requirements for children with IDD	17	5.7	20	6.7	16	5.3	28	9.3	52	17.3	74	24.7	93	31.0	
SNC provides supportive material to help teachers for Inclusion of IDD children in regular schools	13	4.3	14	4.7	23	7.7	19	6.3	62	20.7	91	30.3	78	26	

Majority 42% completely agree with the statement SNC will bring equality in education across the country; majority 35.3% mostly agreed with the statement IDD children adopt new learning methods under SNC in regular schools; Majority 29.7% mostly agreed with the statement IDD children adopt new learning methods under SNC in regular schools; Majority 25% completely agree with the statement SNC violates the rights of parents to choose the kind of education they would like to provide their IDD children; majority 30.7% completely agree with the statement Parents are supportive and ready to undergo the extra mile for their children's inclusion under SNC; majority 22.3% completely disagree with the statement Implementation of SNC is not a good initiative by the government; majority 42.3% participants completely agree with the statement I fully support the federal government's stance on implementing SNC; Majority 25.3% of the participants mostly agree with the statement The new curriculum under SNC will benefit all the students, including IDD children; majority 30.7% of the participants mostly agree with the statement You think there is teacher and student readiness to accept the teaching approaches of the new curriculum; Majority 31% of the participants completely agree with the statement Implementation of SNC and inclusion of IDD children under SNC is impossible because there is a shortage of teaching and learning resource; Majority 29% completely agree with the statement There is a lack of in-service training for instructors on new curricula and staff development strategies; majority 26.7% completely agree with the statement There is a lack of support from school management for implementing SNC; Majority 27.7% completely agree with the statement School administrators and managers are not trained to engage the transition of the new curriculum; majority 26.3% mostly agree with the statement There are enough high-quality teachers who can adopt SNC for IDD children in regular schools; majority 24.3% mostly agree with the statement Due to teachers' workload in schools, including IDD children in regular schools under SNC is impossible; Majority 25.7% completely agree with the statement Time is minimum for adopting and implementing new curriculum content under SNC; Majority 28.3% completely agree with the statement Due to overcrowded classrooms, including IDD children in regular schools under SNC is impossible; Majority 29.3% completely agree with the statement SNC supports building the school environment to include IDD children in regular schools; Majority 28.4% completely agree with the statement School staff is trained to implement SNC for IDD children in regular schools; Majority 27.3% completely agree with the statement Schools have arranged parents awareness programs to include IDD children under SNC; Majority 25.3% of the participants completely agree with the statement Existing school staff is

sufficient and adequately trained to implement SNC; Majority 29.7% mostly agree with the statement the new curriculum under SNC will support the inclusion of IDD children in regular schools; Majority 30% completely agree with the statement Content of the SNC is designed considering the growth and development of IDD children and their inclusion in regular schools; Majority 31% completely agree with the statement SNC meets the pedagogical requirements for children with IDD; Majority 30.3% mostly agree with the statement SNC provides supportive 6terial to help teachers for inclusion of IDD children in regular schools.

**Table 4**  
**Chi-Square test for perception with age**

	<i>Value</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
Pearson Chi-Square	449.944 <sup>a</sup>	420	.151
Likelihood Ratio	350.952	420	.994
Linear-by-Linear Association	.054	1	.816
N of Valid Cases	300		

The Pearson Chi-Square value of 4.49, df value of 420, and Sig two-tailed value of .151 indicate that there is no significant association between the age and perceptions of regular school teachers for the Inclusion of mild IDD children in traditional schools under SNC. Thus null hypothesis is accepted, and H1 is rejected.

**Table 5**  
**Chi-square test for qualification with perceptions**

	<i>Value</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
Pearson Chi-Square	201.175 <sup>a</sup>	168	.041
Likelihood Ratio	201.668	168	.039
Linear-by-Linear Association	.116	1	.734
N of Valid Cases	300		

The Pearson Chi-Square value of 2.012, df value of 168, and Sig two-tailed value of .041 indicate a significant association between the qualification and perceptions of regular school teachers for including mild IDD children in traditional schools under SNC. Thus H2 is accepted, and the null hypothesis is rejected.

**Table 6**  
**Chi-square test work experience and perceptions**

	<i>Value</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>
Pearson Chi-Square	408.840 <sup>a</sup>	336	.004
Likelihood Ratio	289.731	336	.968
Linear-by-Linear Association	.062	1	.803
N of Valid Cases	300		

The above shows the Pearson Chi-Square value of 4.08, df value 336, and Sig two-tailed value of .004 indicates a significant association between the teaching experience and perceptions of regular school teachers for the Inclusion of mild IDD children in regular schools under SNC. Thus H3 is accepted, and the null hypothesis is rejected.

