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Citizenship Education Curriculum for Students with Special Needs

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ABSTRACT

Purpose: This research examines the citizenship education curriculum for students with special needs. Children with special needs are a significant vulnerable group in societies, which, according to studies, constitute 11.6% of children in each society. This group of children needs special education and services to develop their potential. One of the necessary education for students with mental disabilities is citizenship education.

Method: Delphi method was used to identify and screen the factors affecting citizenship education. The snowball sampling method was used. 15 experts of exceptional students were used. Based on the interview, the effective factors on citizenship education have been identified. Based on the expert interviews, 20 indicators were finally identified. Fuzzy Delphi method has been used to screen and ensure the importance of the identified indicators and select the final indicators. Experts' viewpoints have been used to measure the importance of indicators.

Findings: These criteria include: participation, needs assessment, social capital, role model, life lessons, individual characteristics of mentally retarded students, social situation, psychological characteristics, cultural factors, facilities and equipment, role of teachers, teaching techniques, educational assessment and evaluation, Cultivation, moralism, Government support, quality of life, psychological consequences, social consequences, improving skills.

Conclusion: Considering the special characteristics of mentally retarded children, they need special solutions in the field of citizenship education due to their mental and physical limitations.

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1. Introduction

Students with special needs are children with hearing impairments, visual impairments, physical disabilities, intellectual disabilities, learning difficulties, behavioral or emotional disorders, speech or language difficulties, and learning difficulties (Smit, R., & Humpert, 2012). Among these, mentally retarded students are weak in quick thinking, deep reasoning, remembering, planning for the future and adapting quickly to new situations, understanding speech and gestures, and gestures and gestures. These students show more immaturity than their peers and often display behaviors and responses appropriate for younger children (Reyes et al., 2021).

Despite such obvious weaknesses, students with intellectual disabilities can learn, and especially when effective teaching methods are used, they can learn many new behaviors (Franch, 2021). At a high level, these people can understand speech and gestures, and simple gestures; therefore, they can have satisfactory interpersonal relationships and actively participate in society (Hemti Alamdarlu et al., 2021). The most obvious characteristic of students with intellectual disabilities is that in most of the subjects that normal students learn easily, these students have many problems (Reiter and Schalock, 2008).

This group of children needs the education to continue their life and social activities. These people have a high expectation of failure and this expectation affects how they approach situations that involve cognitive skills. Of course, this effect is strongly seen in their social skills and relationships in the environment. Social skills include "interpersonal skills", "social responsibility", "self-esteem", "simple-mindedness", "trustworthiness", "following rules and regulations", "avoiding being a victim", and " solving the social problem" (Soenaryo et al., 2020).

The primary goal in special education for many students with intellectual disabilities is to ensure that they have the opportunity to attend and use qualified education (McKenna et al., 2019). Free and suitable public education should be provided for them like other people. This is an essential principle in the Special Needs Education Act. One of the main goals of educational classes for mentally-retarded children is to improve the behavior of these students and their relationships with the environment. But at the same time, they should learn to accomplish daily activities independently, improve their communication and develop their cognitive abilities" (Yu et al., 2020).

On the other hand, there is the issue of inclusiveness. In inclusion, students with special needs study alongside regular students. A historical look at special education shows that in the past, all over the world, the dominant thinking in the educational system was segregation (Castellví et al., 2021). But nowadays, designing, planning, and implementing integrated educational and social programs for such students has become the predominant thinking. In inclusion, students with special needs study alongside regular students. Therefore, it can be said that social and educational adaptation to integrate the child into society is one of the main goals of inclusive education. At the same time, in practice, efforts create the right conditions for a complete social adaptation and personality development of children with special needs (Mohammadzadeh et al., 2020). In Western societies, the education of students with intellectual disabilities and without disabilities in the same class has been given much attention (Mann et al. 2015).

In recent years, the most important public issue that has attracted the attention of education specialists is the attention to the education of students with special needs, their all-around growth, and their special educational needs. "Citizenship education" can be mentioned among those words. The studies conducted show that even though citizenship is the right of every person, regardless of health status, however, people with mental disabilities are often deprived of equal citizenship rights with others (Chama et al., 2018). Providing equal citizenship rights for people with special needs is only possible by providing access to education and employment opportunities for them so that they can express their talents and have an active presence in society (Alkahtani et al., 2017). To achieve high educational goals, it seems necessary to

develop curricula that are appropriate to the mental and physical abilities of different groups of mentally challenged students, to prepare for independent life. Therefore, it is necessary to design and compile curricula in specific fields. A curriculum is a plan to prepare a set of learning opportunities for people under education. But in many cases, the curriculum does not exceed the list of educational goals and contents that should be taught in schools. In recent years, the concept of the curriculum has been expanded, as far as the detailed program of all learning activities of the learner, types of educational tools, suggestions about teaching-learning strategies, and conditions of program implementation are included (Fathi et al., 2014).

