

## Quality of Life for Students with Intellectual Disabilities and Kingdom's Vision 2030

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### Abstract:

The article aims to study the quality of life for students with intellectual disabilities in light of the Kingdom's Vision 2030, as there is an increasing need to improve the quality of life for their in the educational environment, and quality education promotes learners' well-being and contributors to their success. This article focuses on the role of Universal Design for Learning (UDL) in enhancing the quality of life for this group, in line with Saudi Arabia's Vision 2030. The Vision 2030 policy and the social model of disability were analyzed, and several conclusions were drawn based on documents that meet inclusion standards. The study's findings indicate that the "Quality of Life" and "Human Capability Development" programs support students with intellectual disabilities. UDL improves students' access to the curriculum and contributes to achieving its objectives, aligning with the Kingdom's vision for inclusive education. The study recommends adapting the national curriculum and developing infrastructure in accordance with UDL principles, in addition to fostering international cooperation to leverage successful experiences in this field.

**Keywords:** Quality of Life, Intellectual Disabilities, Universal Design for Learning, Social Model of Disability, Capability Development.

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**Cite this article as:** Al-Moghyrah, Hamoud bin Abdullah. (2024). Quality of Life for Students with Intellectual Disabilities and Kingdom's Vision 2030, *Journal of Arts*, 12(4), 874 -893.

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## جودة الحياة للتلاميذ ذوي الإعاقة الفكرية في ضوء رؤية المملكة 2030

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### الملخص:

يهدف البحث إلى دراسة جودة الحياة للتلاميذ ذوي الإعاقة الفكرية في ضوء رؤية المملكة 2030، إذ تزايدت الحاجة إلى تحسين جودة الحياة للطلاب ذوي الإعاقات الفكرية في البيئة التعليمية، ويُعزز التعليم الجيد رفاهية المتعلمين ويسهم في تحقيق نجاحاتهم. ركزت الدراسة على دور التصميم الشامل للتعلم في تحسين جودة الحياة لهذه الفئة، بما يتماشى مع رؤية المملكة 2030. وتم تحليل سياسة رؤية 2030 والنموذج الاجتماعي للإعاقة، كما تم تحديد عدد من الاستنتاجات بناء على الوثائق التي تلي معايير الدمج. وكشفت نتائج الدراسة إلى أن برامج "جودة الحياة" و"تنمية القدرات البشرية" تدعم الطلاب ذوي الإعاقات الفكرية. ويعزز التصميم الشامل للتعلم من وصول الطلاب إلى المناهج الدراسية ويسهم في تحقيق أهداف هذه المناهج، كما يكمل رؤية المملكة بشأن الدمج في التعليم. وتوصي الدراسة بضرورة تكييف المناهج الوطنية وتطوير البنية التحتية بما يتوافق مع مبادئ التصميم الشامل، إضافة إلى التعاون الدولي للاستفادة من التجارب الناجحة في هذا المجال.

الكلمات المفتاحية: جودة الحياة، الإعاقات الفكرية، التصميم الشامل للتعلم، النموذج الاجتماعي

للإعاقة، تنمية القدرات.

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للاقتباس: المغيرة، حمود بن عبدالله. (2024). جودة الحياة للتلاميذ ذوي الإعاقة الفكرية في ضوء رؤية المملكة 2030. مجلة الآداب، 12 (4)، 874-893.

© نُشر هذا البحث وفقاً لشروط الرخصة Attribution 4.0 International (CC BY 4.0)، التي تسمح بنسخ البحث وتوزيعه ونقله بأي شكل من الأشكال، كما تسمح بتكييف البحث أو تحويله أو إضافته إليه لأي غرض كان، بما في ذلك الأغراض التجارية، شريطة نسبة العمل إلى صاحبه مع بيان أي تعديلات أُجريت عليه.



## Introduction

The extent to which Saudi Arabia demonstrates a commitment to improving the quality of life for students with intellectual disabilities to align with the Kingdom's Vision 2030 epitomizes a debatable phenomenon. This discussion manifests from the perspectives of defining intellectual disability concept, describing the quality of life for students, explaining diverse support services and resources, and clarifying various educational system models used in the country. The American Psychiatric Association and Statistical Manual of Mental Disorders defines intellectual disability as deficits in adaptive functions and behavioral skills in an individual's development life phase (Panopoulos & Drossinou-Korea, 2020). A thorough framework to assess and provide learning support services and interventions for students with intellectual disabilities is important. According to Dacus-Hare (2023), "a framework exists as a set of principles or beliefs" (p. 12). This clarification offers awareness of the effectiveness of meeting the educational needs of all learners. Students with intellectual disabilities exhibit mild, moderate, and severe deficiencies in learning portrayed in short-term attention, inadequate concentration, low working memory, insufficient reading comprehension, and limited behavioral skills (Bouck & Bone, 2018). Nevertheless, the educational needs of students with intellectual disability should be addressed.

