

Delays in the Execution of Inclusive Education (IE): Preparedness of Education System in Punjab

Fauzia Khurshid*
Muhammad Shahid Farooq**

Abstract

Present study explores reasons for delays in the execution of inclusive education practices in Punjab and assessed the education system's preparedness for this task. Questions of the study were: what is current position of IE in schools working in SED across Punjab? Is School Education Department of Punjab ready to accommodation of children with disabilities in mainstream schools, with reference to admission policy, physical arrangements, teacher preparation, syllabus, coordination among allied authorities? Population encompassed educational stakeholders of SED and SPED. Purposive sample was collected from the professionals working at the top management of SED, PMIU, QAED, PEC, & SpED). Qualitative data was gathered through in-depth interviews with stakeholders from various departments. Key findings include, delayed practices, lack of commitment, insufficient dedication from stakeholders, poor coordination between departments were major obstacles to implementation of IE. In addition to this, rapid transfer creates disruptive impact to sustain efforts. It is suggested that strong government support and determination, stakeholder seriousness and inter-departments coordination is required to clearly defined roles, responsibilities, and timelines without further delays.

Keywords: Delays, Inclusive Education, Preparedness of Education System.

* Director Monitoring, Directorate General of Special Education, Punjab

** Chairman, Department of Advanced Studies in Education, University of the Punjab, Lahore.

Introduction

Predominantly inclusive education has been considered as a basic human right in almost every nation; which mainly assist persons with disabilities to get an equal right of entrance into of the mainstream schools without any prejudice. Therefore, everywhere the developed world conscious efforts have been made to implement inclusive education with full enthusiasm. Somehow, in Pakistan, specifically in Punjab implementation of inclusive education is still a challenge in spite of the having a strategic plan on inclusive education by SED (developed in 2019), which still desires authorization of the competent authorities. Obviously, educational stakeholders are real players' simple sensitization of their role bring transformation of system in the favor of children with disabilities. Schools working under SED have capacity to admit all students regardless of their intellectual or somatic strengths and weakness. Mandatory roadmap has been desires for the implementation of inclusive education in mainstream education setting.

IE is a practice, following which learners with special needs and disabilities get education along with normal peer group. Inclusive education can be well-defined as a mode of teaching, specifically design to accommodate the diverse requirements of all pupils by lessening the blockades in the milieu of general education settings. In fact, IE incorporate everyone in the regular education. IE is well recognized, based on the ideas of basic human rights of impartiality. Away from policy requirements IE is bring into existence on a principled point which give importance to all and greets differences as a striking basis of learning.

Inclusive education is an exclusive mode over which impairments can ,be eradicated and enabling delivered to all students, who previously missing from conventional situations. IE meaning, "to organize education in a way which ensure that very student regardless of special conditions receiving similar instructions in the similar classroom as other students do (Hallahan & Kauffman, 2000).

Pill and Meijer (1997) described 3 major components significant for the in implementing of inclusive education; including attitude of people, legislation/ regulations and economic grant, offered to provide accommodations to persons with disabilities next one availability of services at institutions, coordination between mainstream schools and special schools. Last one is attitude of teachers, teacher training and time available for inclusive teaching, teachers' awareness and skills of numerous education methodologies useful for students with disabilities.

Implementation of inclusive education on this pattern is still awaited in developing countries.

In 2011, Pakistan endorsed the treaty on the Rights of Persons with Disabilities, in accordance with s National Policy for Persons with Disabilities developed in 2002 which upholds to ‘ensure access of children with mild to moderate infirmities into regular schools. In 2019, a draft of strategic plan on IE was prepared through SED but despite of Acts or policies, inclusive education is a challenge for education system because schools working under SED, are not admitting special children instead of granting admission they are generating hindrances due to inaccurate assumption about the children with disabilities. Schools are closed not accepting the admission of special learners, confrontations are coming from public and private sector schools, who are not possessing desired abilities to handle the educational needs of such learners. Henceforth, this study intends to explore the foremost reasons which are hampering the conventional system of education to divulge in all-encompassing practices of inclusion, hence a doable strategy could be planned which might empower system and fix the errands of related organizations in the implementation of inclusive carry out for special learners.

Research Questions

1. What is current position of IE in schools working in SED across Punjab?
2. Is School Education Department of Punjab ready to accommodation of children with disabilities in mainstream schools, with reference to admission policy, physical arrangements, teacher preparation, syllabus, coordination among allied authorities?