Citizenship education is the preparation of children and teenagers to accept their roles and responsibilities as citizens. Citizenship education refers to that part of education and training activities that, in an official form, prepares and socializes the people of society for membership in the political society. In this regard, "special education schools play an important role in preparing students with mental disabilities for active citizenship in different societies" (Golshani et al., 2019).

The citizenship model, whose goals are the full participation of people with special needs in society and the optimization of satisfaction and well-being, is the most important paradigm for planning students with special needs. Because "students can develop valuable skills such as critical reasoning, decision-making, and problem-solving skills by teaching citizenship rights. Therefore, the teachers of these centers should emphasize the development of students' citizenship skills and make them mentally safer. This can support the acquisition of necessary skills for an active citizen".

Citing the contents stated about the necessity of citizenship education for all students, especially students with special needs and neglecting this matter, the present research seeks to design a suitable model of citizenship education curriculum for this category of students. In other words, the current research tries to answer this basic question, "What is the status of the curriculum of citizenship education for students with special needs?"

2. Literature Review

Education is designed to prepare students for active participation in a democratic society, and social studies is a content area tasked with developing young people's ability to make informed decisions in the service of the public good (National Council for Social Studies, 2018). Unfortunately, many students with special needs are increasingly at risk of being ignored in society and cannot enjoy fully informed participation in society (Mann et al., 2015).

The studies conducted in this regard have shown that the evolution of social cognitive development in mentally retarded children is slow. Mattson has reported that it is very difficult to recognize social cues as well as appropriate responses to specific situations in people with mental retardation, especially in people with receptive and expressive language deficits (Parekh, 2014). Defects in social skills not only hinder people's acceptance in society but also can make their interaction with their parents difficult (Raines, 2016). On the other hand, considering that citizenship can be considered as one of the social skills, teaching it to this group of children can prepare them to participate in society; Because "different groups of exceptional children show deficiencies in social skills in different ways".

Citizenship education addresses issues related to social justice, human rights, community cohesion, and global interdependence and encourages students to challenge injustice, inequality, and discrimination. Also, citizenship education helps students to develop their critical skills and consider a wide range of political, social, and moral problems. They evaluate information, make informed judgments, and reflect on the consequences of their actions now and in the future (Diallo et al., 2019). Therefore, it can be said that the design (and implementation) of the appropriate citizenship education curriculum for students with mental disabilities, especially from the basic education levels, is one of the basic measures to prevent the overload of mentally disabled people. It is in the family and society (Galagher et al., 2019). The concept of special educational needs has had a major impact on school performance in

terms of providing the best services for students with such needs and meeting the educational needs of all students in the school (Sincer et al., 2019).

Finally, one of the most important goals of citizenship education is to prepare students with special needs; to be an important part of the democratic society. Therefore, related to this comprehensive goal, citizenship education not only leads to the development of citizenship skills but also allows students to progress in their careers and participate in society. Therefore, according to the fact that citizenship education is a continuous process, following any interaction that intellectually disabled students do with their peers, they can support the development of their intellectual skills and interaction (Witt, 2022).

Citizenship education is of particular importance and necessity for this group of students. The field of citizenship education in Iran needs research attention. Most countries in the world have carried out extensive studies in the field of citizenship education, setting up scientific and research institutes and associations and appropriate citizenship education. But in our country, in both fields of research and practice, not enough attention has been paid to this issue (Whatley et al., 2020). Therefore, it seems important and necessary to carry out research in the field of teaching social skills, urban interactions, and citizenship to intellectually disabled children, which requires the design and validation of a curriculum model in this field (citizenship education) for Children are mentally retarded (Pashby, 2018).

Curriculum planners, based on the set goals and cognitive, emotional, and psychomotor learning areas or areas of personal development, social competence, continuous learning, and professional development, prepare a variety of curriculum models, each of which is in a way it examines and pays attention to the content and learning opportunities (Tuke et al., 2022).

Man has different roles in society, one of which is the role of citizen. Since every attitude is based on the foundation of systematic knowledge and awareness, citizenship and citizenship education are not separate from this rule and have been examined based on different approaches; Among these, the role of heavenly religions, sects, and their approaches is very important. As it is clear, citizenship is a derivative of the city. According to some experts, city dwellers have been promoted to "citizens" when they respect each other's rights and fulfill their responsibilities towards the city and community. The scientific study of citizenship and its culture has been formed since the nineteenth century. In the Persian language, "Vand" in the term "citizen" expresses a kind of ownership for the residents of a city as its owner. In the field of citizenship culture, citizenship includes "urban responsibility, the lawfulness of citizens, acceptance of patterns of urbanization", in the formation of the identity of citizenship culture, a series of social institutions such as media and press, political parties, etc., according to their goals and uses They affect society. In the definition of a citizen, it can be said that a citizen is a person who knows his individual and collective rights and defends them, knows the law, defends it, acts on it, and demands through it, from having certain rights. He knows that another person is present and defending his rights means defending his rights and the person who participates in the affairs of the city. Therefore, being a citizen does not only mean living in a city for a certain period but also means a set of individual and social-legal awareness (Kester, 2022).

Effective factors in citizenship education can be classified into three categories: input, process, and output:

1. Input factors include goals and philosophy of education, technology and educational equipment, human resources, evaluation criteria, standards, and educational resources;
2. Process factors include components such as training methods, pedagogy, training content and training processes, and hidden functions of training;
3. Output factors include knowledge, ability, and civic attitude (Hasani et al., 2022).

The universal principles of comprehensive education demand that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. Educational programs should be compatible with the needs of children, not the other way around, and these children should receive additional educational support in the

context of a regular curriculum and not a different curriculum special attention should be paid to the needs of children and youth with severe disabilities or to be numerous; In other words, emphasize and pay attention to all the different dimensions; Both in terms of paying attention to children's needs and in terms of benefiting from qualified and interested teachers in this field (Hou, 2022).

Humans are equal before the law, and in other words, humans all have equal facilities and opportunities (should be) and this refers to the same and equal (not similar) facilities for all children in the matter of education. And it is indicative of the fact that every child should achieve his rights in the matter of education according to his maximum abilities and capacity, regardless of whether his educational capacity is low or high. As it is fully paid attention to in the constitution and while specifying the rights of children and students, the said law has placed heavy duties and missions on the shoulders of the agents of the Islamic Republic of Iran (DiFrancesco et al., 2022).

The results of this research are useful for the education system, specialists in special curriculum planning, as well as experts in exceptional centers, to help students with special needs participate in society as citizens by examining the appropriate curriculum in the field of citizenship education. be active and be able to deal with problems and limitations by improving their skills.

3. Method

The purpose of this research is to investigate the appropriate curriculum in the field of citizenship education for students with special needs. In this research, the Delphi method was used to identify and screen the factors affecting citizenship education. The snowball sampling method was used. 15 experts and experts of exceptional students were used. Based on the interview, the effective factors of citizenship education have been identified.

One of the group knowledge acquisition methods used is the Delphi technique, which is a structured process for predicting and helping to make decisions during survey rounds, gathering information, and finally, group consensus. In this technique, a questionnaire including the desired criteria is sent to each member of the group separately and confidentially. Members are asked to assign a score from 1 to 10 to each criterion. In the second step, the questionnaires are collected and the criteria whose average score is less than 7 are removed. The remaining criteria are sent in the form of a new questionnaire. These steps continue until reaching a set of criteria that have obtained scores above seven. This method is very time-consuming. The faster method is to average the scores of the members given to each factor in the same period, and the factors that scored more than seven are selected as the final factors.

4. Findings

Based on the expert interviews, 20 indicators were finally identified. The Fuzzy Delphi method has been used to screen and ensure the importance of the identified indicators and select the final indicators. Experts' point of view has been used to measure the importance of indicators. Although experts use their mental skills and abilities to make comparisons, it should be noted that the traditional process of quantifying people's views cannot fully reflect the human thinking style. In other words, the use of fuzzy sets is more compatible with linguistic and sometimes vague human explanations, and therefore it is better to use fuzzy sets (using fuzzy numbers) to make long-term predictions and make decisions in the real world. In this study, triangular fuzzy numbers have been used to fuzzify the experts' points of view. The opinion of experts about the importance of each index has been compiled with a 7-degree fuzzy spectrum.

Table 1- Symbolization of open codes in Delphi technique

Codes	Identified factors
C1	participation
C2	needs assessment
C3	Social capital
C4	role model

Codes	Identified factors
C5	Life lessons
C6	Individual characteristics of mentally retarded students
C7	Social situation
C8	Psychological characteristics
C9	cultural factors
C10	Facilities and equipment
C11	The role of teachers
C12	Teaching techniques
C13	Educational assessment and evaluation
C14	Cultivation
C15	moralism
C16	Government support
C17	Quality of Life
C18	Psychological consequences
C19	Social consequences
C20	Improving skills

Table 2. The spectrum of seven fuzzy degrees for the evaluation of indicators

Linguistic variable	Fuzzy value	Fuzzy number scale
Totally unimportant	$\tilde{1}$	(0, 0, 0.1)
very unimportant	$\tilde{2}$	(0, 0.1, 0.3)
unimportant	$\tilde{3}$	(0.1, 0.3, 0.5)
medium	$\tilde{4}$	(0.3, 0.5, 0.75)
Important	$\tilde{5}$	(0.5, 0.75, 0.9)
very important	$\tilde{6}$	(0.75, 0.9, 1)
Absolutely important	$\tilde{7}$	(0.9, 1, 1)

The first round of the Delphi technique

The opinion of 15 experts about each indicator is shown in Table 3:

Table 3. Fuzzification of the opinion of the expert panel for each open coding

	Expert 1	Expert 2	Expert 3	...	Expert 15
C1	(0.9, 1, 1)	(0.5, 0.75, 0.9)	(0.9, 1, 1)	...	(0.9, 1, 1)
C2	(0.75, 0.9, 1)	(0.5, 0.75, 0.9)	(0.75, 0.9, 1)	...	(0.75, 0.9, 1)
C3	(0.5, 0.75, 0.9)	(0.1, 0.3, 0.5)	(0.5, 0.75, 0.9)	...	(0.9, 1, 1)
C4	(0.75, 0.9, 1)	(0.5, 0.75, 0.9)	(0.9, 1, 1)	...	(0.9, 1, 1)
C5	(0.9, 1, 1)	(0.5, 0.75, 0.9)	(0.9, 1, 1)	...	(0.9, 1, 1)
C6	(0.1, 0.3, 0.5)	(0.75, 0.9, 1)	(0.9, 1, 1)	...	(0.5, 0.75, 0.9)
C7	(0.5, 0.75, 0.9)	(0.75, 0.9, 1)	(0.3, 0.5, 0.75)	...	(0.9, 1, 1)
C8	(0.9, 1, 1)	(0.9, 1, 1)	(0.75, 0.9, 1)	...	(0.9, 1, 1)
C9	(0.75, 0.9, 1)	(0.9, 1, 1)	(0.75, 0.9, 1)	...	(0.5, 0.75, 0.9)
C10	(0.75, 0.9, 1)	(0.1, 0.3, 0.5)	(0, 0.1, 0.3)	...	(0.9, 1, 1)
C11	(0.75, 0.9, 1)	(0.9, 1, 1)	(0.9, 1, 1)	...	(0.9, 1, 1)
C12	(0.5, 0.75, 0.9)	(0.9, 1, 1)	(0.5, 0.75, 0.9)	...	(0.75, 0.9, 1)
C13	(0.75, 0.9, 1)	(0.75, 0.9, 1)	(0.3, 0.5, 0.75)	...	(0.9, 1, 1)
C14	(0.75, 0.9, 1)	(0.9, 1, 1)	(0.9, 1, 1)	...	(0.9, 1, 1)
C15	(0.5, 0.75, 0.9)	(0.9, 1, 1)	(0.5, 0.75, 0.9)	...	(0.5, 0.75, 0.9)
C16	(0.75, 0.9, 1)	(0.9, 1, 1)	(0.9, 1, 1)	...	(0.9, 1, 1)
C17	(0.5, 0.75, 0.9)	(0.3, 0.5, 0.75)	(0.5, 0.75, 0.9)	...	(0, 0, 0.1)
C18	(0.75, 0.9, 1)	(0.5, 0.75, 0.9)	(0.75, 0.9, 1)	...	(0.9, 1, 1)
C19	(0.9, 1, 1)	(0.75, 0.9, 1)	(0.9, 1, 1)	...	(0.9, 1, 1)
C20	(0.9, 1, 1)	(0.9, 1, 1)	(0.5, 0.75, 0.9)	...	(0.75, 0.9, 1)

In the next step, the opinion of the experts should be gathered. Various methods have been proposed to aggregate the opinions of n respondents. In fact, these aggregation methods are experimental methods presented by different researchers. For example, a conventional method for aggregating a set of triangular fuzzy numbers is considered to be the minimum l, the geometric mean m, and the maximum u.

Relation1

$$F_{AGR} = \left(\min\{l\}, \prod \{m\}, \max\{u\} \right)$$

Relation2

$$F_{AGR} = \left(\min\{l\}, \left\{ \frac{\sum m}{n} \right\}, \max\{u\} \right)$$

Relation3

$$F_{AVE} = \left(\left\{ \frac{\sum l}{n} \right\}, \left\{ \frac{\sum m}{n} \right\}, \left\{ \frac{\sum u}{n} \right\} \right)$$

Each triangular fuzzy number resulting from the aggregation of experts' views for the jth index is shown below:

$$\tau_j = (L_j, M_j, U_j)$$

$$L_j = \min(X_{ij})$$

$$M_j = \sqrt[n]{\prod_{i=1}^n X_{ij}}$$

$$U_j = \max(X_{ij})$$

Fuzzy average method is used in this study.

Usually, summing the averages of triangular and trapezoidal fuzzy numbers can be summarized by a cutoff value that is the best corresponding average. This operation is called de-fuzzification. There are several methods for defuzzification. In most cases, the following simple method is used for de-fuzzification:

Relation4

$$x_m^1 = \frac{L + M + U}{3}$$

Another simple method for defuzzifying the mean of triangular fuzzy numbers is as follows:

Relation5

$$F_{ave} = (L, M, U)$$

$$x_m^1 = \frac{L+M+U}{3}; x_m^2 = \frac{L+2M+U}{4}; x_m^3 = \frac{L+4M+U}{6}$$

$$\text{Crisp number} = Z * = \max(x_{max}^1, x_{max}^2, x_{max}^3)$$

In this study, the surface center method is used for defuzzification as follows:

Relation 6

$$DF_{ij} = \frac{[(u_{ij} - l_{ij}) + (m_{ij} - l_{ij})]}{3} + l_{ij}$$

The fuzzy average and the de-fuzzified output of the values related to the indicators are shown in the table. A de-fuzzified value greater than 0.7 is accepted, and any index with a score less than 0.7 is rejected.

Table 4. The results of the first round of the Delphi technique for open coding

	Lower limit	Upper bound	Probable value	Fuzzy average	Definite value	The result of round 3
C1	0.621	0.867	0.769	(0.621,0.769,0.867)	0.752	It is acceptable
C2	0.748	0.969	0.898	(0.748,0.898,0.969)	0.872	It is acceptable
C3	0.646	0.890	0.798	(0.646,0.798,0.89)	0.778	It is acceptable

	Lower limit	Upper bound	Probable value	Fuzzy average	Definite value	The result of round 3
C4	0.604	0.854	0.754	(0.604,0.754,0.854)	0.738	It is acceptable
C5	0.623	0.913	0.796	(0.623,0.796,0.913)	0.777	It is acceptable
C6	0.681	0.923	0.833	(0.681,0.833,0.923)	0.813	It is acceptable
C7	0.660	0.923	0.825	(0.66,0.825,0.923)	0.803	It is acceptable
C8	0.833	0.996	0.956	(0.833,0.956,0.996)	0.928	It is acceptable
C9	0.771	0.983	0.917	(0.771,0.917,0.983)	0.890	It is acceptable
C10	0.646	0.890	0.798	(0.646,0.798,0.89)	0.778	It is acceptable
C11	0.681	0.923	0.833	(0.681,0.833,0.923)	0.813	It is acceptable
C12	0.815	0.996	0.944	(0.815,0.944,0.996)	0.918	It is acceptable
C13	0.596	0.848	0.750	(0.596,0.75,0.848)	0.731	It is acceptable
C14	0.733	0.971	0.894	(0.733,0.894,0.971)	0.866	It is acceptable
C15	0.558	0.840	0.725	(0.558,0.725,0.84)	0.708	It is acceptable
C16	0.646	0.890	0.798	(0.646,0.798,0.89)	0.778	It is acceptable
C17	0.840	0.996	0.960	(0.84,0.96,0.996)	0.932	It is acceptable
C18	0.706	0.965	0.871	(0.706,0.871,0.965)	0.847	It is acceptable
C19	0.706	0.925	0.850	(0.706,0.85,0.925)	0.827	It is acceptable
C20	0.788	0.977	0.923	(0.788,0.923,0.977)	0.896	It is acceptable

Kendall's consensus coefficient was used to calculate the consensus of experts.