Quality of life for students implies promoting the overall development of learners as a crucial criterion to improve their personal successes both in the education and societal contexts. This study adopts the definition by the World Health Organization: "Quality of life is defined as an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards, and concerns" (Vakkai et al., 2020, p 767). Therefore, the underpinning rationale and practical perspective depicted by this definition is the significance of an individual's mental and physical fitness for the quality of life improvement. Socialization and engaging in physical activities boost students' harmonious personalities as a major factor in improving their quality of life (Anna et al., 2020). Adopting a comprehensive strategy to support the personal growth and well-being of all students is essential. Saudi educational system following such a path is assessed to understand the country's approach to instigating the adoption of personalized educational plans, support services, advocacy and inclusion actions, and a comprehensive curriculum.

## Overview of the Saudi Education System

Saudi education system endorses support services and resources and adopts models and frameworks for improving quality teaching and dynamic learning. The nation's special education services have existed for more than 50 years, including concentrating on meeting the academic needs of students with intellectual disabilities (Alshamri, 2019). One can interpret this evidence from the definition of students with intellectual disabilities and Saudi Vision 2030. According to literature findings, the Saudi educational context



encompasses mild to moderate levels upon which special education programs are implemented to stimulate the active participation of students with intellectual disabilities (Bagadood & Sulaimani, 2023). This explanation matches a clarification by Bouck and Bone (2018) that students with intellectual disabilities are categorized depending on mild to moderate levels. Inclusive education has become a fundamental initiative by the Ministry of Education in Saudi Arabia as it facilitates access to educational opportunities for all, including students without disabilities (Almalki, 2022). Saudi Arabia dynamically attempts to improve the quality of teaching and learning **by implementing** numerous initiatives and reforms. Thus, these programs validate the Saudi government's dedication to enhancing its educational system, prompting high standards in the classroom, and creating engaging learning environments for all students.

The establishment of a comprehensive curriculum and support services and resources for students with intellectual disabilities in Saudi Arabia has not developed fully to boost academic achievement and personal growth. A recent article by Alsarawi (2023) suggests that Saudi Arabia should address the divergence between utilizing education services and resources and academic achievement for students with disabilities via an alternative education framework. The proposed intervention should be a multifaceted approach that is vital to identifying and supporting all students, including learners with intellectual disabilities. In an earlier study, Poch et al. (2022) clarified that the current educational system for students with learning difficulties within Saudi Arabia remains with important and extensive opportunities for pursuit, including well-organized teacher preparation programs, accounting for more resources and training to empower students, and policy shift aligning with cultural role and context influence on addressing the needs of these students. Furthermore, it should also be explained that educators in Saudi Arabia demonstrate a keenness to promote inclusive educational settings. Alsamiri et al. (2023) developed a view that professional training and development has become an accepted teaching method meant for attaining positive educational outcomes among students with gifted and learning disabilities, accounting for inclusion rather than differentiation. These findings underscore the importance of an all-inclusive curriculum characterizing a least restrictive environment.

### *Study Context and Purpose*

The prevailing problem in the Saudi education system is that accomplishing and sustaining the ideal requirements for academic excellence and future development on the quality of life for students with intellectual disabilities is inadequate. A recent article by Alsarawi (2023) states that the Saudi schools' educational practices for addressing the needs of students with learning disabilities to create supportive services have failed to reflect an integrated multifaceted model to offer effective development programs. Consequently, taking various measures to guarantee that this population of students benefits from a sustainable quality of life to attain and maximize their academic potential in the educational setting and specialized services seems a necessary strategy to execute to align with the Kingdom's Vision 2030. Adopting



educational frameworks that offer extensive and adequate guarantees to students with intellectual disabilities to increase their active learning and participation in the Saudi education system is vital from the perspectives of material, emotional, and physical well-being, self-determination, social inclusion, and personal growth (Heras et al., 2021). Bridging this gap is an opportunity to conduct and verify conclusions on maximizing the opportunity of an alternative educational framework to address the academic and personal needs of students with intellectual disabilities in Saudi Arabia.

The study examined the role of the Universal Design for Learning UDL educational framework in supporting the quality of life for students with intellectual disabilities to align with the Kingdom's Vision 2030. Support services and resources for students with intellectual disabilities were identified and analyzed utilizing this model. Then in theoretical triangulation analysis, a social model for disability was used to review, confirm, and verify the credibility of the conclusions. These two frameworks are complementary comprehensive approaches that support the quality of life for students with intellectual disabilities. Fovet (2021) explains the relationship between the two models: the UDL is an innovative framework guiding practitioners, including teachers, to propel life-long learning needs for students inclining to a social model approach rather than focusing on the medical model approach. Therefore, this declaration underlines the importance of implementing a design revolving around students' learning experiences instead of concentrating on their diagnostic deficits. Levitt (2017) highlights that UDL infers disability as an interaction between a learner's personification and the specific adopted system of educational environments. Accordingly, these explanations guided to formulation of the following research questions answered by this study:

- *How is the concept of quality of life for students with intellectual disabilities presented in the Kingdom's Vision 2030?*
- *To what extent does the universal design for learning (UDL) educational framework support the quality of life for students with intellectual disabilities to align with the Kingdom's Vision 2030?*

### **The UDL as an Educational Framework for Supporting Students with Intellectual Disabilities**

The framework of UDL is applied in educational settings to foster active participation and the provision of students' learning needs. Its inclusive feature of supporting general education is from the standpoints of improved students' competencies, personal growth, and overall well-being (Al Hazmi & Ahmad, 2018; AlRawi & AlKahtani, 2022; Black et al., 2015; Nantwi et al., 2023). The approach is effective in affording students with disabilities equal opportunity and context to learn. It fosters the development of flexible learning environments and instructional resources that can be accessed and used by students with various skills, learning preferences, and learning styles (Al Hazmi & Ahmad, 2018). Educators can use this framework to create curricula and learning experiences that are successful and accessible for all students, including those with intellectual disabilities. The model is flexible as it guarantees the ability to meet individual needs in



different contexts. Educationalists can use the UDL system to enrich students with a feeling of being empowered and valued to learn.

Greater clarification regarding the impact UDL model on academic aspects is needed. It is crucial to confirm the model's effectiveness as an accepted intervention in educating students with intellectual disabilities (AlRawi & AlKahtani, 2022). The clarification leads to an adequate affirmation of the substantial achievement of learners that benefit from instruction delivered using this design. The crucial gains of the UDL framework include accounting for learners' diversity, proactiveness, and equitable approach in terms of responsive instruction provision, and negating the requirement for a rigid retrofitting teaching mode (King-Sears et al., 2023). Thus, implementing the approach helps accommodate academic requirements for all students. Research has discussed that removing barriers using the UDL model leverages academic accommodations and maximizes the potential economic benefits and costs of all learners via increased universal access for all as part of education (Gidden & Jones, 2021). These literature findings emphasize the value of the UDL framework within the academic setting.

Within the general education context, the UDL framework affords flexibility in teaching methods to allow an educator to customize the curriculum to match students' needs. Black et al. (2015) clarified that this flexibility manifests through incorporated modalities to teaching as the adopted syllabus is based on learner preferences, thus supporting variability in knowledge acquisition and improving engagement instead of concentrating on instruction delivery without accounting for student satisfaction level. Similarly, research done in Romanian universities to gauge the factors that influence the favorable and active participation of public university students with special needs concluded that familiarity with the created flexible learning context by the UDL framework is recommended for universities' management (Stăiculescu et al., 2022). These explanations indicate the execution of a proactive method for addressing diversity within a classroom context.

### *UDL Principles*

The three basic principles of the UDL educational framework are:

- Multiple means of representation to support the ways in which we assign meaning to what we see and recognize (i.e., what we learn): Providing content through multiple channels such as discussion, readings, digital texts, and multimedia presentations.
- Multiple means of action and expression to support strategic ways of learning (i.e., how we learn): Providing opportunities for students to demonstrate their understanding in multiple ways such as through traditional tests or papers as well as through art, multimedia presentations, and digital recordings.
- Multiple means of engagement to support affective learning (i.e., why we learn): Considering how to engage students in learning through activities such as collaborative



learning, instructional games and simulations, and real and virtual tours (Israel et al., 2014, pp. 7-8)

Underpinning these principles is the ability to meet various learning demands emphasizing impactful expression and involvement. Thus, these literature findings guided this article to obtain sufficient information for the enactment of the UDL framework in supporting the quality of life for students with intellectual disabilities in Saudi Arabia and its effectiveness in aligning with the Kingdom's Vision 2030. Students with intellectual disabilities in Saudi Arabia are selected as an alternative model employing a multifaceted approach, which has been recommended due to its aspect as a practical intervention framework (Alsarawi, 2023). To address this vital objective, this article developed a qualitative theoretical analysis incorporating a deductive approach to explore the role of the UDL framework in supporting the quality of life for students with intellectual disabilities to align with the Kingdom's Vision 2030.

