Mapping the Landscape of Inclusion: A Multidimensional Conceptual Framework for Inclusive Education in Pakistan

Dr. Samina Safdar [1]
Dr. Iffat Basit [2]
Dr. Faisal Anis [3]

Abstract

Using qualitative conceptual analysis in this paper, the author wants to develop a conceptual understanding of the provision of education in Pakistan. Using literature from various disciplines, paradigms of inclusive education in Pakistan and in developing countries are compared to develop a theory that would encompass the ideas developed up until now. The resulting conceptual framework consists of seven interconnected concepts: Support, programmes, legislation/policy, school climate, teacher education, curriculum implementation, community involvement, finance, and organizational culture. This framework can be beneficial in the huge Pakistani process of attempting to conceptualize and systematically understand the complexities of implementing inclusive education. It can assist policymakers, practitioners, and researchers in changing and evolving research for the improvement of inclusive education in Pakistan. Last, the paper concludes and considers how the topic and ideas the paper presents could be taken forward to strengthen the practice of integration and participation of children with disabilities in each of the educational systems in Pakistan. More specifically, there is a need for findings regarding the international concept of inclusive education, the continued expansion and elaboration of its theoretical paradigms and models, including education policies and outcomes, and teacher training in relation to inclusion, curriculum development, and community participation regarding exclusion in Pakistan.

Keywords: *Inclusive Education, Conceptual Framework, Pakistan, Educational Policy, Disability Integration*

[1] Assistant Professor, Department of Educational Leadership and Policy Studies, University of Education, Bank Road Campus, Lahore, Punjab, Pakistan,
Corresponding Author's Email: samina.safdar@ue.edu.pk
[2] Department of Education, Alhamd Islamic University, Islamabad, Email: iffat.basit@alhamd.pk
[3] Assistant Professor, Department of Education, University of Management and Technology, Lahore, Punjab, Pakistan, Email: faisal.anis@umt.edu.pk

Introduction

Integrated education can be viewed as one of the development priorities in the last three decades, which is a rejection of the attitudes of classical educational models towards diversity and equity. It is concerned with equal access to education for all but, more importantly, equal participation and achievement by all learners regardless of their abilities, their contexts, or their

conditions in mainstream schooling (UNESCO, 2020). For this reason, the present paper ventures into a rather challenging but quite motivating trek towards what inclusive education could look like in the context of a developing country such as Pakistan and its relatively complex educational landscape.

Such challenges relate to such a vast nation as Pakistan, with a population of about 220 million population. Poor enrolment, low effectiveness and high dropout rates are hierarchal in the country, with vulnerable groups like children with disabilities, girls and children from poor backgrounds being the most affected (Hameed & Manzoor, 2019). But, at present, Pakistan has committed to integrated education through policies nationwide and internationally, such as the United Nations Convention on the Rights of Persons with Disabilities. Pakistan became a member of the organization in 2011.

However, to advance these commitments into practice, it is imperative to establish the character and extent of the concept of inclusive education within Pakistan. The path to addressing this problem cannot be as easy as writing a cheque, and if there is a need for changes that are still to be made anywhere, they have to be made; inclusion education in Pakistan, therefore, needs a system approach when it comes to the assessment and incorporation of all the factors. This is where having a conceptual framework is rather helpful.

Hence, there is a need for a conceptual framework to make sense of and promote inclusive education in Pakistan that could be beneficial for policymakers, educators, and researchers. This provides a rational and integrative structure for organizing the main predictors that are preventive or ameliorative to an increase in the number of learners with disabilities. In this way, through identifying and connecting these elements, the above-defined conceptual frameworks can help optimize the processes of policymaking for educational processes and modern approaches to preparing teachers and also indicate the perspectives and zones of crucial importance for further educational research (Jabareen, 2009).

The focus of the current research is to articulate a concrete and specific meaning of the process of implementing inclusion-based education in Pakistan. Hence, this paper intends to provide a synthesis of literature and empirical data on inclusive education provision in Pakistan and other similar developing countries to identify core concepts essential for delivering inclusive education in the country. The aim of this paper is therefore threefold: The objectives of this paper are threefold:

This paper's central purpose is to embed and analyze the major concepts of working for inclusive education in Pakistan. In order to analyze and classify the following concepts, I created an analytical framework that will show the relationships between these ideas. In order to

identify the policy, practice, and research directions for inclusive education in Pakistan, the following needs to be expanded in accordance with the proposed framework.