**Table 7**  
**Independent samples t-test for gender**

	<b>Gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>t</b>	<b>Sig.</b>	<b>Cohen's d</b>
<b>Total Score Gender</b>	Female	212	129.5708	20.30268	1.059	.290	0.144
	Male	88	126.7727	22.04370			

Since the value of  $t = 1.059$ , and  $\text{Sig.} = .290$  shows that gender-wise, there is no significant difference in the perceptions about the Inclusion of mild IDD children in regular schools under SNC.

**Table 8**  
**Independent samples t-test for the type of school**

Type of school	N	M	SD	t	Sig.	Cohen's d
Total private	131	127.5649	21.11984	-.867	.387	0.1006
Type of government School	169	129.6686	20.61891			

The value of  $t = -.867$ , and  $\text{Sig.} = .387$  shows no significant difference in the perceptions of regular school teachers working in private and government and regular schools for the Inclusion of mild IDD children in regular schools under SNC.

According to a study conducted by Fazil, Faiz, Ahmed, & Asif (2020) on the Possibilities of Inclusion of Children with Mild Intellectual and Developmental Disabilities at the Primary Level: A Teacher's Perspective, all respondents to a poll in favor of starting inclusive education in elementary school were unanimous in their opinion. They also recommended modifying lesson plans and providing extra support for kids with intellectual and developmental disabilities. Most teachers, however, fear that including children with IDD would have a negative effect on the atmosphere of their classrooms, leading some pupils to feel discontented. There must be greater support and care given to them. They consider them an inconvenience. Many schools lack the resources to accommodate students with special needs because of budget constraints. There are several obstacles to establishing a single national curriculum, as revealed in Khurram Rameez's 2021 research on the possibilities and challenges of introducing SNC in special schools for children with intellectual and developmental disabilities (IDD). There are much more difficulties than advantages in adopting the SNC for educators. These data suggest that SNC has effectively reduced social and economic inequities, which would improve the social acceptance of students with intellectual and developmental disabilities (IDD) and make it easier for them to get a complete education in Pakistan. Students with intellectual and developmental disabilities may be given a better shot at the labor market and better long-term chances by increasing both the quality and accessibility of their education. Encourages pupils to collaborate to find answers to challenges, enhancing their capacity for original and analytical thought. Social and emotional development is another area where students may benefit from SNC's guidance. Teachers might use this chance to get exposure to other pedagogical approaches used in different countries. Thanks to the SNC, teachers may have easier access to lesson plans and other curricular resources. Respondents from both public and commercial institutions did not significantly vary in their assessment of the SNC's feasibility. There was no substantial difference in opinion between the sexes about the viability of implementing SNC in special schools for children with IDD.

## Conclusion

This study was conducted as a part of the research project (Development of an indigenous model for the Inclusion of mild IDD children in regular schools of Punjab, Pakistan, under SNC) of the Institute of Special Education at the University of Punjab. A quantitative method study was conducted with the help of a survey questionnaire to assess the perceptions, attitudes, and challenges of regular schools in Punjab for the successful Inclusion of mild IDD children in regular schools under SNC. A sample of 300 regular school teachers was selected from various cities in the Punjab Province. The results of the study showed that the majority of the participants were in favor of



implementing SNC in regular schools to include mild IDD children. Independent sample t-tests and chi-square tests were applied to find the answers to the study. The Pearson Chi-Square value 4.49, df value 420, and sig two-tailed value of .151 indicate no significant association between the age and perceptions of regular school teachers for the Inclusion of mild IDD children in regular schools under SNC. The Pearson Chi-Square value of 2.012, df value 168, and Sig two-tailed value .041 indicate a significant association between the qualification and perceptions of regular school teachers for the Inclusion of mild IDD children in regular schools under SNC. The Pearson Chi-Square value 4.08, df value 336, and sig two-tailed value of .004 indicates that there is a significant association between the teaching experience and perceptions of regular school teachers for the Inclusion of mild IDD children in regular schools under SNC. The independent sample t-test (n =300, value of t= 1.059) shows that gender-wise, there is no significant difference in the perceptions about including mild IDD children in regular schools under SNC. The independent sample t-test (n= 300, t= -.867) shows no significant difference in the perceptions of regular school teachers working in private and government and regular schools for the Inclusion of mild IDD children in regular schools under SNC.

### **Recommendations**

**Teacher Training:** Deliver focused professional development to educators regarding the fundamental principles, strategies, and pedagogical approaches associated with inclusive education, with the aim of enhancing their ability to effectively cater to the needs of children exhibiting mild intellectual and developmental disabilities within the context of the Special Needs Curriculum (SNC).

**Curriculum Adaptation:** Engage in collaborative efforts with subject matter specialists to modify the Standardised National Curriculum (SNC) in order to foster inclusivity, while concurrently creating additional instructional materials that specifically address the unique educational requirements of children with Intellectual and Developmental Disabilities (IDD).