## Methodology

### *Research Method and Approach*

This qualitative theoretical analysis incorporated a deductive approach to explore the role of the UDL framework in supporting the quality of life for students with intellectual disabilities to align with the Kingdom's Vision 2030. Adopting a qualitative theoretical analysis method, researcher utilize a deductive strategy to study and interpret data or information to develop or test ideas or concepts that are based on already-known facts or pre-existing frameworks. That way, researcher retain orientation with the study objectives by organizing data into themes and sorting information into topical categories employing a deductive technique (Bingham, 2023). Thus, the method provides deep insights into the importance of continuing efforts to improve educational options and outcomes for Saudi Arabian students with intellectual disabilities.

Additionally, the study used triangulation theory comprising two distinctive frameworks of UDL and the social model of disability to approach the formulated research questions from two distinct theoretical perspectives. Theoretical triangulation allows the researcher to utilize several theories and compare them to analyze and explain a phenomenon to develop a deeper understanding and report findings (Bans-Akutey & Tiimub, 2021). Accordingly, triangulation was driven by the researcher quest to achieve credibility, reliability, and validity. Moreover, the theoretical triangulation analysis for the study guaranteed the development of a wide-ranging comprehension of the phenomenon under investigation (Flick, 2018; Joslin & Müller, 2016; Mertens & Hesse-Biber, 2012). Employing varied theoretical perspectives for detailed and extensive understanding is essential as it guides identifying educational practices and policies regarding supporting the quality of life for students with intellectual disabilities to align with the Kingdom's Vision 2030.



### *Study Procedure and Data Analysis*

The researcher performed deductive reasoning entrenched in textual data analysis of the Kingdom's Vision 2030 and framework analysis to answer the study's research questions. The first vital step was to define the (UDL) educational framework, outlining its principles regarding supporting quality of life for students with intellectual disabilities. Within qualitative research, deductive reasoning is invaluable for testing current theories in practical settings or for adapting existing theoretical ideas to novel contexts. The approach is essential since it permits the presentation of a disciplined and methodical data analysis based on prior theoretical knowledge, supporting the validation, improvement, or adaption of theory in a qualitative research domain (McGowan et al., 2020). The explanation of the model aligned with the article's objective.

The data collection step encompassed document analysis to capture information related to the fundamental frameworks of UDL and the social model of disability. Evidence suggests that document analysis is a comprehensive approach to data collection since it facilitates utilizing various types of documents, such as academic journal articles, books, and institutional reports, to locate a variety of literature on a topic using pre-existing text data sources (Morgan, 2022). For this study, the steps involved identifying 20 scholarly articles relating to and applying the UDL and the social model of disability. Emphasizing how these frameworks are pertinent in the education context was crucial to recognizing and confirming their principles and strategies. Moreover, this step encompassed identifying the potential limitations of these frameworks. The methodology was the foundation for examining the effectiveness of a UDL-based curriculum in addressing the different desires and learning needs of students with intellectual disabilities.

The data analysis stage encompassed theoretical analysis to examine the use of the UDL framework to support the quality of life for students with intellectual disabilities and confirm the usefulness of its implementation in applying the social model of disability. Qualitative research requires a theoretical analysis that involves theorizing the study utilizing a theoretical lens to approach the topic and analyzing and interpreting the data to create findings to be generalized to gain deep insights into a phenomenon (Eakin & Gladstone, 2020). Theoretical analysis of the UDL was important to connect its various principles to specific quality of life attributes to analyze how each aspect enhances quality for students with intellectual disabilities. Similarly, the analysis confirmed the value of applying the social model by identifying the opportunities and barriers of the framework in empowering students with intellectual disabilities. Therefore, the procedure involved identifying patterns and discrepancies to interpret the various concepts of the explored topic. Consequently, the analysis of findings was articulated regarding the Kingdom's Vision 2030.

### **Analysis of Quality of Life Concept in the Kingdom's Vision 2030**

Vision Realization Programs illustrate the appropriateness in which the concept of quality of life for supporting students with intellectual disabilities is presented in the Kingdom's Vision 2030. Within the





educational context, these initiatives revolve around learning support services, overall well-being, and a non-discriminatory learning environment. Kingdom of Saudi Arabia (2023) validates that the Quality of Life Program and Human Capability Development Program (HCDP) are initiated, reviewed, and re-aligned agendas to improve academic outcomes and social inclusion. Additionally, Saudi Arabia approves educational development as a fundamental and significant component for prioritization. The Vision highlights educational success within the Vision Realization Programs into two vital strategic goals – human capital development and national character enrichment– to facilitate the transition between academic outcomes and future market needs and nurturing intellectual minds (Mohiuddin et al., 2023). Therefore, as the quality of life for students with intellectual disabilities encompasses boosting their potentialities, the Kingdom's Vision 2030 embodies dynamic agendas and strategies to achieve its social and economic targets, via the Quality of Life Program and Human Capability Development Program.

### ***Quality of Life Program***

The Kingdom's Vision 2030 outlines the concept of quality of life for students with intellectual disabilities as a fundamental element of its objective to develop and sustain a thriving society to offer equal opportunity for all. Its strong foundations place a significant emphasis on enhancing social development geared towards a dynamic society with strengthened knowledge acquisition provision to build students' character (Kingdom of Saudi Arabia (2023). Crucial focus is on the aspects within the education realm such as the provision of an inclusive learning context through a supportive environment and framework to meet student's educational and personal development requirements, including students with intellectual disabilities. Vision 2030 also comprises the Quality of Life Program to improve the individual's quality of life in diverse ways: establishing groundwork to benefit from crucial settings and support systems to enjoy healthy living and enjoying liability based on supportive life criteria of basic services that also include education (Kingdom of Saudi Arabia, 2018; Kingdom of Saudi Arabia, 2023). The most evident gains for students with intellectual disabilities are improved access to quality and affordable education and enhanced lifestyle for these individuals. The program is keen on modernizing teaching methods to promote active and lifelong learning via an interactive experience and enhanced student participation.

### ***Human Capability Development Program***

The Kingdom's Vision 2030 encompasses the Human Capability Development Program (HCDP) as a comprehensive plan to promote lifelong learning education upon which students are empowered to maximize their potential. According to the Kingdom of Saudi Arabia (2023), the all-inclusive aspect of the HCDP cannot be overstated since the strategy guarantees the creation of a solid educational foundation for students, exposing them to lifelong learning opportunities vital to ensuring the overall competitiveness of the country. The program was launched in 2021, focusing on fostering innovation, upgrading individual skills, and



imparting fundamental core values for all Saudis so that their effort towards becoming productive workforce personnel is sustained. Saudi government's support for education from a human development standpoint reveals the effort made by the Kingdom to support the good performance of human resources to guarantee young talents flourish to reach and maximize their potential (Pavan, 2017). Vision 2030 is a commitment to initiating and advancing strategies and plans boosting education as a primary tool for sustained human development.

### Discussion

The findings revealed that the concept of quality of life in support of students with intellectual disabilities remains an integral element of the Kingdom's Vision 2030. Adequate realization of learners' needs in terms of emotional and physical well-being and personal growth manifests and aligns with the implementation of the Quality of Life Program and HCDP. Findings support similar conclusions regarding the crucial quality of life dimensions, including social inclusion, personal development, physical well-being, emotional well-being, and interpersonal relationships in which value and outcomes of support services are identified (Wehmeyer, 2020). This assertion is explained and interpreted to construe the impact of social connectedness on individual experience. Louw et al. (2020) state that interpersonal relationships and community participation are the considerable domains of quality of life for populations with intellectual disabilities. Saudi Arabia through its Vision 2030 appreciates the contribution of a robust and advanced education system to students' well-being and sustained national prosperity.

The aforementioned alignment between the Kingdom's Vision 2030 and the Quality of Life Program pinpoints the contribution of a national framework to operationalize the necessity of active participation of students with intellectual disabilities. A national framework could serve as a tactical roadmap for implementing policies, programs, and initiatives meant to improve the entire quality of life of students with intellectual disabilities. The resulting outcome of promoting a sense of active participation accounting for the quality of life is reduced adverse impacts linked with difficulties in an individual's mental functioning due to intellectual disability (Williams et al., 2021). A learning model directed to facilitate teaching and knowledge acquisition should reflect contextual instruction delivery. Minimal criteria for adopting an educational model that dignifies national goals and progressive civilization stimulate competitiveness in the face of various global challenges, such as inadequate quality of life for improved human beings (Dewi & Primayana, 2019). A national framework enhances the active participation of students with intellectual disabilities.

The HCDP is analyzed and interpreted using the human development model to argue that intellectual disability is manageable via a dynamic strategy supporting individual well-being. At first, awareness of the key concepts informing the human model developed by Mitra (2017) is vital to set the context for analyzing the effectiveness of HCDP and its status in the Kingdom's Vision 2030. Amartya Sen is



accredited with the founding of the framework that is based on a previously established, modified, and applied capability approach. Its primary intention was to help examine well-being concepts, including the standard of living. Literature indicates that the model has redefined the realization of human quality of life since its outcomes are positive changes and potential approaches to aid in achieving this transformation (Garcés Velástegui, 2020). The initiative elevates the competence level of students with intellectual disabilities; it prepares them for a competitive labor market after providing them with lifelong learning opportunities. Placing vital significance on basic needs ensures that the HCDP emphasizes skill development and access to educational resources and opportunities to meet the basic needs of students with intellectual disabilities. Overall, a capability approach that motivates the assessment of human capability development strategies provides awareness about the implications of programs becoming crucial tools for students with intellectual disabilities.

Quality of life programs and human development programs are interconnected when the suitability of a model needed to enhance personal growth is considered. Mitra's (2017) human development model characterizes distinctive capability approach concepts to affirm intellectual capabilities as manageable. They include functional and capabilities as practical opportunities, well-being as people-centered development, a disability that is explained in terms of functionality or capability, and resources that manifest services and information. Other elements comprise the structural factors clear in the form of laws, technology, and physical and economic environments, conversion functions that consist of converting services into capabilities, agency that involves competence to pursue and act upon valued objectives for prompted positive change, and means-ends distinction that integrates the desired end product of human development model guided by policy initiatives to direct, expand, and sustain individual's capabilities. The theory confirms the effectiveness of human development programs in supporting the quality of life for Saudi students with intellectual disabilities.

The Kingdom's Vision 2030 has the HCDP as a transition planning model and framework of adapting continuous improvement to encourage innovative ultimate approaches in the learning environment. Zhang et al. (2020) asserted that human development is associated with thoughtful and impactful interconnection between individuals and quality of life key drivers and connected this development to an educational context, arguing that effective educational programs are founded on the assessment and interpretation of fundamental approaches for constructing learning processes. The HCDP advocates for strategies to augment all-inclusiveness and a solid foundation designed to support students' lifelong learning opportunities. The program was launched and remains to be reviewed and re-aligned with policies for upgrading individuals' skills and conveying them with professional capabilities appropriate for workplace productivity (Kingdom of Saudi Arabia, 2023). Consequently, the HCDP are holistic tactic for empowering students with intellectual disabilities to fulfill educational outcomes and personal growth.



The Saudi Ministry of Education has introduced various sector initiatives to match Vision 2030 goals concerning quality of life for students. These implementations include developing physical education at learning centers to improve students' overall health and training students to participate in specialized mind sports to alleviate their pressure and prepare them for positive mental and intellectual outcomes (Kingdom of Saudi Arabia, 2018). In another document, the Kingdom of Saudi Arabia (2020) outlined that the significance of the human side of quality of life initiatives is the provision of quality education systems instigating immense impact for KSA citizens to meet societal needs. These findings underline the significance of emphasizing the adoption of quality of life programs for education-related activities. Faragher and Van Ommen (2017) documented a similar conclusion regarding the quality of life of students with disabilities associated with policy development and well-being measures. The Kingdom's Vision 2030 combines effective programs with educational interventions to encourage life-long learning experiences for all students. Specific encouragement is evident in personalized learning and promoting the mental well-being of students with intellectual disabilities. The Saudi Ministry of Education bridges the equity gap by promoting inclusive education. Furthermore, other holistic development implementations are ongoing to align with Vision 2030's goals to improve student quality of life.