Therefore, the purpose of this paper is to advance this conceptual framework to increase physical understanding and work towards inclusive education for Pakistan and to establish a framework for the further pursuit of inclusive education in the area.

Methodology

For an answer to this research question, the present study employs a qualitative research method adopting the Conceptual Framework Analysis set out by Jabareen (2009). It is very appropriate here because it can be used to build a system of the kind of concepts and their relations in order to facilitate studying even the essential, multiple-level processes of inclusive education in Pakistan. The latter constitute elements of a methodology that is made up of several related stages, discussed below.

In fact, a 'literature review' was the main approach to data collection for this study as the literature search entailed finding a variety of texts cutting across disciplines in inclusive education, particularly in relation to Pakistan and other developing countries. The literature search occurred within the academic databases of ERIC, Google Scholar, and Psych INFO for this study, which has the following keyword search terms: inclusive education, Pakistan, developing countries, disability and education policy. Additional articles were retrieved by screening references and performing site-specific web searches for organizations such as UNESCO and UNICEF.

Inclusion criteria for the literature review were: In the present study, the following criteria are adopted: (1) have offered information about inclusive education in Pakistan or any other similar developing country; (2) are available in English or Urdu languages; (3) are published during 2000-2023; (4) all types of articles, books, policy papers/ reports have been included with most credibility. A few papers were rejected on the grounds of the type of special education without inclusion and those papers were not relevant to Pakistan.

The data analysis process adopted here was a conceptual framework analysis developed by Jabareen (2009), and it comprises various cycles. The data analysis procedure followed Jabareen's (2009) conceptual framework analysis technique, which involves several iterative steps:

Identifying and naming concepts: For this reason, by applying multiple readings of the literature that was chosen for this study, it was possible to define and classify some of the potential concepts related to the practice of inclusive education in this country. Something that

was done in this process was to establish patterns, constructs and antecedents within which the practice of inclusive education is contextualized.

Deconstructing and categorizing concepts: Further, it became clear that all the identified concepts should be refined in order to understand their main characteristics or components, the main assumptions, and their place in the context of Iranian inclusive education. The roles they played were used for ontological and epistemological categorization; methodological categorization was also done.

Integrating concepts: Further related ideas were defined, and existing ideas were grouped as sub-ideas under larger and broader main ideas. This particular step was useful for one to understand how to filter ideas to numbers while at the same time passing through key constructs.

Synthesis and resynthesis: Each of the integrated concepts was progressed and distilled into an overarching theory. It involved the cumulation of information and information recombination until the concepts could be formulated in a comprehensive and successive pattern that identified the processes of Inclusive Education in Pakistan.

The following activities were undertaken to improve the validity of the conceptual framework. Initially, the outlined framework was explained to two research assistants, both of whom possessed prior background information about the field of inclusive education and about the education system in Pakistan. They were exploited to enhance the framework because the framework involved the collection of user information for the purpose of collecting reinforcement. Second, the framework was presented at a national conference on inclusive education in Pakistan, which created the opportunity for it to be reviewed and critiqued by scholars, practitioners, and policymakers. Last, the guidelines used for the synthesis of the results were used to analyze two case studies of inclusive education in Pakistan to demonstrate the applicability of the framework in practice.

Thus, with this methodological approach, it is possible to comprehend how the conceptual framework is constructed), to synthesize the results of the previous studies and correspond to the context of Inclusive education in Pakistan systematically and strictly. The developed framework is meant to provide a general yet flexible foundation for further research and practice of IEP in the country.

Findings: Key Concepts of Inclusive Education in Pakistan

The initial conceptual study identified seven major intertwined ideas that correlate with PE in Pakistan. The conceptual analysis revealed seven key interconnected concepts that form the foundation of inclusive education in Pakistan:

Policy and Legislation:

The preceding few years have witnessed the introduction of policies in Pakistan that have led to transformation towards inclusive education systems. NEP 2009 also notes the idea of inclusion and the National Policy for Persons with Disabilities 2002. However, the implementation faces a lot of challenges because of the complex structures of governance in developing economies and the limited availability of resources. The law that presently deals with the promotion of disabled persons in employment as well as in rehabilitation is the Disabled Persons (Employment and Rehabilitation) Ordinance of 1981; even though this law is old, it still has a calm impact on the Pakistani laws has become applicable in the integration of disabled student in schools (Pasha, 2012). Recent efforts to integrate national laws with such international treaties as the UN Convention on the Rights of Persons with Disabilities are, however, in their infancy, and their success depends on political will.

