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A COMPARATIVE ANALYSIS OF INCLUSIVE EDUCATION POLICIES AND CLASSROOM IMPLEMENTATION IN PAKISTAN AND MALAYSIA

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ABSTRACT

The study adopts a comparative qualitative design, drawing on policy analysis and classroom-level observations. The Data for this study will be collected through national policy and strategy documents, peer-reviewed journal articles and systematic reviews, technical reports and country profiles from international agencies, and, credible working papers and doctoral theses that offer contextual or implementation details of both countries. This comparative approach will help us to understand how policies are integrated and adapted in our classrooms. As this is an ongoing study, the anticipated results of this research are expected to highlight their common problems and promising approaches that can shape future reforms and strengthen inclusive education frameworks in Pakistan and Malaysia.Inclusive education, which seeks to provide equitable learning opportunities to all students regardless of their diverse needs, (Roy, 2023; United Nations,2006). International frameworks such as the Sustainable Development Goal 4 (SDG-4) and UNESCO's Global Education Monitoring Report (2020) emphasize equity, accessibility, and quality learning opportunities for all (UNESCO, 2020). The Sustainable Development Goal 4 (SDG-4) and the UNESCO Global Education Monitoring (GEM) Report (2020) were adopted as guiding frameworks in this study because both provide internationally recognized standards and indicators for evaluating inclusive and equitable education systems. These frameworks ensure that the comparative analysis of Pakistan and Malaysia is grounded in globally comparable criteria rather than context-specific definitions.Both Malaysia and Pakistan, two Asian developing countries, have acknowledged the value of inclusive education as a means of promoting educational justice and social inclusion. However, both these countries have a very different approach of inculcating inclusive education. As a result, there is a vast difference in their outcome as well. (Ensimau, et al, 2022). Although inclusive education policies have been adopted in Pakistan (Khan, 2025), their successful implementation is still hindered by a lack of funding, inadequate training for teachers, and uneven governance (Khan & Ahmed, 2021; Rashid & Siddiqui, 2024). Community involvement and policy advocacy are emerging as key drivers for advancing inclusive practices (Noor, 2023; Hassan & Ali, 2020). While, the Malaysian government has made systematic changes in their educational policies like the Inclusive Education Program (IEP) and different frameworks that highlight including students with diverse needs into mainstream schools (Lim, 2021; Tan & Ling, 2021). According to the Open Educational Resources of Malaysia's Blueprint (2013-

2025), Malaysian schools aims to enroll 75% of students that have diverse needs into mainstream schools. The government has initiated policies that would train teachers to implement inclusive education in the classrooms (Ministry of Education Malaysia, 2013, as cited in Latiff, 2025; UNESCO, 2023).Both countries, Malaysia and Pakistan are trying to overcome several barriers to achieve an all-inclusive education system. They are trying to improve teacher preparation, policy implementation and monitoring systems to overcome these challenges (Wong, 2024; Ahmad & Omar, 2022). This study will take a comparative approach towards the challenges, implementation and outcome of the both countries.

Keywords:

Research Questions

1. Dow does the cultural and socio-economic challenges effect the implementation inclusive education policies in Pakistan and Malaysia?
2. To what extent do teacher preparedness, professional development, and classroom practices mediate the effectiveness of inclusive education in both countries?
3. How do differences in policy coherence, resource allocation, and systemic support impact equitable access and participation for students with diverse learning needs in Pakistan and Malaysia?
4. What lessons can Pakistan draw from Malaysia's structured approach to inclusive education to bridge gaps between policy intent and classroom-level outcomes?

Research Objectives

1. To assess the similarities and contrasts between the policy frameworks and classroom-level practices used in Pakistan and Malaysia in the development and execution of inclusive education policies.
2. To investigate the main obstacles—systemic, pedagogical, and sociocultural—that both nations must overcome in order to adopt inclusive education.
3. To evaluate the results and efficacy of inclusive education programs in both settings, making inferences and suggesting changes to practice and policy.