The findings showed that the HCDP aims to improve the skills and capabilities of Saudi Arabia's workforce to help promote innovation and build a culture of lifelong learning within the larger context of Vision 2030. Therefore, it is reasonable that the strategy emphasizes the value of establishing an inclusive and supportive educational environment for students with intellectual disabilities. Grigorenko et al. (2020) highlight the value of a cohesive and interdisciplinary approach to managing diverse learning disabilities needs in education to maintain positive human conditions. National educational frameworks should be recognized based on intended results for overall community gains. The HCDP consists of provisions for specialized education, support services, and training catered to the requirements of students with intellectual impairments meant for inclusivity and equal opportunity championed by Vision 2030. The focus of the framework is on lifelong learning to ensure Saudi Arabia remains competitive on economic fronts with the establishment of a solid educational base for all (Kingdom of Saudi Arabia, 2023). Quality of life for students should be guaranteed by creating a necessary educational setting that supports their personal and academic needs.

The Vision Realization Programs match the quality of life for students with intellectual disabilities to complement the Kingdom's Vision 2030. Findings support this claim, pinpointing the perspective of a multidimensional framework conceptualized to improve students' well-being (Amor et al., 2021). Therefore, the nature of support should be all-inclusive so that the implemented educational approach replicates an integrative framework. Raley et al. (2021) assert that exposure to models that stimulate learning opportunities



causes significant changes in building skills and practices connected to problem-solving and decision-making since students are motivated to seek educational outcomes. The Quality of Life Program and HCDP strengthen active participation and foster integration in the classroom context thus contributing to the realization of Vision 2030 objectives. The key initiatives of these programs are specialized support and inclusive learning settings for students with intellectual disabilities. Advocating for a unique learning environment that affords access to special education and a fostered culture of acceptance encourages a positive impact on the overall lives of students with intellectual disabilities in Saudi Arabia.

### **The UDL Educational Framework and Kingdom's Vision 2030**

The UDL educational framework is multifaceted and complements the Kingdom's Vision 2030 in terms of supporting the quality of life for students with intellectual disabilities. Relating to the model's three principles of representation, action, expression, and means of engagement, emphasis on flexibility in a classroom is guaranteed as the "why", "what", and "how" of learning are expressed (Al Hazmi & Ahmad, 2018). The barriers to inclusive education are dismantled via reinforced instruction delivery for all, including students with intellectual disabilities. Therefore, a standardized approach to learning is facilitated, aligning with the Kingdom's Vision 2030 and its requirements for creating an inclusive educational context and access to quality education for all. Similarly, the social model for disability provides perspectives about inclusion practices in learning centers, outlining a philosophical understanding that different professionals cooperate to ensure that students' best interests are guaranteed (Qu, 2022). Considerably, the UDL framework supports the Quality of Life Program articulated in the Kingdom's Vision 2030 by encouraging the delivery of all-inclusive educational services to students with intellectual disabilities.

The definite specificity of the UDL educational framework affirms its contribution to the quality of life for students with intellectual disabilities to match Vision Realization Programs launched, reviewed, and re-aligned to the Kingdom's Vision 2030. The strategy provides a context in which educators adapt teaching methods to meet the individual needs of students. The specificity of the UDL framework for addressing diverse learning of students with intellectual disabilities is wide-ranging and involves individualized education programs, differentiated instruction, and personalized learning plans (Begimqulova, 2023). This assertion denotes that teaching methods tailored to students' strengths and weaknesses from the lens of the UDL framework are efficient in attaining the success of personalized learning and differentiated instruction actions. The social model for disability supports similar specifications regarding accounting for context input in understanding the individual's functional impairment. Accordingly, disability should be considered as a construct to manage societal expectations by cooperating to manage a state that hinders a person's progression toward societal obligations (Patel et al., 2020). Overall, the HCDP is clear on upgrading individual skills and imparting fundamental core values.



UDL promotes accessible curriculum and materials by giving students choices regarding adequate access to course materials and demonstrating mastery of learning objectives. This point can be construed from the Kingdom's Vision 2030 standpoint to understand the value of the Quality of Life Program in improving students' overall well-being. Beyond encompassing the Vision Realization Programs, Saudi Arabia actualizes far-reaching improvements for learners in implementing educational initiatives tailored to enhancing personal growth (Kingdom of Saudi Arabia, 2020). Furthermore, the applicability of a comprehensive model is ascertained from the viewpoint of the social model of disability. The theory distinguishes marginalization and creates disadvantageous experiences for individuals perceived to have impairments (Lawson & Beckett, 2021). The UDL approach clarifies the importance of using the right strategy to offer students a curriculum plan that aligns with their needs and a plan reflecting a national framework supporting adequate access to the required learning and human resources. With the multiple means of action principle, different ways of affording opportunities are enabled through UDL's implementation.