School Environment:

School physical and social design, as a consequence, constitutes crucial characteristics that facilitate the integration of learners with disabilities. This is, therefore, very far from the truth as there are significant statistics to show that the majority of schools in Pakistan lack proper entry and facilities for the physically disabled, and as such, it becomes very difficult for the DISABLED to attend schools (Haider, 2008). From the above-mentioned views, culture reform is another area that has to be encouraged in schools apart from the provision of infrastructure, as the heart of an institution encompasses the perception of the stakeholders. Since school leaders play the roles of decision-makers about the provision of the features that make school readiness for children with special needs, then the principals, in particular, have been observed to have the responsibilities of implementing as well as demonstrating appropriate inclusive practices and eradicating prejudicial perceptions (Sharma & Salend, 2016; Shah et al., 2021a).

Teacher Education:

Teachers hence have pivotal responsibilities of preparation and renewal for teachers for induction and participation in inclusive education. Another phase of the study also exposed that no effective modules for teaching diversity are available in the pre-service teacher education programmes of Pakistan, and very often, newly qualified teachers also do not know how to teach diverse classrooms (Fazal 2012; Shah et al., 2021b). Available training for serving teachers is limited, and most of the sessions that are provided here are not related to teaching-learning concerns or integrated teaching-learning concerns in the context of Pakistan. Concerning the impact of attitudes and beliefs about or toward inclusion, such social cognition variables represent or mirror classroom practice and paradigm, endorsing the need for mirror

complementary interventions that would try to change the teacher cognition that is content and process (Sharma et al., 2018).

Curriculum Adaptation:

Pakistani schools face the highest incidence of challenges regarding curriculum structures as a form of exclusion. More and more, learners with special needs are being observed, thereby the need to develop more elasticity in curriculum implementation to meet the learners with special needs (Ahsan & Mullick, 2013). The present use and adoption of differentiation in student instruction is gradual, and it has not yet been fully adopted. The shifts in the assessment still provoke other views, and where the facility of standard assessments is available, learners who have a disability or those with different learning experiences usually stand disadvantaged (Haider & Ishtiaq, 2017).

Community Engagement:

About the importance of communities in supporting inclusive education implementations, Pakistan is also included. The parents in these programmes are very important, but the parents are rarely involved, maybe due to stigma, ignorance or money issues. Other prevention measures have also been postulated to work in the campaign against stigmatization and to foster the integration of children with disability into school. It has been considered one of the best practices of inclusive education, with additional support or facilitation from the school–local NGO or DPO partnership (Singal, 2016).

Resource Allocation:

This study found that inadequate funding and resources remain a major challenge in the realization of inclusive education in Pakistan. The recent education budget, which has been received, is still below the international recommendations but has been improving recently (UNESCO, 2020). Challenges affecting qualified special educators and other human resources support are present, which boosts the inclusion process. The availability of further assistance, for example, helping devices and/or materials especially developed depending on the disabled individual's disability, is still limited and even more so in rural settings (Hammad & Singal, 2015; Munir et al., 2022).

Cultural Attitudes:

The structuralized perception of disability has a very positive correlation with the capability and readiness to adopt inclusion for education in Pakistan. These perceptions are, in most cases, grounded on religious and traditional beliefs; in some circumstances, the perceptions foster stigmatization and discrimination (Pasha 2012). However, it is also possible to stumble

upon cases where religion can possibly be a force for good and non-discrimination. To alter these cultural tendencies, short-term and dynamic strategies, which require various parts of society, must be used (Miles et al., 2012).

However, these seven notions should be noted as interrelated and as being constituents of complicated systematizations. For example, cultural factors shape the process through which resources are coordinated in the policymaking system. The programme affects the school context, but the latter is the context that concerns community participation. They are important to find in order to get a unified vision of the problem of excluded children and the schools of Pakistan.

These identified concepts, therefore, are the foundation for the construction of a framework that will cover all facets. This current framework may be adopted by policymakers, educators, and researchers as a tool to think through the composite concerns regarding the inclusive education model in Pakistan's diverse and limited resource contexts.

Conceptual Framework of Inclusive Education in Pakistan

Seven concepts in the context of inclusion in education in Pakistan also form the overall framework of interconnected ideas as presented below: The currently presented protractive framework provides a glimpse of the interconnection between the factors associated with the inclusive context in connection to Pakistan and the impact.