Methodology: Comparative Literature Review Approach

In order to investigate how inclusive education (IE) policies are formulated and implemented in classrooms in Pakistan and Malaysia, this study uses a comparative qualitative documentary analytic design. Document-based comparative research is appropriate when (a) the aim is to synthesize and compare policy and research evidence across national contexts, (b) primary fieldwork is not feasible, and (c) existing publications and official documents hold the data required to answer the research questions (Bowen, 2009; Hantrais, 2020). To detect similarities, discrepancies, and gaps in the literature, the goal is to compile results from empirical research and policy assessments that have been published in official reports and peer-reviewed publications throughout the last ten years.

Data sources and search strategy

Four types of documents make up the data sources:
(1) national policy and strategy documents (such as ministerial circulars, education blueprints, and disability laws);
(2) peer-reviewed journal articles and systematic reviews (2015–2025) that present empirical evidence on classroom practices, teacher preparation, or implementation;
(3) technical reports and country profiles from international agencies (UNESCO, UNICEF); and
(4) credible working papers and doctoral theses that offer contextual or implementation details.
Coverage of the most recent empirical research and policy developments is ensured by the decision to incorporate sources through 2025.

Sample

A purposefully chosen collection of roughly 20–30 pertinent scholarly publications and policy

documents that specifically address inclusive education in Pakistan and Malaysia will be included in the sample.

The methodical database searches in Scopus, ERIC, Google Scholar, Web of Science, and national repositories were conducted using keyword combinations *like* inclusive education AND Pakistan, inclusive education AND Malaysia, policy implementation inclusive education, teacher training inclusive education, classroom practice inclusive education Pakistan Malaysia.

The search was complemented by grey-literature searches on national government portals and UNESCO. Finding more pertinent sources was made easier by using the reference lists of important systematic studies and historic policy texts.

Inclusion and Exclusion Criteria:

Inclusion criteria:

Publications from 2015–2025; English-language; directly addressing inclusive education in Pakistan or Malaysia (policy, implementation, classroom practice); peer-reviewed empirical studies, systematic reviews, or official policy documents/reports from governmental or reputable international organizations

Exclusion criteria

Publications with unclear methodology (such as opinion articles devoid of data); research that focuses only on segregated special education without mentioning mainstream inclusion; and documents that are not fully available in full text.

Data Collection and Analysis

- Systematic research is conducted to search for the relevant publications using key like "inclusive education Pakistan," "policy implementation," "teacher training," "inclusive education Malaysia," and "classroom practices."
- A matrix(table) is made in which articles will be compartmentalized according to their themes. They will also be either included or excluded based on the above criteria.
- Use qualitative thematic analysis to find conceptual frameworks and recurring themes in various research, such as stakeholder involvement, teacher readiness, resource allocation, and obstacles to policy implementation.
- Comparing and contrasting themes across research on Pakistan and Malaysia using cross-case synthesis, with an emphasis on how sociocultural, political, and educational system differences impact policy and practice. Contextual issues such as governance systems, decentralization, resource constraints, sociocultural stigma, and assessment regimes were taken into consideration when
- interpreting the comparative results. Finding the variations and underlying mechanisms influencing the implementation of inclusion was the goal.

Table 1. Summary of Studies on Inclusive Education (2010–2024)

Study Title	Authors	Year	Focus Area	Country	Inclusion/Exclusion (Rationale)
The influence of teachers' attitudes on inclusive education for students with mild learning disabilities (MLDs)	Kamran, M., Siddiqui, S., & Adil, M. S.	2023	Teacher's attitude	Pakistan	Included: Peer-reviewed study on teacher attitudes in Pakistan (2010–24, relevant to classroom IE).
Inclusive Education Reforms in the Subcontinent: Similar Agenda, Diverse Str.	Hameed & Manzoor	2019	Disability/Policy	Pakistan	Included: Review covering Pakistan (and neighbors); relevant policy analysis (within 2010–24).