The social model of disability and UDL are closely interrelated and mutually supportive in improving quality of life and human development programs. The theories apply to the inclusion of education practices, eliminating barriers to boost dynamic participation in learning to fit a system benefiting everyone rather than an inefficient multifaceted framework adopted to solve access problems (Milton et al., 2017). The social model of disability philosophical thinking presents educators as knowledgeable regarding handling the attitudes of students with disabilities by demonstrating professional and personal characteristics. Professional attributes shown include flexibility, commitment to teaching, and the use of participative methodologies. Similarly, the various depicted personal qualities are empathy, involvement, closeness, and vocation (Morgado & Sánchez-Díaz, 2023). The description determines that the social model of disability confirms the usefulness of UDL as a robust educational framework accounting for sufficient utilization of resources and training services supportive geared toward enhancing the quality of life for all students within a classroom.

An exceptional characteristic of the UDL about the Kingdom's Vision 2030 is its effectiveness as a strategic plan to improve human capital through empowering creativity and fostering a sense of innovation for students with intellectual disabilities. On the one hand, the UDL framework is a deliberate model for providing recognition networks, also expressed as the "What" of learning to customize teaching methods (Mackey, 2019). This component aligns with the Kingdom's Vision 2030 expression of learners' active participation in the general education system. Aldegether (2020) states that Saudi Vision 2030 emphasizes the necessity for leveraging the lack of creativity, life skills, and critical thinking with dynamic teacher preparation, teaching methods, and an all-inclusive curriculum. Future career success for students is grounded in the significance of developing a well-organized educational system that is compatible with their ability to acquire and maximize



knowledge. The UDL educational framework can significantly benefit the personal growth of students with intellectual disabilities and their contribution towards the feat of the Kingdom's Vision 2030.

### Conclusion and Recommendations

The theoretical analysis of the exploration done in this article reveals the need to utilize a multifaceted educational framework at the national level to enhance the quality of life for students with intellectual disabilities. From a practical perspective, improving the quality of life leads to positive progress in personal growth and overall well-being. Therefore, addressing deficits in behavioral skills and adaptive functionalities necessitates implementing a teaching and learning model aligning with students' capabilities. A national framework should be reflected within the instruction delivery approaches adopted. The Quality of Life Program and Human Capability Development Program manifest a special national policy arrangement by the Saudi government to support access to the state's general education, including students with intellectual disabilities. As confirmed by the social model of disability, the UDL educational framework guarantees a continued alignment with the Kingdom's Vision 2030 and its utmost supportive nature for all students. The immediate gain of the educational tactic is affording flexibility and adaptability since an educator adopts a customized curriculum matching students' capabilities.

Universal learning design directs the adoption of a standardized strategy enabled by policy formulation on inclusive education. The model's guiding principles emphasize a flexible learning environment within the mainstream educational setting by the Vision 2030 goals. A defined and deliberate application of this method and its associated concepts, for example, differentiated instruction and personalized learning, allows students with intellectual disabilities to access comprehensive educational opportunities, thus contributing to their social integration and potential future employability. Accordingly, the UDL model complements Vision Realization Programs, emphasizing policy development, resource allocation, and collaboration to elevate and sustain the impact of a multidimensional learning approach that aids in creating an equitable and inclusive education system aligning with the Kingdom's Vision 2030 goals. Similarly, the human development model articulates that intellectual disability is manageable using a dynamic strategy designed to support an individual's emotional and physical well-being. The practicality of UDL theory within the Saudi educational system affirms the efficiency of the Quality of Life Program and Human Capability Development Programs as transition models for enhancing students' lifelong learning opportunities.

The Kingdom's Vision 2030 flexibility in using a national educational curriculum model that supports students with intellectual disabilities could be enhanced by accepting UDL within the existing state policies, strategies, and guidelines. The Ministry of Education's adaptation of a curriculum and instructional model aligning with the UDL's principles and related concepts helps cater to accessible resources and learning styles of students with intellectual disabilities. It is also clear that aligning these philosophies with the Vision



2030 pillars underpins flexibility and the need for seeking and maximizing personalized learning opportunities. Similarly, coupled with a sense of infrastructure development through human and financial resource allocation, it improves the quality of life for students with intellectual disabilities. Furthermore, implementing a more extensive and effective approach boosts the quality of life. This arrangement should be executed through seeking international collaboration to promise a great intervention. Saudi Arabia's cooperation with countries and international agencies that have successfully and sustainably adopted UDL facilitates learning from their experiences regarding the best strategies by intended outcomes is crucial.

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