At the center of the framework lies the concept of inclusive education, surrounded by the seven key concepts: Government regulations, institutional climate, teachers' training, presented curriculum, public relations, funding priority, and social beliefs. Some of these concepts are put in a circle, which means that all these concepts are important and interconnected.

They are represented in this framework by lines connecting each of the elements to the other; bidirectional arrows suggest the direction is two-way. For instance, policy and legislation are linked with resource allocation, school environment, and teacher education. Similarly, cultural attitudes influence community engagement and may thus influence policy and legislation because advocacy is very influential in these two aspects.

A closely connected structure completely emphasizes the systematic nature of inclusive education since any of the connected factors affect the other parts of the system. For instance, an improvement in the quality of teacher education may, in the long run, improve curriculum implementation, which again has effects on the school environment and, in a long time, influences cultural beliefs and practices.

Several theoretical constructs are used to underpin the proposed framework. It adopts Bronfenbrenner's (1979) ecological systems theory or framework since the aforementioned approach defines inclusive education as an activity that is fostered by numerous systems that surround a child. The remand on Community Engagement and Cultural Attitudes embraces the sociocultural model of disability, which assumes disability not only as the breakdown of bodily or mental apparatus but also, more significantly, as social construction (Oliver, 1990).

The framework also uses some of the principles of the capability approach (Sen, 1999), including resource allocation and curriculum adaptation capability due to the requirement to enhance the learners' functioning capabilities in the process of education. Furthermore, the discussed framework aligns with the principles set out by the Index for Inclusion Booth & Ainscow (2002 such as the creation of an inclusive culture, policies, and practice.

The use of this conceptual framework has several benefits to realize the goals of inclusive education in Pakistan. This conceptual framework offers several advantages for understanding and advancing inclusive education in Pakistan:

Comprehensive perspective: It provides a wide-angle view of the causes of Inclusive Education; this prevents the formation of an over-generalized mold, making education for all an equal possibility.

Flexibility: All location types can be applied to Pakistan's framework as resources, regard, cultural beliefs, and education framework vary by location.

Identify leverage points: Other things being equal, it is possible to figure out significant leverage points that may impact systemically by revealing the connection between relevant concepts.

Guide research and policy: On the basis of the pursuits for which the framework recognizes there is unfinished research, research proposals can be made, and on the theory that more than one strategy is needed, policy can be recommended.

Promote dialogue: The picture can be employed by different stakeholders in some way, from practice, for the purpose of the exchange of ideas that would help them grasp the complexity of administering inclusive education.

It has been emphasized that this framework is comprehensive in relation to the analysis of inclusive education in Pakistan; however, the given instrument is far from being formalized. Thus, there is explicit recognition that over time, the environment will change, and new data will be introduced into the system, implying that the framework will have to be modified.

Last but not least, it can be concluded that this map enables one to offer a systematic and workable approach to the construction of the notion of inclusive education in Pakistan. In this manner, it is useful to researchers, policymakers, and practitioners in the education sector to realize inclusion systems within the country.

Discussion

From the conceptual framework of this study, the following is the flow chart that presents the implications for future research, policy and practice in the area of inclusive education in Pakistan. Therefore, the root underlines the necessity of applying the system approach to meeting the needs of children with disabilities, as opposed to a more singular approach to the problem. The interaction between components of an area and those of another should also be carefully evaluated by policymakers and other relevant parties, including teacher educators in other areas that are under change, such as curriculum and school environment. This connected perspective suggests that these policies must be realized in coordinated cross-sector partnerships and fine-tuned to various elements in order to promote sustainable change (Ainscow et al., 2013).

From the practitioner's view, the framework recognizes contexts as practitioners are struggling to implement inclusion in schools. For instance, efforts towards curriculum change must be accompanied by some sort of preparation of the teachers and the resources in question to realize the process in question. Concerning community mobilization and cultural perception, the framework notes that while school-based interventions should be encouraged, there is a need to create awareness in the community and change the orientation of society towards disability (Miles et al., 2012).

The relevance of this architecture for the Pakistani context may be obvious from the presence of the culture and the context that relates to resources that are very much established for their importance in developing countries. Therefore, in the component of cultural attitudes and community involvement, the framework pointed out that the culture of the society also greatly influences the practice of inclusive education in Pakistan. For the same reason, the attention paid to the distribution of resources reflects the real challenges of mainstreaming learners with disability in the context of a resource-scarce regime that is predominantly a feature of the developing world, as noted by Singal (2016).