Study Title	Authors	Year	Focus Area	Country	Inclusion/Exclusion (Rationale)
Challenges for Education of Children with Disabilities in Pakistan	Shaukat & Hancock	2023	Disability/barriers	Pakistan	Included: Recent study on disability and inclusion in Pakistan (peer-reviewed).
Challenges to Implement the Inclusive Education in Pakistan: A Case of Intellectually Disabled Children.	Sarwar, S., & un Nisa, A.	2024	Disability/ barriers	Pakistan	Included: Qualitative study on inclusion barriers (focus on special needs).
Parental Involvement in Education	Safdar et al.	2017	Disability/ Parents Attitude	Pakistan	Excluded: Source is not trustworthy.
Diversity in Education: Strategies for Inclusive Classrooms in Punjab	Khan et al.	2019	Socioeconomic, Disability	Pakistan	Included: Addresses Punjab strategies; relevant and recent.
Case study on special needs education in Pakistan: the process of inclusion	Faryal Khan	1998	Classroom implementation	Pakistan	Excluded: Outside the timeframe
Implementation of inclusive education in Pakistan: A case of school culture	Rafique, U., & Hameed, A.	2021	Disability/ Classroom implementation	Pakistan	Included: Case study of a Pakistani school; peer-reviewed (qualitative analysis).
Perceived Challenges Parental Involvement in Inclusive Education: An Exploratory Study of Primary Schools in Pakistan	Virani, Z., & Ali, N. H	2022	Disability, Parents Attitudes	Pakistan	Included: policy implementation and parents attitudes.
Analysis of gender parity for Pakistan: Ensuring inclusive and equitable quality education.	Umar, M., & Asghar, Z	2017	Gender, Disability	Pakistan	Included: Focuses on gender inclusion (2010–24, peer-reviewed).
Importance of Linguistics Diversity in Inclusive Education: A Study of District Lower Chitral Pakistan.	Ullah, A., & us Samad, A.	2025	Linguistic, Cultural	Pakistan	Included: Addresses language diversity; relevant to inclusion in Pakistan.
Exploring the Least Restrictive Environment (LRE) for Quality Inclusion of Special Needs in Pakistan: Needs, Policies, and Practice.	Khan, M. A., Hassan, K. H. U., & Akmal, F.	2023	Policy, Disability	Pakistan	Included: Analytical paper (peer-reviewed) on policy gaps; directly relevant.

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Study Title	Authors	Year	Focus Area	Country	Inclusion/Exclusion (Rationale)
Inclusive Education in Pakistani Schools: Theoretical Perspectives, challenges and opportunities.	Muhammad, Y., Bokhari, T. B., & Anis, F.	2024	Disability/ Policy making and implementation	Pakistan	Included: Conceptual/theoretical review (peer-reviewed),case studies, covers definitions and scope.
Inclusive Education in Malaysia: Policy and Practice	ZM Jelas, M Mohd Ali	2014	Disability/ Policy making and implementation	Malaysia	Included: Foundational article on Malaysia's policies (within 2010–24).
Inclusive education: Equality and equity (Teachers' views about inclusive education in Malaysia's primary schools).	Salleh, R., & Woollard, J	2019	Disability, Classroom practice/ teacher attitude	Malaysia	Included: Empirical study (teachers) in Malaysia; peer-reviewed.
Teachers' attitudes towards inclusive education: a cross-national exploration	Charitaki, G., Kourti, I., Gregory, J. L., Ozturk, M., Ismail, Z., Alevriadou, A., ... & Demirel, C.	2024	Disability, Teacher Attitudes	Malaysia	Included: Survey of Malaysian teachers (fits our focus).
INCLUSIVE EDUCATION PROGRAMS IN MALAYSIA: TEACHERS'CHALLENGES IN IMPLEMENTATION	Nordin, M. N	2024	Disability, Teacher challenges	Malaysia	Included: Qualitative study; addresses teacher challenges with PPI (peer-reviewed).
The Zero Reject policy: a way forward for inclusive education in Malaysia?	Chin, M	2023	Disability, Policy	Malaysia	Included: Analysis of Malaysia's Zero Reject policy (peer-reviewed).
Including children with autism spectrum disorder in regular schools: a mother's perspective	Min, L. H., & Wah, L. L.	2021	Disability (Autism)/ Parents atitude	Malaysia	Included: Focus on autism inclusion; within scope of disability inclusion.
The Level of Readiness of Trainee Teachers for The Implementation of Inclusive Education in Primary Schools.	bin Suhaimi, S. A.	2024	Disability, Teacher Training	Malaysia	Included: Study of pre-service teachers (peer-reviewed, fits timeline).
The Neoliberal Agenda of the Malaysian Education Blueprint 2013-2025: A Framework for the	Ren, I. T. Y.	2024	Policy, Disability	Malaysia	Included: Government blueprint outlining inclusive goals (policy