**Parental Engagement:** Implement regular educational initiatives aimed at enhancing parental awareness of the advantages of the School Nutrition Programme (SNC) and fostering their active participation in promoting their children's educational pursuits.

**Policy and Government Support:** It is imperative to develop explicit policies and allocate adequate resources to effectively facilitate the seamless inclusion of children with Intellectual and Developmental Disabilities (IDD) into mainstream educational institutions.

**Promoting Collaboration and Research:** Foster continuous collaboration among stakeholders and researchers to investigate optimal strategies for enhancing outcomes in inclusive education.

**Promoting Awareness and Advocacy:** Enhance the dissemination of information and champion the cause of inclusive education within local communities and at the national level, with the aim of cultivating comprehension and garnering backing.

## References

- Bennett, J., & Tayler, C. (2006). *Starting strong II: Early childhood education and care*. OECD.
- Chapman, C., & Harris, A. (2004). Improving schools in difficult and challenging contexts: Strategies for improvement. *Educational Research, 46*(3), 285-301.
- Dell'Anna, S., Pellegrini, M., & Ianes, D. (2019). Experiences and learning outcomes of students without special educational needs in inclusive settings: A systematic review. *International Journal of Inclusive Education, 6*(2), 786-805. doi:10.1080/13603116.2019.1592248
- DJK, C., & Balakrishnan, J. (2012). Inclusive Education for Students with Intellectual Disability. *Disability CBR & Inclusive Development, 23*(2), 46-68
- Farrell, P. (2000). The impact of research on developments in inclusive education. *International Journal of Inclusive Education, 4*, 153-162.
- Fazil, H., Ali, H. H., & Shahnawaz, H. (2022). Assimilation and Contentment of General Education Teachers and Special Education Teachers with The Implementation of Single National Curriculum: A Correlational Study of the Punjab Province Pakistan,. *Pakistan Humanities and Languages Review, 6*(2), 39-53.
- Fazil, H., Faiz, M. A., Ahmed, A., & Asif, S. (2020). Possibilities Of Inclusion Of Children With Mild Intellectual And Developmental Disabilities At Primary Level: A Teacher's Perspective. *Webology, 17*(2), 411-433.
- GOP. (2020). *Early Childhood Care and Education Grade Pre 1 2020*. Islamabad: National Curriculum Council.
- GOP. (2021). *Single National Curriculum (SNC)*. Ministry of Federal Education and Professional Training.
- Khan, I. K., Ahmed, L., & Ghaznavi, A. (2012). Child Friendly Inclusive Education in Pakistan: a research project. Islamabad.
- Marie, H., & Sigstad, H. (2017). Successful Inclusion of Adolescent Students with Mild Intellectual Disabilities - Conditions and Challenges within a Mainstream School Context. *International Journal of Special Education, 23*(4), 597-625.
- Martha, M. W., Solomon, C. K., & Nancy, O. O. (2016). Inclusive education for learners with intellectual disability in public primary schools-Kenya. *International Journal of Medical and Health Research, 2*(3), 89-94.
- Mitchell, D. (2008). *What really works in special and inclusive education. Using evidence Based strategies*. London: Routledge.
- Nations, U. (2016). *United Nations. (2016). General Comment No 4. Article 24: Right to inclusive*. United Nations.
- Nilsen, S. (2010). Moving towards an educational policy for inclusion? Main reform stages in the development of the Norwegian unitary school system. *International Journal of Inclusive Education, 14*, 479-497.
- Pijl, S., Frostad, P., & Flem, A. (2008). The social position of pupils with special needs in regular schools. *Scandinavian Journal of Educational Research, 52*, 387-405.

- Rameez, K. (2021). *Implementing single national curriculum in special schools for children with intellectual disability: possibilities and challenges*. Lahore: Department of Special Education, University of the Punjab.
- Shevlin, M., Winter, E., & Flynn, P. (2013). Developing inclusive practice: Teacher perceptions of opportunities and constraints in the Republic of Ireland. *International Journal of Inclusive Education, 17*, 1119-1133.
- Sightsavers. (2003). *Current status of the aetiology, prevalence and distribution of childhood blindness in Pakistan: a report*, Sightsavers.
- Tahir, R., & Khan, N. (2010). *Analytical Study of School and Teacher Education Curricula for Students with Special Educational Needs (SWSEN) in Pakistan: analysis and research annual*, pp. 88. International Journal of Evaluation and Research in Education.
- Thompson, J., Walker, V., Shogren, K., & Wehmeyer, M. (2018). Expanding inclusive educational opportunities for students with the most significant cognitive disabilities through personalized supports. *Intellectual and Developmental Disabilities, 56*, 396-411.
- Turnbull, H., Turnbull, A., Wehmeyer, M., & Park, J. (2003). A quality of life framework for special education. *Remedial and Special Education, 24*, 67-74.
- UN. (2006). *United Nation's Convention on the Rights of Persons with Disabilities*. United Nations.