There are several other related frameworks like Booth and Aisnew's Index for Inclusion (Booth & Ainscow, 2002) or UNICEF Inclusive Education Framework (UNICEF, 2012) for International Inclusive Education, but this one is quite similar to that, specially developed for Pakistan only. While these frameworks do present some understanding of the demands of efficient school leadership, they may insufficiently describe the opportunities and challenges present in the Pakistani environment. The current framework targets cultural perceptions and

also considers the relations between national policy, resources, and community environments, which, therefore, suits the Pakistani context.

On the one hand, it can be noted that the identified strengths of this conceptual framework are rather extensive and flexible. It provides a clear account of the considerations necessary in the promotion of the strategy of encouraging inclusive education. Therefore, the title Inclusive Education Bangladesh and Pakistan is for context. This characteristic makes it possible to apply the changes in various regions of Pakistan that have different educational characteristics.

The advantages should, though, be balanced by some of the limitations that accrue from this specific political-economic system. On the one hand, it provides definitions and the interconnection between these definitions. On the other hand, it does not provide a direct means for the application of these definitions. From the above analysis, the practitioners and policymakers will have to discover how the guidelines are provided by the framework in relation to practice. Besides, because the nature of the framework is numerous and sophisticated, it might be challenging to transplant and disseminate to all the divided subgroups of stakeholders who could be unfamiliar with educational theories.

However, the following limitations are discussed above, which opens up the opportunity to use the framework to develop the provision of inclusive education in Pakistan. This is a lot more than simply identifying all the factors which have to be taken into account when achieving inclusion because it offers a conceptually integrated structure whereby such strategies might be better comprehended and most likely more effectively organized in relation to policy and practice. Another potential reason is that a more systematic attempt could be made in future studies to measure some of the constructs of the proposed framework more systematically, which would correspondingly lend a more systematic approach to the participatory description of inclusive education in Pakistan.

Conclusion

In the current paper, inclusive education has been described in a general way in the Pakistani scenario and in the light of literature and research available from multidisciplinary perspectives. The framework identifies seven interconnected concepts that are critical to the implementation of inclusive education in the Pakistani context: Awareness: creating policy and legislation awareness the children with learning disability and enhancing legislation, School Acceptance, ensuring that the school environment is friendly to children with learning disability and making changes to it, Teacher Training: raising awareness with teachers on how they should handle children with LD & acceptance of such children, Curriculum Modification, Community Acceptance: making the community accept children with learning disability & making changes

to it.

In fact, all these concepts have some kind of relationship between them, and they are all interrelated and are building the landscape of inclusion in education in Pakistan. The framework illustrates how these decisions and policies define resources available for the school climate and for preparing teachers. It also sets out how such barriers define the contexts of the communities and cultures within which the framework for inclusiveness is to be enacted.

First, this paper has focused on the following factor: the use of a conceptual framework enhances a superior understanding of factors influencing inclusive education in Pakistan. Exposing different interrelated facets offers the policymaker, educator or researcher a framework to make sense of inclusive education. It might be helpful in building a broader understanding of better ways of practicing the implementation of IEDs in the schooling sector, which ought to alter the single skew from approach to eradicate the challenge in the system.

Also, the brought-up nature of the framework in reference to the social context, such as the cultural beliefs in the Pakistani society and the availability of resources in the environment, also make it suitable for the Pakistani environment. It also pays attention to certain factors that characterize the educational context of the country and, therefore, provides a better point of view than the one created by global tendencies.

From such a conceptual framework, the following recommendations for future research and development can be proposed: Based on this conceptual framework, several recommendations for future research and development emerge:

Empirical testing: More future studies should also attempt to investigate the theoretical relationships within the prescribed framework, as this may call for refinement of the theory.

Policy analysis: It might be helpful to analyze research works that have examined how the current and proposed policies in education in Pakistan align with this framework.

Intervention studies: Attempt and evaluate a series of works of multiple component interventional analysis to know how each of the facets operate as compared to a single facet.

Stakeholder perspectives: Some of the activities involve undertaking research studies to understand how teachers, parents, students, and administrators perceive and operate as far as the creation of the framework is concerned.

Regional variations: How the framework operates in one region of Pakistan is different from others because of cultural disparities, and they don't have the same access to resources either.

Longitudinal studies: Stake long-term consequences in learning the consequences of deposition of one aspect on the other components of the framework within a certain period of time as organized within the systematic change perspective of inclusive education.