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Development of Cosmopolitan Nationalism					context, key national source).
Indigenous education policy in Malaysia: A discussion of normalization in schooling.	Rosnon, M. R.	2016	Cultural Diversity, inclusive policies	Malaysia	Included: Addresses inclusion of native (Orang Asli) students (peer-reviewed).
Ethnic Disparities and Socioeconomic Factors in STEM Education in Malaysia: Towards Inclusive Practice	Krishnan, S.	2025	Socioeconomic,	Malaysia	Included: Links poverty with inclusion (fits scope, in range).
Rethinking Teaching Strategies: Considerations for Promoting Equity, Diversity, And Inclusion.	binti Salleh, R	2023	Cultural Diversity	Malaysia	Included: Addresses multicultural inclusion, relevant to focus.
A Synthesis of Current Educational and Literacy Practices for Multilingualism and Inclusive Education Integration	Ng, C. H., & Cheung, Y. L.	2024	Linguistic, Disability	Malaysia	Included: Examines language issues in inclusion (recent and relevant).
Higher education in Pakistan and Malaysia: A comparative analysis of their education policies in the modern era of technology	Haider, K., Kerio, G. A., & Kazimi, A. B	202o	Comparison/Policy, Equity	Pakistan, Malaysia	Included: Higher education policies; comparative study (published, covers both countries).
Multiculturalism, educational inclusion, and connectedness: Well-being, ethnicity, and	Yuen, C. Y	2022	Disability	China, Hongkong,	Excluded: Regional study does not include both countries.
Global Context of Inclusive Education (SDGs and Conventions)	UNESCO (GEM Report)	2020	Disability, Policy	Global	Excluded: Global overview (useful background) but not country-specific empirical data.
Education Act 1996 and NEP 2009: Overview of Disability Provisions	Government Sources	1996, 2009	Disability, Policy	Malaysia, Pakistan	Excluded: Primary policy documents (pre-2010); cited in narrative but outside time scope for data extraction.
International trends in inclusive education: The continuing challenge to teach each one and everyone	Ferguson, D. L	2008	Disability, Policy	Europe	Excluded: Outside regional focus (included for context comparison only).

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Study Title	Authors	Year	Focus Area	Country	Inclusion/Exclusion (Rationale)
An overview of inclusive education in the United States.	Hossain, M.	2012	Disability	USA	Excluded: Not relevant region (no PK/MY), though conceptually related.
Pre-service teachers' attitude towards inclusive education for students with Autism Spectrum Disorder in Malaysia	Low, H. M., Lee, L. W., & Che Ahmad, A.	2018	Autism/ Teachers attitude	Malaysia	Included: Study of pre-service teachers attitudes towards inclusivity.
Experiences of parents and teachers with virtual classrooms during the COVID-19 restrictions: A study focusing on inclusive education in Malaysia.	Phua, C. Y., Chua, K. H., & Bong, W. K	2022	e-learning/inclusive education	Malaysia	Included: study of quantitative data of Parents attitude towards inclusivity through e-learning.
Inclusive Education: Perception, Practice and Implementation Within Malaysia	Chua, T. S., & Low, H. M.	2024	Policy, Disability	Malaysia	Included: UNESCO report and Government blueprint outlining inclusive goals (policy context, key national source).
Comparative Study of Inclusive Education Programs for Women in Indonesia and Malaysia.	Supianto, S., Marmoah, S., Poerwanti, J. I. S., Istiyati, S., Sukarno, S., & Mahfud,	2024	Inclusivity/ Gender disparity	Malaysia and Indonesia	Included: Comparative study about gender discrimination.
Inclusive education: Teacher perspectives from Malaysia.	Bailey, L., Nomanbhoy, A., & Tubpun, T.	2015	Disability/ Teachers challenges	Malaysia	Included: A survey of challenges faced by teachers.
Teachers' leadership in inclusive education in Johor Bahru, Malaysia	Khairul Farzana Khairul Faizy et al,	2013	Disability/ Teachers Leadership	Malaysia	Included: a qualitative method with case study design through face to face interviews.
Education in Malaysia: Educating for Inclusive-Holistic Growth, Political Needs...?—The Transformation of Vernacular and Particularised Education towards	Naidu, S. N. M., & Rajanthiran, S	2021	Disability/policy	Malaysia	Excluded: Source is not trustworthy

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Study Title	Authors	Year	Focus Area	Country	Inclusion/Exclusion (Rationale)
Integration into "Malaysian Education".					
Inclusive education in Malaysia: Mainstream primary teachers' attitudes to chance of policy and practices.	bin Jantan, A. A.	2007	Disability/ Teachers attitudes	Malaysia	Excluded: Outside the scope of time
Impact of demographic variables in the development of prospective teachers' efficacy beliefs towards inclusive practices in the context of Pakistan	Shaukat, S.	2012	Disability/ Teachers attitudes	Pakistan	Included: A survey of challenges faced by teachers.
Parental Roles in Early Childhood Special Education for Children with Disabilities: A Case Study of Dera Ghazi Khan	Fatima, K., Akhtar, M. S., Shamshad, T., Tarar, M. A., & Kareem, A.	2024	Disability/Parents attitudes/ socioeconomic	Pakistan	Included: quantitative research design, the research examines the relationship between socioeconomic factors, parental involvement, and children's access to and participation in special education services.
Inclusive Education for Students with Hearing Impairment in Pakistan: Communication & Socialization Challenges at Higher Education	Qurat-ul-Ain	2021	Disability/ challenges	Pakistan	Included: Descriptive research method was used to collect data from teachers.
Transition of the Mainstream/Special Education System to the Inclusive Education System in Pakistan	Uzma Rafique	2019	Disability/ Policy	Pakistan	Excluded: Not published
Understanding pakistani elementary school teachers' attitudes toward inclusive education: Development of the teacher inclusion attitude questionnaire	Anis, F., Waqar, Y., & Muhammad, Y.	2025	Disability/ Teachers attitudes	Pakistan	Excluded: Beyond the scope of study.
Challenges to Implement the Inclusive Education in Pakistan: A Case of	Sarwar, S., & un Nisa, A.	2024	Implementation Inclusive education	Pakistan	Included: Qualitative research

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Study Title	Authors	Year	Focus Area	Country	Inclusion/Exclusion (Rationale)
Intellectually Disabled Children					
Access challenges to education in Pakistan.	Muhammad Rizwan	2022	Access to education	Pakistan	Excluded: Outside the scope of study
A BRIEF REVIEW OF THE EDUCATION SECTOR IN PAKISTAN.	Ullah, I., & Khan, A. S.	2023	Education scenario	Pakistan	Excluded: Outside the scope of study
Charting the path: Overcoming hurdles and forging ahead with the single national curriculum in Pakistan's primary schools.	Thakur, I., Aziz, F., Sultana, N., & Haqdad, A	2021	Policy	Pakistan	Excluded: Outside the scope of study
Analysis of the Institutional Barriers to Inclusive Education for Diverse Student Needs in Pakistan	ul Haq, M. A., & Rafiq, N.	2025	Inclusive/ barriers/challenges	Pakistan	Included: Qualitative data were collected through interviews and focus groups with parents, school administrators, and educators
Mapping the Landscape of Inclusion: A Multidimensional Conceptual Framework for Inclusive Education in Pakistan	Safdar, S., Basit, I., & Anis, F.	2024	Policy implementation	Pakistan	Included: Policy framework and classroom implementation.
Constructing Inclusive Higher Education: A Grounded Theory Study of Faculty Experiences with Disability Accommodation in Pakistani Universities.	Bokhari, T. B., Anis, F., & Shahzad, A	2025	Disability/ Accessibility	Pakistan	Included: Qualitative data were analyzed using constant comparative methods
Empowering teachers through reflective practice: A pathway to inclusive classrooms in Pakistan.	Safdar, S., Waqar, Y., Anis, F., & Muhammad, Y.	2024	Inclusive/ classroom implementation	Pakistan	Included: Qualitative research
Enhancing inclusive education in Pakistan through e-learning: A review of current practices, challenges, and future directions	Muhammad, Y., Waqar, Y., & Anis, F.	2024	Inclusive/ e-learning	Pakistan	Included: Qualitative research (study reviews literature)