Table 5. Kendall's coefficient of agreement

p-value	Degrees of freedom	Kendall coefficient	Number of experts	The number of indicators
0.000	19	0.622	15	20

Based on the results of Table 5, the value of Kendall's coefficient in the first round of the Delphi technique was 0.622, which shows that the unity of opinion among experts is moderate. Also, a significant value of 0.000 has been obtained, which shows that the obtained results can be relied on with 95% confidence. As a result, ignoring the indicators that scored below 60, other indicators have been approved for study in the first round of Delphi.

5. Discussion

Citizenship education provides opportunities for students to engage in meaningful learning experiences, in a way that facilitates their growth as committed and active social and political people. Based on this, citizenship education has a special view on learning knowledge and abilities, and attitudes that help a person in an effective and favorable interaction with other people and governments. Citizenship education involves children and youth in using a wider range of active and collaborative learning methods, and this, in turn, helps the learner develop self-confidence and self-esteem. It encourages communication skills and critical thinking, as well as participation and conflict resolution, which improves motivation, behavior, and progress. Citizen culture is, in fact, culture in the form of a general human lifestyle, and a citizen is a rightful and responsible member of the human community who has a sense of belonging and commitment to the collective context and forms the foundation of civil society. The concept of citizen is beyond a mere legal position of obeying the government, and with the change of lifestyle and the formation of new human rights and duties, it has gained special importance and the citizen has turned into different types of citizenship.

For example, in the education system of England, as suggested by the citizenship advisory group in this country, the time allocated in the secondary school curriculum is the most effective way to teach citizenship; To make the youth active citizens by presenting a fixed curriculum.

In this country, the Ministry of Education and Skills has a clear attitude towards citizenship education, which has given schools the necessary authority to provide different models of citizenship education.

The content analysis of textbooks shows that the share of education related to citizenship, including cultural education, rights of others, and environmental protection in textbooks does not exceed thirty percent, and other citizenship subjects are neglected in textbooks and have a large share. The content of citizenship education is focused on the education of law-abiding citizens. Citizenship education at academic levels requires the inclusion of different topics in all curriculum elements, including goals, content, teaching methods, etc.; But at the same time, the social studies curriculum is the most important and effective lesson for citizenship education. This lesson, according to the general approach of the national curriculum, based on monotheistic naturalism and striving for its flourishing, tries to provide the grounds for the personal and social education of children and teenagers.

But this is not enough and a special curriculum should be developed for citizenship education. Including the specific content of citizenship education in the social studies program cannot meet the needs of society. Rather, it is important to pay attention to all aspects and elements of the curriculum in citizenship education. At the general level, the plan or model of the curriculum refers to the decision-making regarding the value bases or the model of the curriculum of the type of source or sources of information and is chosen by the planner to identify the viewpoints governing the program. It is a lesson. Historically, three main sources of information for lesson planning have been identified, which include written topics, students, and society. Determining goals, choosing content, teaching-learning strategies, and evaluation methods are considered to be the main elements of the curriculum. This is while the weakness in the teaching of the aforementioned concepts is observed in the curriculum of our country. The analysis of the content of textbooks in Iran indicates that the authors of the textbooks by emphasizing similarities such as the Persian language, Shia religion, etc., were more in the direction of conveying the message of national unity and paid less attention to the inherent pluralism within the culture. have given. While things such as awareness and enjoyment of rights and responsibilities, alignment with new developments, quality of life and development of social solidarity, attitude formation in education, the democratization of the welfare state, promotion of the political system, rule of law, and democracy, and development Social is one of the educational necessities in citizenship education. Despite the importance of citizenship education, such education must be done in the form of codified and organized programs.

Mentally-retarded children are physically, intellectually, emotionally, and behaviorally different from other people, so they need special education for a better life in society.

6. Conclusion

Considering the special characteristics of mentally retarded children, these children need special solutions in the field of citizenship education due to their mental and physical limitations. Therefore, it seems necessary and necessary to develop a special type of program that is appropriate to their abilities, and helping them according to their abilities is one of the main missions of the educational system in this sector.

Declaration of Competing Interest

The author declares that he has no competing financial interests or known personal relationships that would influence the report presented in this article.

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