Population & Sample

Population encompassed educational stakeholders of SED, & SPED. Purposive sample was collected from the professionals working at the top management of SED, PMIU, QAED, PEC, and SPED).

Qualitative Interviews

Data was gathered through personal qualitative interviews from educational stakeholders from above cited departments.

Methodology

Since study was conducted to dig out the prevailing situation of inclusive education therefore, qualitative method used due to its intrinsic elasticity that permitting researcher to concentrate more on minor sample. Individual semi structured interviews were conducted through one-on one conversation with single participant at one time. Questions about the implementation of inclusive education developed, asked carefully in an individualized interview. Keeping in view departmental role of various educational stakeholders, separate questions formulated for respondents belonging to SED, PMIU, QAED, PEC SPED. Interviews were conducted at the workplace of respective officers in a quite environment responses were noted through notetaking after getting informed consents. Interview was designed for 45 minutes only.

Individualized Interviews of the SED Stakeholder:

Top management of SED interviewed in individual settings, they have awareness about the concept of inclusive education and they viewed it as system which compacts thru desired preparations for the learning of students belonging to numerous contexts. Bestowing to it, they further define it as form of education which could deliver opening of learning activities altogether including brilliant learners because they as well suffering in present education system due to improper handling. But at present education system can only cater the needs of students who are having some form of mild disabilities. For moderate, sever and profound leaners, special schools are already functioning in the Punjab.

At present no clear policy on inclusive education is available. One policy on inclusive education is in process which needs approval from competent forum before any decision on the implementation of inclusive education. One strategic plan has been formulated by SED in collaboration with UNICIEF in 2019, even passing five years this is not approved from competent forum. Reason may be this that at present education system has deficiencies due to several factors like lack of teacher training and physical infrastructure. Since along with this no course of action is visible therefore one could not fix accountability of this delay. There is dire need that SED may learn from best practices of the advanced countries, SED planning to train it's officers from Korea.

In addition to this for effective accomplishment of IE effervescent modifications are mandatory in the existing education system such as, enablement of building infrastructures, fixtures, fitting and devices. Along

with this there is dire need to change the mind set of teachers and head teachers peer group of normal students.

Contemporary education system lacks trained teachers who could accommodate the customized learning requirements of special learners. Real synchronization for expert guidance is desired with special education department, which is at the moment is scrawny. Unfortunately at present teachers working under SED are not acquaint with special teaching approaches. While ample monetary resources could be arranged if execution of inclusive education plan properly thorough international donor agencies, UNICIFE, G.P.E , INGOs, local NGOs etc..

Individualized Interviews of the PMIU Stakeholder:

PMIU is a reputable unit to oversee the application of education sector conversions throughout Punjab. Stakeholder of PMIU interviewed, he has demonstrated a strong understanding of the core principle of inclusive education: creating an environment where all learners, regardless of their backgrounds or abilities, can thrive in mainstream schools. By recognizing the existing challenges Stakeholder acknowledged the significant hurdles currently hindering the successful implementation of inclusive education in Punjab including the followings:

Lack of a robust policy framework: The absence of clear guidelines and a formalized policy creates uncertainty and hinders effective planning and implementation

Inadequate teacher training: currently there is lack of trained teachers who has specialized skills and knowledge to effectively support students with diverse learning needs.

Insufficient coordination: Limited collaboration between the PMIU and the Special Education Department hinders the sharing of expertise and resources.

Resource constraints: While sufficient for daily operations, the PMIU lacks the dedicated financial resources necessary for significant infrastructure upgrades and the comprehensive support systems required for inclusive education.

Stakeholder has suggested some key areas for improvement:

Usage of Data-Driven Approach:

Quantify the need: Obtain precise data on the figure of learners with disabilities in Punjab schools and categorization required by type of disability (e.g., intellectual, physical, sensory).

Assess resource allocation: Analyze the current distribution of resources dedicated to inclusive education within the education sector. Identify potential disparities and areas of underfunding.

Investigate teacher attitudes and training needs: there is need to conduct surveys by focus groups to understand teachers' perceptions, concerns, and training requirements related to inclusive education. Explore strategies to address potential biases and build teacher confidence.

Conduct Accessibility Assessments: Evaluate school buildings for physical accessibility barriers (e.g., ramps, elevators, adapted restrooms) and identify necessary modifications.

Engage parents effectively: Explore strategies to actively involve parents in the planning and implementation of inclusive education initiatives. Address their concerns and leverage their valuable insights and support.