It affords a systematic yet broad perspective for the advancement of inclusive education in Pakistan. Thus, it may be useful to an existing policy that considers inclusive education in a different manner, supports practitioners, and indicates a way for researchers to develop a more equal and inclusive learning environment in Pakistan. With these, the given frameworks should inform current and future directions for the inclusion of students and education in Pakistan and for students with or without disability and other barriers.

References

1. Ahsan, M. T., & Mullick, J. (2013). The journey towards inclusive education in Bangladesh: Lessons learned. *Prospects*, *43*(2), 151–164. https://doi.org/10.1007/s11125-013-9270-1
2. Ainscow, M., Dyson, A., & Weiner, S. (2013). From exclusion to inclusion: Ways of responding in schools to students with special educational needs (Vol. 4). Reading.
3. Booth, T., & Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools*. Centre for Studies on Inclusive Education.
4. Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. Harvard University Press.
5. Ehsan, M. (2018). Inclusive education in primary and secondary schools of Pakistan: Role of teachers. *American Scientific Research Journal for Engineering, Technology, and Sciences*, *4*(1), 40–61.
6. Fazal, R. (2012). Readiness for inclusion in Pakistani schools: Perceptions of school administrators. *International Journal of Social Sciences and Education*, *2*(4), 825–832.
7. Haider, S. I. (2008). Pakistani teachers' attitudes towards inclusion of students with special educational needs. *Pakistan Journal of Medical Sciences*, *24*(4), 632–656.
8. Hammad, T., & Singal, N. (2015). Education of women with disabilities in Pakistan: Enhanced agency, unfulfilled aspirations. *International Journal of Inclusive Education*, *19*(12), 1244–1264. https://doi.org/10.1080/13603116.2015.1043962
9. Jabareen, Y. (2009). Building a conceptual framework: Philosophy, definitions, and procedure. *International Journal of Qualitative Methods*, *8*(4), 49–62. https://doi.org/10.1177/160940690900800406
10. Miles, S., Fefoame, G. O., Mulligan, D., & Haque, Z. (2012). Education for diversity: The role of networking in resisting disabled people's marginalisation in Bangladesh. *Compare: A Journal of Comparative and International Education*, *42*(2), 283–302. https://doi.org/10.1080/03057925.2012.650482

11. Munir, F., Khan, I. H., Javed, M., Sibt-e-Ali, M., & Zaib, L. (2022). Understanding Social Inequalities in Pakistan: An Intersectionality Perspective on Ethnicity, Income, and Education. *International journal of special education*, *37*(3).
12. Oliver, M. (1990). *The politics of disablement*. Macmillan International Higher Education.
13. Pasha, S. (2012). Readiness of urban primary schools for inclusive education in Pakistan. *Journal of Research & Reflections in Education*, *6*(2), 113–128.
14. Sen, A. (1999). *Development as freedom*. Oxford University Press.
15. Sharma, U., Armstrong, A. C., Merumeru, L., Simi, J., & Yared, H. (2018). Addressing barriers to implementing inclusive education in the pacific. *International Journal of Inclusive Education*, *23*(1), 65–78. https://doi.org/10.1080/13603116.2018.1514751
16. Sharma, U., & Salend, S. J. (2016). Teaching assistants in inclusive classrooms: A systematic analysis of the international research. *Australian Journal of Teacher Education*, *41*(8), 118–134. https://doi.org/10.14221/ajte.2016v41n8.7
17. Shah, S. Z. A., Asghar, M. M., & Zulqurnain, A. (2021a). Women Education and its Returns in Pakistan: A Case Study of Multan District. *Asian Social Studies and Applied Research*, 2(3), 468-474.
18. Shah, S. Z. A., & Riaz, M. M. A. U. (2021b). Role of education and labor force participation in influencing women empowerment in Pakistan: A case study of District Khanewal. *Pakistan Social Sciences Review*, 5(4), 601-614.
19. Singal, N. (2016). Education of children with disabilities in India and Pakistan: Critical analysis of developments in the last 15 years. *Prospects*, *46*(1), 171–183. https://doi.org/10.1007/s11125-016-9383-4
20. Thakur, I., & Abbas, F. (2017). Inclusive education in Punjab: Challenges and way forward. *Journal of Research in Social Sciences*, *1*(3), 15–26.
21. UNESCO. (2020). Global education monitoring report 2020: Inclusion and education: All means all. UNESCO.
22. UNICEF. (2012). The right of children with disabilities to education: A rights-based approach to inclusive education. UNICEF.
23. UNO. (2011). *Convention on the rights of persons with disabilities*. https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities