

# Inclusive Education And Its Prospects In Pakistan: A Critical Analysis

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## Abstract

*The development of inclusive education in Pakistan needs further investment because the system has major problems. National and international promises about equal education are not easy to put into practice throughout Pakistan. This research explores how inclusive education works and identifies major issues including teacher support, parental participation, policy requirements, and operating problems in schools. Existing research shows Pakistan's inclusive education faces difficulties because of teachers who need more training plus restricted facilities and funding while people around them think differently and judge students with disabilities poorly. Students at both primary and secondary schools receive weak inclusive education because teachers and students need better training and support resources (Ehsan, 2018). Students with disabilities studying in higher education institutions struggle to communicate and interact socially because the school does not provide proper adjustments (Qurrat ul Ain, 2021). Strategic policies paired with teacher training programs and new learning technologies combined with better support from schools and education leaders will improve inclusive education in Pakistan (Waqar et al., 2024). The practices of inclusion from other countries serve as useful resources for updating our policies and designing new curricula according to Rafique (2019). By bringing e-learning into education we can close current gaps and make schools easier to access (Muhammad et al., 2024). Despite slow progress toward inclusive education Pakistan will achieve the goal by adopting complete policy execution along with upgraded training programs and joint stakeholder efforts. The research improves knowledge about educational transformation and suggests future steps for inclusive education policies*

**Keywords:** *Inclusive education, educational equity, policy implementation, accessibility, teacher training, assistive technology, community engagement, Pakistan.*

## 1. Introduction

All nations should provide inclusive education as their basic education standards to all students in every school. All students must receive good education opportunities at standard schools without restriction by their abilities skills family income or background. Educational leaders and policy makers in Pakistan have started supporting inclusive education but its practical application runs into major obstacles. The nation persists with educational inclusion challenges despite fulfilling its national and international SDG requirements (Virani & Ali, 2022). The student body of Pakistan includes students with various abilities including learning differences and social economic obstacles alongside students with disabilities. Our national Pakistani Constitution promises education access to every child but these rights remain difficult for

students to obtain. Many students face exclusion from mainstream schools because appropriate accommodations for them are not available particularly students with disabilities (Qurrat ul Ain, 2021). Research confirms that forming an open educational system produces better performance for every student while making the nation work better and treating everyone equally (Waqar et al., 2024).

Most educational leaders and guardians across Pakistan view implementing an inclusive education system as a problem rather than an essential solution for equal opportunities. Research shows that teachers and parents need better understanding to support inclusive education programs (Ehsan, 2018). Students in Pakistan struggle because educators need better resource development and teaching enablement programs. Research shows that organized teacher education programs must teach inclusive practices and adaptive teaching techniques to students (Khalid & Othman, 2022). Most Pakistani schools from both public and private sectors cannot provide essential resources such as education buildings, assistive tools, and appropriate learning materials to students with disabilities (Jahanzaib et al., 2021). Although inclusive education policies exist today they have not been successfully put into practice because officials provide inconsistent support and underfund the project. The slow conversion from special education to inclusive learning needs unified national policy action according to Rafique (2019).

## **2. Prospects for Inclusive Education in Pakistan**

Digital education technologies and e-learning help Pakistan bring education facilities to every student who needs them. The latest research demonstrates how e-learning approaches successfully enhance inclusive education delivery to students with disabilities who live far from educational institutions (Muhammad et al., 2024). Parents need to join in to help the educational inclusion process work well. Working together between schools families and neighborhoods builds a better education system for all students (Muhammad, Waqar, & Anis, 2024). The government has taken several actions to support acceptance in education. Strong commitment from leaders plus enough funds and tracking methods need to stay in place to make inclusive education work (Nisa & Sarwar, 2024). To create better inclusive education Pakistan should learn from successful approaches used in other nations. International partnerships help teachers worldwide learn better methods for lesson planning and teacher training (Farooq et al., 2023). Important changes and technology improvements along with new policies will enable Pakistan to develop classrooms that support all kinds of students. The next parts of this research will explore the background details and examine relevant concepts to develop Pakistan's inclusive education system.

The Pakistani educational system now includes inclusive education as an important element of its reforms. Although Pakistan follows national and international rules for inclusive education their school systems show wide variations in actually putting these rules into practice. The complete inclusion of students into regular schools faces multiple organizational social and legal difficulties according to Rafique and Hameed 2021. Pakistan became an official member of the UNCRPD and SDG initiatives through formal approval as they promote inclusive education globally. The government works to unify students with disabilities and disadvantaged students into regular school settings. There is no unified definition of inclusive education today so different school systems in Pakistan (Ehsan 2018) apply these policies differently. Different schools put inclusive education into practice differently based on their locations between urban and rural settings. Research points out that inclusive education advances slowly between public and private schools because their educational spaces fall short and teachers lack modern training (Jahanzaib et al., 2021). Rafique and Hameed (2021) analyzed 51 inclusive schools

and discovered that these institutions have a basic desire to become more inclusive but do not have enough resources and available staff members.

### **3. Challenges in Inclusive Education**

Teachers in Pakistan need better training because most of them lack essential teaching methods for mixed student populations. Training programs are required now to teach teachers effective approaches that welcome all students (Khalid & Othman, 2022). School facilities without electric ramps, accessible teaching places and smart learning devices prevent students with disabilities from taking full part (Jahanzaib et al., 2021). People in our society hold negative thoughts about disabilities while also rejecting inclusive education. Educational authorities and parents consider inclusive learning as an unnecessary challenge even though Virani and Ali (2022) explain its basic importance. The scarcity of mental health services makes it hard for Pakistani schools to provide inclusive education as students need proper emotional assistance (Waqar et al. 2024). A lack of proper funding and resources makes it hard for Pakistan to develop inclusive education programs as planned (Nisa & Sarwar, 2024). Although Pakistan faces these problems different types of technology help create a better inclusive education system (Muhammad et al. 2024). Higher parental and community participation right now supports better inclusion policy outcomes (Muhammad et al. 2024). After Farooq et al.'s research published in 2023, government leaders began essential talks to evolve inclusive education standards through updated methods of governance. The educational system in Pakistan currently faces important difficulties but also shows hopeful directions for improvement. Different system problems exist but new technology developments combined with better governance measures and community input show progress is possible. Policymakers should work with schools educators parents and local organizations to successfully turn inclusive education policies into operational school programs throughout Pakistan.

#### **3.1. Implementation Status**

Different sections of Pakistan adopt inclusive education to different degrees because of uneven deployment at local and provincial levels. Many schools struggle to put inclusive learning techniques into action even though official educational plans support them. Research shows that while there are success stories specific implementation issues with teacher training, budget constraints and community beliefs affect complete plan execution across Pakistan (Rafique & Hameed, 2021). A research team studied 51 inclusive schools in Pakistan and reported that teachers and school leaders liked inclusive practices but many difficulties still needed solving. The study suggested creating unified standards for inclusive education across Pakistan and providing a systematic national approach to implement them (Ehsan, 2018). Research from Jahanzaib et al. (2021) identified poor school facilities and teaching abilities plus the lack of proper learning tools as main problems during implementation. Teachers and school leaders find it hard to provide proper support for students' mental and psychological health needs in inclusive classes. Research shows students need sufficient psychological and social support for inclusive education to properly serve their diverse requirements (Waqar et al., 2024).

#### **3.2. Role of Policy and Curriculum**

Despite the importance of education policies and curricula to make learning inclusive there is no unity and regularity in their practice throughout Pakistan. Higher Education Commission teacher education programs receive criticism because they do not teach teachers how to successfully include all students in their lessons according to Zia et al. (2021). Research demonstrates that while inclusion-related policies get created government institutions typically lack proper ways to make them work (Farooqi & Forbes, 2019). Mainstream schools need to

change their teaching methods to support all students equally. An analysis showed that official Pakistan curriculum materials do not have resources for teachers to serve students with disabilities and learning struggles (Zia et al., 2021). Special education must receive a full update that combines different ways of teaching with prepared study materials and lessons for school workers (Manzoor et al., 2022). Policymakers must work to provide an equal learning experience to all students regardless of personal circumstances and disabilities. Supportive policies need to combine financial backing with assistive devices while teaching programs for special needs students (Farooq & Rafiq, 2019).

### **3.3. Technological and E-Learning Potential**

Modern technology can help create better access to special education programs throughout every school in Pakistan. Modern digital learning platforms help make education more accessible and easier to support students with disabilities. Research demonstrates that online learning helps students in inclusive settings both gain more interest in their work and perform better at school (Muhammad et al., 2024). Digital learning systems let students choose their own teaching methods and follow individual learning programs. Many students still lack proper technology access because urban and rural students experience different levels of digital access according to Farooq et al. (2023). Information shows that students with disabilities gain better learning outcomes when assistive technology is added through speech-to-text software and interactive learning platforms (Rafique, 2019). Organizations working to expand technology education need to partner between the government education system and private businesses. Putting money into digital network updates and preparing teachers to use technology in their classrooms helps make lasting positive changes (Muhammad et al., 2024).

## **4. Challenges in Inclusive Education in Pakistan**

Although Pakistan supports inclusive learning through national policies and global initiatives these efforts encounter major difficulties in actual implementation. The problems with implementing inclusive education come from public perceptions, missing support systems, incomplete government rules and insufficient teacher preparation. Different studies demonstrate these problems and show why Pakistan struggles to make inclusive education successful across all schools. People in Pakistan hold negative opinions about disability and diversity which hinders inclusive teaching methods from being used throughout schools. Social views within school environments primarily impact whether students can fully engage in inclusive learning. Teachers see inclusion as a problem to solve instead of a chance to learn with different students according to Virani and Ali (2022). The poor promotion of inclusive education makes educators maintain their opposition to this teaching method.

Teacher readiness to teach diverse students poses the main challenge in inclusive learning spaces. Most Pakistani teachers need professional training in inclusive teaching methods to properly support students with unique learning requirements. Research shows schools need to teach teachers specific inclusive classroom methods through professional programs (Khalid & Othman, 2022). When teachers do not receive proper training they find it hard to build an equitable space that accommodates all students. Most schools across Pakistan do not have necessary facilities that support an accessible classroom experience. Students with disabilities experience exclusion when classrooms are hard to enter and assistive learning tools are absent combined with weak support services. Jahanzaib et al. (2021) prove that educational institutions with modern structures help students actively join inclusive education systems.

The Pakistani government supports inclusive education through its policies but struggles to deliver them because leaders do not back up their policies consistently and funding remains insufficient. Recent research shows Pakistan spends less money on inclusive education which

prevents big growth in nationwide inclusion programs (Nisa & Sarwar, 2024). Different regions of the country struggle to deliver consistent policies because provinces do not properly work together. Students with disabilities especially people who are hard of hearing find it hard to communicate and connect with other students in regular schools. Research shows students experience stronger barriers when missing sign language interpreters and other necessary educational support systems including note-takers (Qurrat ul Ain, 2021). Students who lack appropriate accommodations cannot take part in learning without hindrance.

Inclusive learning means students need both practical access to school and emotional assistance to support their well-being. Ordinarily Pakistani inclusive learning policies ignore problems connected to students' mental well-being. Schools have limited access to mental health experts and trained counselors because of this students find it challenging to receive needed emotional assistance (Waqar et al., 2024). Bullying continues to be a challenge even at schools that want to implement inclusive learning concepts. The research shows disabled students and marginalized group members in schools must endure discrimination which makes them more likely to quit their studies and do worse academically (Safdar et al., 2024).

## **5. Gaps in Special Education vs. Inclusive Education**

Through time Pakistan separated its special education system from regular education leading to problems between these two educational sectors. The research shows moving from separate education systems to inclusive practices needs many policy updates plus professional training plus community education (Gilani et al., 2020). Inclusive education in Pakistan requires teamwork from education leaders and their support groups to meet existing difficulties. Even though the country made policies to support inclusion the system still performs poorly because insufficient school buildings exist alongside negative community views which demand funds and training for teachers. Our plan includes developing teacher training programs with better facilities plus mental healthcare and society education. Pakistan requires more effort to develop an education system that includes everyone equally. Schools in Pakistan have major building problems and physical difficulties that make it hard for students with disabilities to receive equal education. Many schools in Pakistan lack needed building features for students with disabilities such as wheelchair ramps and universal restrooms plus assistive learning tools. Research shows Pakistani schools have made accessible modifications for everyone's education at only a few percent of their total number (Ehsan, 2018).

Less money available for education has created different levels of school quality between urban and rural schools across Pakistan. Researchers from Batool and her colleagues revealed that physical and financial infrastructure still needs further development to assist students with disabilities in mainstream classrooms (Batool, Haroon, & Sohail, 2022). The education system turns away many students because they cannot be properly served. In Pakistan many educational institutions lack teachers who have received proper special education training. Teachers who need inclusive teaching knowledge struggle to provide appropriate learning support to students with unique educational requirements. Research shows teachers need better training to run inclusive classrooms well but they still do not receive it according to Khalid and Othman (2022). The number of special education teacher training classes remains very low at teacher colleges. Research shows that teachers require specific education training and ongoing professional development to make inclusive education work properly (Farooq et al., 2023).

### **5.1. Cultural and Social Barriers**

Society's understanding of disability affects how well inclusive learning works in Pakistan. People in charge of teaching and parenting today often reject the integration of students with disabilities into regular classrooms because they believe disability brings shame to the person

affected (Virani & Ali, 2022). Students who have disabilities face unequal treatment from their peer group at school. Research conducted by Safdar et al (2024) showed Pakistani students dealing with disabilities often experience discrimination both from their peers and school staff which harms their learning performance and general health. Changing societal behavior towards disabilities is necessary to make effective progress towards inclusion.

While Pakistan joins international conventions promoting inclusive education including UNCRPD they have significant shortfalls when implementing these policies. Study findings show that multiple education policies back inclusive education although poor monitoring and government collaboration block their success (Ehsan, 2018). The different ways that provinces carry out their educational policies leads to unclear standards for providing inclusive education. The government needs to create a single national plan that mandates universal inclusive education methods and supplies the needed funds throughout Pakistan (Nisa & Sarwar 2024).

Pakistan's educational inclusion will face important barriers and possible ways forward during the coming years. The system needs repair but we can still make important improvements toward change. Study findings show how training educators better plus enforcing current rules to digital learning and teaming up with communities will boost inclusive education going forward. Pakistan teachers recognize the need to enhance inclusive learning by taking more training. Research shows education systems should provide skilled teachers training to effectively teach different types of students according to Khalid & Othman (2022). Quality teacher training builds their skills to create better inclusive learning environments. Research shows that teachers become more flexible at working with inclusive students by using reflective teaching methods. Teachers can develop better inclusive learning methods through reflective modeling processes which give them power to design more effective teaching strategies according to Safdar et al. (2024).

While Pakistan has improved its inclusive education policies there are still several barriers to successful implementation at present. A consistent national education framework would make it easier for researchers to unite provincial differences according to Ehsan (2018). The system must define teaching standards and allocation methods while creating systems to screen for proper implementation. Policies should follow international approaches by letting different stakeholders such as teachers, decision-makers and community members steer policy changes (Rafique, 2019).

Technology offers a way to close education gaps between students with disabilities and regular classes. Digital learning environments and online platforms can help education reach more students across all abilities. The study by Muhammad et al. shows e-learning has great potential to help different learners including disabled students in Pakistan (2024 Muhammad study). Digital learning platforms enable students with special needs to access personalized education that uses assistive technology effectively when schools dedicate more resources to this technology. Not everyone has equal opportunities to use technology because rural areas often face great barriers. The implementation of inclusive schools in Pakistan needs changes in how people think about disability and educational diversity. Researchers recommend raising awareness about education support and getting involved families will help make learning spaces friendlier for students (Farooq et al., 2023). Inclusion advocates and community support systems push for quality education rights for disabled students and promote inclusive education programs. Schools gain stronger inclusivity programs when they work with disability rights organizations to develop joint improvement plans.

## **6. Inclusive Education as a Tool for Social Equity**

Inclusive education serves two purposes by bringing students with disabilities into education while advancing society's equality standards. Research indicates that when schools use inclusive education methods to fix educational differences these efforts help reduce social division and trigger national growth (Tauheed & Nasir, 2020). With a broad education plan for inclusion the entire student body gains access to quality learning experiences and path ways to future work opportunities. Pakistan offers good potential for inclusive education when we focus our efforts on improving teacher professional development as well as implementing educational standards while leveraging new educational technologies and engaging parents and community members. Integrating these education components creates a bigger chance for Pakistan to make its schools more open to all students across the nation. How well Pakistan implements inclusive education depends on developing solid guiding policies and effective administrative systems. Effective inclusive education needs policies that are correctly enforced at all levels of government while staying true to their overlapping plans and holding institutions accountable for their actions.

Pakistan follows inclusive education standards by joining the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Recent research shows provincial authorities in Pakistan carry out inclusive education policies differently from each other (Rafique, 2019). Organized national education guidelines are necessary to make provincial programs support international inclusive teaching rules and deliver equal learning quality for everyone (Ishaq, 2016).

Pakistan's governance problems with poorly run government departments and few responsible authorities make it hard to put consistent techniques into place for inclusive education. Studies show independent oversight organizations must watch policy implementation and check if educators follow education standards set by the nation (Asghar, 2016). Presently the decentralized education system under the 18th Amendment results in different educational policy applications from province to province. Research shows that better communication between education departments at both federal and provincial levels will make governance work faster and better help education (Jahanzaib, Fatima, & Nayab 2021).

Implementing inclusive learning strategies needs organizations to receive the proper training. Studies show that school leaders and policymakers need to learn skills of developing inclusive classrooms according to Ehsan (2018). Teachers who participate in leadership development courses help schools govern more effectively while making better use of their resources (Farooq & Rafiq, 2019). Officials should create inclusive education systems by asking for feedback from teachers, parents, disabled rights groups and disabled people. Scientists state that when communities take part in education decisions these policies better serve all students regardless of their differences (Waqar et al., 2024). Community education efforts build understanding in society about inclusive classes and help people accept diverse learning environments (Khalid & Othman, 2022). To solve governance issues in inclusive education Pakistan needs to update laws and improve oversight plus get more community groups involved. Pakistan needs to reinforce both educational and institutional standards while working with many different stakeholders to successfully put this education system in place.

### **6.1. Enhanced Teacher Training Programs**

Effective training for teachers is essential to achieve strong inclusive education results in Pakistan. Educational training gives teachers essential abilities to build inclusive spaces while serving all learners and building positive class connections. Research data indicates that teacher training for inclusive education made some advancements yet serious gaps exist in how well trainers teach and distribute important materials across different education sectors. Teacher views toward inclusive teaching depend strongly on how much specialized training they

receive. Teachers who undergo exclusive education training adopt positive views and deliver better results in their inclusive classrooms (Khalid & Othman, 2022). A large number of Pakistani educators need specialized instruction to provide inclusive education properly.

In Sindh province teacher education research showed educators had general inclusive learning knowledge but needed advanced expertise like student disability analysis and teaching methods for different students (Sulman, 2024). Education systems must create specialized training programs to help professionals actually use inclusive methods. Using reflective practice as teacher training improves outcomes because it lets instructors study their teaching methods for working with diverse learners and makes necessary changes. Research indicates that reflective practice lets educators see their hidden biases discover better teaching ways and build inclusive classrooms (Safdar et al., 2024). Educators become better able to adapt their practices when learning experiences include reflective models in their training. Research shows that this approach works well in different places and presents an excellent chance for widespread use in Pakistan. Training should remain continuous instead of serving as just a single point of instruction. Studies reveal that ongoing professional development helps teachers learn current and effective ways to support their students' inclusive learning (Kalsoom & Masood, 2024). According to research by Sulman et al. in 2023 training workshops made Sindh teachers more effective in their inclusive teaching.

Recent teacher education evaluations in Pakistan show that growing inclusive education knowledge did not lead to effective teacher training (Ehsan, 2018). Creating written policies with clear tasks will help us solve these teaching needs. Developing advanced training for teachers will determine the success of inclusive learning in Pakistan. Training programs that teach teachers how to create inclusive classrooms plus ongoing development opportunities will help Pakistan build its workforce into professional inclusive educators. Governments should put teacher learning at the center of their mission to create inclusive teaching environments. Technology makes inclusive education in Pakistan better by giving students with needs everything they need to learn. Technology adoption in education faces problems because students and teachers need more digital resources while many schools need network improvements. Online education can create valuable learning opportunities for all students including different needs. exercises an important role in helping Pakistan teach students of all backgrounds equally. Research shows digital learning tools let students with disabilities benefit from personalized learning experiences delivered through online platforms (Muhammad et al 2024). E-learning brings important benefits into inclusive education according to this study which lists them below.

- Remote accessibility for students with physical disabilities.
- Digital assistive features such as screen readers and speech-to-text software support learning needs.
- The learning platform allows students to adjust their study times because of their individual needs.
- Enhanced teacher capacity through online training programs.

Much of rural society faces difficulties because these areas lack technical understanding.

Inclusive education suffers from digital inequality since remote areas in the country do not have the same digital opportunities as urban centers. The study by Waqar et al. revealed Pakistan students in urban schools have much better internet access to learning resources than students in rural areas (2024). This research study delivered several important results.

- Urban schools receive faster internet connections because their districts have advanced technology systems.

- Rural students find it difficult to learn online because they have poor internet access and need help using digital tools.
- The government needs to intensify its efforts to bridge the digital gap because current policies for this matter are underdeveloped.
- All regions of Pakistan need digital divide remedies to provide equal tech learning access to their students.

Assistive technology tools create an environment where all students can participate in education equally. Research shows that students with specific needs can benefit from the use of speech-to-text software among other tools.

- Students with hearing problems can use text-to-speech programs for their needs.
- Students who can't see need special equipment to read on screen and understand their text in Braille.
- Adaptive software for students with cognitive disabilities.

Teacher training and institutional backing need significant improvements to make technology use successful according to Ahmed (2016).

## **7. Recommendations for Effective Technology Integration**

Research suggests implementing these policies to get the most out of technology in inclusive education systems.

- Government investment in nationwide ICT infrastructure development.
- All teachers must learn to use digital systems both in cities and countryside schools.

Waterfront Partners and the Private Sector will work together by paying for digital resources to serve low-income neighborhoods. Studies show how different education stakeholders like the government and technology companies must unite with schools to help students access education better (Waqar et al., 2024). Technology creates new ways for Pakistan to teach every child better yet faces problems in doing so. Although assistive technology and online learning create new possibilities their benefits depend on solving access and hardware problems. Investment in educational technology must happen alongside teacher training and digital inclusivity programs to fully use technology for inclusive learning. For Pakistan to adopt inclusive education successfully people within the community need to take part and understand the benefits. Education leaders and family groups need to work together with public officials to build teaching spaces that provide equal opportunities to every student. Society opposes inclusive practices and families and schools do not work together enough to reach these goals. Parental participation at school helps bring together schools with students who need special attention. When schools work together with parents and their communities for learning planning they produce better results for students and create a friendlier environment for everyone (Muhammad et al. 2024).

The research gives these essential action points:

- Encouraging open communication between parents and educators.
- Organize public events to help people understand inclusive learning better.
- The schools must connect with community groups to help make official education policies work.

Society typically discriminates against children with disabilities making parents hesitate to send them to regular schools. Pakistan's communities remain uninformed about inclusive

education so parents and teachers resist the program (Nisa & Sarwar 2024). Findings from the study emphasize:

- To teach people better views about disability we require new media promotions.
- The schools will launch community activities to show parents how laws protect disabled children.
- The government turns on educational programs across rural areas to fight untrue information.

Local schools help communities become partners in making education accessible to everyone. A study on education environments showed that how school leaders interact with families and teachers helps these campuses adopt inclusive learning practices (Rafique & Hameed, 2021). Schools can improve cooperation between school staff and local residents by using these important methods:

- The school invites community members for group discussions about ways to improve education for all students.
- Teachers help local leaders learn to support students with educational needs.
- Creating parent support groups helps parents discuss education challenges and helpful approaches.

An effective policy system linked to community participation guarantees that all students benefit from inclusive learning practices. Researchers recommend that:

- Government departments should create nationwide broadcast efforts to teach about inclusive teaching practices.
- Non-governmental organizations should work with schools to deliver community outreach programs.
- News outlets should show positive examples of inclusive teaching to gain people's backing (Trani & Hart, 2023).

Helping people understand and support inclusive education creates its path toward reality in Pakistan. Through joint efforts between schools educators parents and government bodies plus public outreach Pakistan can create an inclusive learning system. Having better policies in place plus combining school partnerships and media promotion will help achieve our aim.

## **8. Conclusion**

Pakistan needs policies focusing on communities and teacher training to improve inclusive education despite its recent development. Several research projects prove that schools are becoming more inclusive but basic support facilities and teacher training problems stand in the way of achieving this (Ehsan, 2018). Research confirms that teachers who completed their training programs demonstrate better views on inclusive education than teachers without this training. Teachers should receive advanced training to teach all students better according (Khalid and Othman 2022). People need to get involved in their child's education and build awareness about educational rights through community events because parents today remain uninformed about children's learning benefits (Jahanzaib, Fatima, & Nayab, 2021). Rural parts of the country follow equal education ideas unevenly because of insufficient implementation of constitutional rights (Nisa and Sarwar 2024). Technological Integration: Digital tools and e-learning provide new ways for better academic access but a lack of internet access throughout Pakistan forms an Internet Divide (Muhammad, Waqar, & Anis, 2024). Public educational institutions should make teacher training programs in inclusive practices obligatory at all certification levels to enable educators to properly handle diverse student requirements (Safdar,

Syeda, Iram, & Masood, 2024). Official Leadership and Education Growth - Government officers should support current unlimited training policies by establishing precise execution plans to transform policy into practical results (Rafique & Hameed, 2021). The community must gain knowledge about inclusive education through media promotions and learning events for parents while schools unite with neighboring areas to discard negative attitudes (Farooq, Hassan, & Rasool, 2023). Schools need digital tools to enhance accessibility at each campus especially in areas with limited connection (Trani & Hart 2023). Future research needs to check how students perform under long-term inclusive education policies. Digital accessibility tools need to be tested for their ability to make education accessible. Our research studies how community background affects adopting inclusive education in cities and farms.

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