Development of Comprehensive Action Plan:

Stakeholder emphasized the need of developing SMART goals, which must precise, quantifiable, attainable, appropriate, and time bounded (SMART) goals. In addition to this clear timelines and milestones for each stage of implementation is also desired therefore, it is important to identify main enactment gauges to pathways of the development and sway of the interventions.

Stakeholder further stressed on the strengthening of inter-sectorial collaboration through the following steps:

Formalize partnerships: Establish formal agreements and communication channels between the PMIU, the Special Education Department, universities, NGOs, and community-based organizations.

Facilitate knowledge sharing: Organize workshops, conferences, and exchange programs to share best practices and innovative approaches to inclusive education.

Leverage expertise: Actively seek out and utilize the expertise of specialists in inclusive education, including special educators, occupational therapists, and speech-language pathologists. Finally he has suggested for the following Action:

Advocate for Policy Development and Approval: Urge the swift approval of a comprehensive policy on inclusive education that outlines clear guidelines, responsibilities, and funding mechanisms.

Invest in High-Quality Teacher Training: Develop and implement mandatory, ongoing professional development programs for all teachers on inclusive education principles, differentiated instruction, and the use of assistive technologies.

Prioritize Accessibility: Allocate dedicated funding for infrastructure improvements to ensure accessibility for students with disabilities in all schools.

Build Community Awareness: Conduct awareness campaigns to educate the public, teachers, and parents about the importance and benefits of inclusive education.

Conduct Regular Monitoring and Evaluation: Implement a robust system for monitoring the progress of inclusive education initiatives and evaluating their effectiveness. Regularly review and adjust strategies based on data and feedback.

Individualized Interviews of the SPED Stakeholder:

Department of Special Education is rendering its services in the Punjab province since 2005, when departmental stakeholder interviewed and asked to give the reasons of out of school children having disabilities. Stakeholder replied that under this Directorate currently 303 institutions are functioning, out of 303; 7 degree colleges, 7 higher secondary schools, 65 high schools, 104, middle schools and 114, primary schools are running. In which more than 41000 students with special needs are enrolled and receiving special education free of cost and receiving various incentives as well.

As spread of disabilities fluctuates geologically, present resources are not allowing us to admit all children with disabilities and special needs, along with this inclusive education is realm of SED. Still, SED can get assistance from special education department in management of special learners in inclusive setting.

Individualized Interviews of the QAED Stakeholder:

QAED Punjab, known as a foremost teacher training institution of the province, which has been charged to upkeep about .3 million educators' trepidations linked with teaching skill progress, This interview provides valuable insights into the current state of inclusive education in the light of teacher training in Punjab.

The interview highlights the significant potential of QAED in advancing inclusive education in Punjab. By addressing the identified challenges and implementing the recommended strategies, QAED might play an important role in confirming that every child, irrespective of his or her abilities, have equal entrance to excellent educational opportunities. According to stakeholder following are the main barrier for the implementation of Inclusive education throughout Punjab:

- **Limited Policy Framework:** A significant barrier is the absence of a dedicated policy within QAED specifically outlining strategies for inclusive education teacher training. Existing efforts are largely reactive and lack a cohesive, long-term vision.
- **Inadequate Teacher Training:** While some inclusive education components have been integrated into existing programs, because at present a comprehensive and mandatory training program for all teachers is currently lacking.
- **Insufficient Collaboration:** There is a lack of notable robust collaboration with the Special Education Department which is also hindering the effective exchange of expertise and development of integrated support systems.
- **Resource Constraints:** Financial limitations pose a significant challenge, hindering the procurement of necessary resources such as assistive technologies, infrastructure upgrades, and ongoing support for inclusive education initiatives.
- **Limited Pre-induction Training for the teachers:** Pre-induction teacher training programs within Punjab do not adequately address the principles and practices of inclusive education, leaving future educators less -equipped to respond to the needs of diverse students.

Stakeholder further gave recommendations for the implementation of Inclusive education in smooth way:

Development of a Comprehensive Policy Framework: Establish a dedicated policy within QAED that outlines clear goals, objectives, and timelines for inclusive education teacher training. This policy should emphasize a whole-school approach and prioritize the development of a skilled and knowledgeable teaching workforce.

Implementation of Mandatory and Comprehensive Teacher Training: Development of ongoing professional development program for all teachers on inclusive education' principles and practices should be mandatory which at least encompass:

Universal Design of Learning (UDL): Forming of a stretchy education settings which is provided to the special learners.

Differentiated Instruction: Employing a variety of teaching methods and strategies to address the exclusive educational requirements of every learner.

Assessment for Learning: Utilizing formative and summative assessment strategies that provide meaningful feedback and inform instructional decisions.

Use of Assistive Technologies: Integrating appropriate assistive technologies to support student learning and participation.

Strengthen Inter-sectorial Collaboration: Fostering a strong partnership with the Special Education Department, universities, NGOs, and community-based organizations to leverage expertise, share resources, and ensure a coordinated approach to inclusive education.

Advocacy for increased Resource Allocation: Secure adequate and sustainable funding for teacher training & professional development, infrastructure up gradation to ensure school accessibility for all students.

Procurement of assistive technologies and other necessary resources.
Ongoing support for schools implementing inclusive education practices.

Reform Pre-service Teacher Education: Integrate comprehensive content on inclusive education, including UDL principles, differentiated instruction, and the use of assistive technologies, into all teacher education programs.

Conduct Rigorous Monitoring and Evaluation: Implement a robust system for monitoring the progress of inclusive education initiatives and evaluating their effectiveness. Regularly review and adjust strategies grounded on statistics and opinion to confirm constant development. By executing these endorsements, QAED can play a pivotal role in transforming the educational landscape in Punjab and confirming that all learners, irrespective of their capabilities, have the opening to reach their full prospective.

Individualized Interview of Educational Stakeholders of PEC

Stakeholder from PEC was interviewed and asked to narrate the current assessment method for students with disabilities and special needs. Stakeholder make it clear that focus of current assessment is to gauge the cognitive skills of the learners, somehow they are neglecting crucial areas like behavioral, psychomotor and affective domain of the development particularly for students with disabilities. Stakeholder further gave reasons of this:

- **Inadequate Expertise and Resources:** PEC lacks the necessary expertise and resources, including trained personnel and specialized assessment tools, to effectively assess students with diverse learning needs.
- **Policy Gaps:** The absence of a dedicated policy for the assessment of students with disabilities within an inclusive education framework creates significant hurdles in developing and implementing appropriate assessment practices.
- **Insufficient Teacher Training:** A critical gap exists in teacher training. Educators lack the essential expertise and awareness to understand the unique learning needs of diverse learners, design and implement inclusive assessment strategies and utilize appropriate accommodations and modifications during assessments.

Stakeholder further identified some vital challenges of inclusive assessment which includes:

- Limited Inter-sectorial Collaboration: Insufficient collaboration with the Special Education Department hinders the development and implementation of effective assessment strategies.
- Policy-Level Inertia: Frequent leadership changes and a lack of sustained focus on inclusive education due to the demands of day-to-day operations create significant policy-level inertia.

Stakeholder also gave some recommendations for improvement such as:

Development of a Comprehensive Policy Framework: Establish a clear and comprehensive policy framework for the assessment of students with disabilities within an inclusive education context. This policy may:

- Define the scope of assessment, including cognitive, affective, psychomotor, and social-emotional domains.
- Outline appropriate assessment methods for students with diverse learning needs, including alternative assessments, portfolio assessments, and performance-based assessments.
- Establish clear guidelines for providing reasonable accommodations during assessments.
- Define roles and responsibilities for all stakeholders, including PEC, the Special Education Department, teachers, and parents.
- Prioritize comprehensive teacher training on inclusive pedagogy, assessment, and the use of assistive technologies.
- Foster strong and collaborative relationships with the special education department to leverage their expertise in developing and implementing inclusive assessment strategies.

Investigate and implement alternative assessment methods that better reflect the diverse learning needs of special learners, including the followings:

- Performance-based assessments: Evaluating student performance in real-world tasks and authentic contexts.
- Portfolio assessments: Collecting student work samples to demonstrate learning progress over time.
- Qualitative assessments: Utilizing observations, interviews, and anecdotal records to gather information about student learning.

- Advocate for Policy-Level Support: Advocate for increased policy-level support for inclusive education, including dedicated funding for assessment resources, infrastructure upgrades, and ongoing professional development initiatives.

By addressing these key limitations and implementing these recommendations, PEC can perform a vital part in confirming that all learners, irrespective of their capabilities, have access to fair, equitable, and meaningful assessment experiences. This will eventually contribute to a more inclusive and impartial system of education for all learners of province Punjab.

Data analysis

Since present study is qualitative, therefore, content analysis is performed on data which is grasped through answering research questions of the respondents. Keeping in view the research questions major findings are as under:

Question 1: What is current position of IE in schools working in SED across Punjab?

Inclusive education in Punjab, faces challenges despite the government's efforts. While policies and programs exist, implementation and resource allocation remain significant hurdles. There have been some positive developments, such as the establishment of inclusive schools and the training of teachers. However, the dearth of accessible infrastructure, inadequate support for students with disabilities, and negative attitudes among some educators continue to hinder the full realization of inclusive education in the province.

Findings of the research reveal that the main obstacles to implementing inclusive education such as:

- Lack of commitment: Stakeholders are not sufficiently committed to the cause.
- Poor coordination: Different departments lack effective inter-departmental coordination.

- Frequent transfers: Rapid transfers of higher authorities disrupt implementation efforts.

Findings also concludes that successful implementation requires:

- Political will: Strong political determination is essential.
- Stakeholder commitment: Serious commitment from all stakeholders is crucial.
- Inter-sectorial coordination: Clear roles, responsibilities, and timelines for various stakeholders must be established to avoid further delays.

Furthermore, the findings identifies specific areas needing attention:

- Teacher training: Serious efforts are needed to train teachers in inclusive education practices.
- Curriculum development: Inclusive syllabus development is necessary.
- Assessment: Equitable and inclusive assessment methods must be developed.
- Expert guidance: The special education department should provide expert guidance.

While stakeholders are aware of inclusive education at a conceptual level, significant gaps exist in implementation. These hindering factors include:

- Lack of leadership commitment: Insufficient commitment from the top management of the School Education Department (SED).
- Admission difficulties: Challenges in admitting students with disabilities.
- Inaccessible infrastructure: School buildings are not designed to be disability-friendly.
- Inflexible curriculum: The school syllabus does not cater to diverse needs.
- Negative attitudes: Teachers and head teachers exhibit unprofessional and inhospitable attitudes.

Question 2: Is SED, Punjab ready to accommode children with disabilities in mainstream schools, with reference to admission policy,

physical arrangements, teacher preparation, syllabus, coordination among allied authorities?

Ideally School Education Department should be ready for accommodation of children with disabilities in mainstream schools, with reference to admission policy, physical arrangements, teacher preparation, syllabus, coordination with related professionals and community awareness. Although School Education Department in Punjab, has taken steps towards inclusive education, but significant challenges remain in the form Physical arrangements as many schools dearth the necessary physical arrangements, such as ramps, accessible toilets, and assistive technology, to accommodate students with disabilities. In addition to this inadequate resource are often allocated for inclusive education initiatives, impacting their effectiveness. Dearth of teacher preparation, although teacher preparation programs are conducted, but their quality and consistency vary. Many teachers dearth the practical skills and support needed to effectively implement inclusive practices. Above this negative attitude and misconceptions about disabilities among some educators and parents continue to hinder the full inclusion of students with disabilities. Along with this availability and quality of support services, such as special education teachers, therapists, and counselors, are often inadequate. While the School Education Department in Punjab has made progress in promoting inclusive education, significant challenges remain. Addressing these challenges requires a multi-pronged approach, including increased investment in infrastructure, comprehensive teacher preparation, and a strong commitment to creating a complete compassionate learning atmosphere for all learners.

Based on the findings, it is clear that at present School Education Department is not ready to accommodate children with disabilities in mainstream schools hence, it is vital and significant that all educational magnates assemble for formulation of the guidelines through which education system can be empowered. Dearth of teachers training is one of the leading factors which is hindering the access of children with disabilities in mainstream schools.

Discussion

Findings of the study argues that Inclusive Education (IE) is a challenge for the current education system due to various inadequacies. It emphasizes that proper implementation requires addressing these shortcomings and making the system inclusive by changing curriculum, training teachers, and providing support. The essay also highlights the importance of policy and legislation for inclusive education.

This research emphasizes the need for policymakers, managers, and bureaucrats to intervene and transform the current system into a functional inclusive education (IE) system. It stresses that implementing IE is a right for every child, embodying "education for all" by fostering togetherness, breaking down barriers, promoting familiarity and tolerance, and reducing prejudice against children with disabilities. A critical point is made: inclusive education is *not* simply transferring children with disabilities from special schools to regular classrooms without preparing the general education system. This unpreparedness will create problems. Successful IE implementation requires careful planning and preparation, including: Curriculum Changes based on adapting the school curriculum to be inclusive and accessible. Teacher training of necessary skills and knowledge to teach inclusively. Developing robust support systems for school staff to effectively implement IE. For this policy and legislation are crucial, requiring a legal framework that guarantees education for all children. A clear and well-defined policy outlining the principles and strategies for inclusion is necessary. Teacher training programs need to integrate inclusive education principles and practices. In addition to this, there is a need to devise and implement a clear and well-defined inclusive education policy that outlines the principles, goals, and strategies for inclusion. For education to be inclusive in real spirit it is important to devise teacher preparation and professional development program for prospective teachers by integrate inclusive principles & practices into teacher education programs and in-service teachers training through ongoing professional development opportunities for teachers on inclusive teaching methodologies, differentiated instruction, and creating inclusive learning environments.

Development of flexible syllabus is vital which caters the diverse learning needs of all students. Implementation of UDL doctrines in

classroom inclusive setting is recommended to create learning materials and activities that are accessible and engaging for all learners. In addition to this development of inclusive assessment practices are required which could be fair, equitable, and accessible to all students. SED may focus more on the development of physical arrangements and resources. Ensure that schools have accessible physical arrangements, including ramps, elevators, and accessible restrooms. Provide access to assistive technology devices and software to support students with disabilities. Allocate adequate resources for inclusive education initiatives, including funding for teacher preparation, assistive technology and support services. Community Engagement is important for this venture for this coordination is required between parents, families and community organizations to create inclusive and supportive learning environments. Therefore, inter - sectorial coordination is desired between government agencies, NGOs, and professionals in SED, PMIU, SPLED, QUED, PED and PTB to provide comprehensive support services for students with disabilities. By implementing these strategies, the education system may craft inclusive and impartial learning atmosphere for all learners, irrespective of their capabilities or in-capabilities.

Conclusion

Findings of the study portrays a weak situation of inclusive education in Punjab, due a frail coordination between stakeholders of education system. When examined the existing preparedness of mainstream schools working under SED for inclusion of learners of special needs in their schools by centering policy of school admission, infrastructural arrangements, training of teachers, syllabus, coordination of associated experts and communal wakefulness results seems not encouraging.

Even though stakeholders of education system were conversant with the notion of inclusive education, they were in the favor of all children who are at present omitted from present education system. They have some solutions for its implementation but still they are not doing any extraordinary effort for inclusive practices in the system. Maybe they do not have any doable vibrant order or plan to accommodate such children in the mainstream education. May be most of these children are underprivileged consequently, they never been priority of anyone in the

system. SED devised PESP II under which given strategy for inclusive education in 2019, that strategy has not been agreed by the authority even after 5 years. Special learners are underprivileged and unable to get genuine right of schooling.

Though in Punjab, Department of Special Education is functional however, it couldn't establish more schools due to limited scope (as SED do). This is also distressing that even special schools are not admitting children who are having sever /profound infirmities. Another issue is access of the children to special schools. If SED anticipates and outspread desired facilities to special learners and prepare feasible plan with reflection of the education stakeholders, their treasured contributions can be vital asset for elevating of the current condition of persons with disabilities across the province.

Recommendations

For implementation of inclusive education, it is essential to formulate a working group encompassing participants from related sectors.

Results illustrated that stakeholders of the education system are eyeing towards the approval of strategic plan as authorization of plan can expose new h possibilities of inclusive education. For that reason, robust discussions among several stakeholders are required to devise soothing pathways.

SED ought to design doable plan for the implementation of IE by involving related organization such as, PMIU, PTB, QAED, and PEC. Joint determinations of above said organization desired to fix the part of each organization in upholding inclusive education with precise timeframe. Stakeholders' inputs required for development of inclusive syllabus and training of teachers. For implementation of IE proficient directions might be sought from experts working in the department of special education.

Education system is like an axis round that system turn around, hence, stakeholders of education system might sit together for the development of operational stratagems for the implementation of IE practices by eliminating ever sort of obstructions comprising of institutional, attitudinal or economic level for the plane implementation of IE without further delay.

Significance of the Present Research

True implementation of IE is still a dare for existing education system as families having special needs children are sufferings in taking entry in the mainstream schools. Usually, school administration is generating hindrances due to inaccurate postulation regarding intellectual and physical abilities of the person with disabilities. Results of current study desire coordination on the part of leading stakeholders of education system to formulate a broader pathway for the implementation of IE in all schools of SED. Outcomes of this study would persuade stakeholders toward formulation of a doable plan for the implementation of inclusive education in its right essence not only across the province but across country without further delay.

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