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Study Title	Authors	Year	Focus Area	Country	Inclusion/Exclusion (Rationale)
Equity, diversity, and inclusion in medical education in Pakistan: Navigating a complex landscape.	Ali, F. A., Ata, M., Azam, F., & Shaheen, A.	2023	equity, diversity, and inclusion (EDI)	Pakistan	Included: Qualitative research
Teachers attitude towards inclusive education in educational institutions of Pakistan.	Khalid, J., & Othman, N. B	2022	Inclusive/ Teachers attitudes	Pakistan	Included: quantitative research methodology, the survey tool is used for the collection of data
Inclusive education and mental health: addressing the psychological needs of students in Pakistani schools.	Waqar, Y., Rashid, S., Anis, F., & Muhammad, Y.	2024	Mental Health	Pakistan	Included: Based on literature review.
Promoting Inclusive Education for Children with Disabilities in Pakistan	Farooq, H. O., Hassan, R. S., & Rasool, F. H	2023	Policy implementation	Pakistan	Included: comparative interview bases questionnaire
Implementation of inclusive education programme for Special Education Need students with learning disabilities in Malaysia.	Omar, S. R.	2018	Classroom implementation	Malaysia	Included: Analysis of SEN stakeholders
Attitude of Pakistani parents towards inclusive education.	Mohsin, M.	2013	Parents attitudes	Pakistan	Included: Analyses the parent's readiness towards inclusive Ed.
Accessibility to Higher Education through Inclusivity: A Case Study of the University of Malaya	Zubairi, Y., Khor, E., & Ghazali, K.	2015	Accessibility of inclusive Ed	Malaysia	Included: Qualitative data were analyzed

Table 1. Summary of Studies on Inclusive Education (2010–2024)
Table 1 notes: Entries marked "Included" meet all criteria (2010–2025, focus on inclusive education in Pakistan/Malaysia or both). "Excluded" studies were reviewed for context but do not directly inform the comparative analysis (e.g. outside region, outside timeframe, or general/global focus).

1. Introduction to Inclusive Education

The idea and practice of teaching all students in mainstream schools, regardless of their background, ability, or disability, is known as inclusive education. (Lindner et al,2025; UNESCO, 2020). It is grounded in international frameworks such as the *Salamanca Statement* (UNESCO, 1994) and the *Sustainable Development Goal 4 (SDG-4)*, which advocates for "inclusive and equitable quality education for all" (UNESCO, 2017).

Segregated special education has given way to integrative and participative approaches that prioritize access, equity, and belonging in the global adoption of inclusive education. (Florian & Spratt, 2020). However, the effectiveness of

inclusive policies largely depends on local contexts, resource allocation, teacher preparedness, and community attitudes (Sharma et al. 2021).

THEMATIC ANALYSIS:

FINDINGS:

1. Inclusive Education Policy in Pakistan:

The education system has been changing from the last few years, and the government is trying to implement inclusive education by introducing new policies. Despite the fact that Pakistan's education system faces a lot of challenges, it is trying to incorporate inclusive education in its mainstream schools. The *National Education Policy (2017)* and the *National Policy for Persons with Disabilities (2018),*both emphasize on the importance of implementing inclusive education in classrooms for students with diverse needs (Government of Pakistan, 2018).

Private foundations in Punjab and UNICEF have initiated many projects which work on training teachers for inclusive classrooms. These workshops have shown positive results. (UNICEF, 2021)

a) Hameed, A., & Manzoor, A. (2019). Similar agenda, diverse strategies: A review of inclusive education reforms in the Subcontinent. Bulletin of Education and Research, 41(2), 53-66.

The authors report that Pakistan's government has shown strong resolve to implement inclusive education in its classrooms. They have introduced many policies to bring a change in their education system., but these policies are often vague without clear directions. Most of these policies are trying to help and incorporate only disabled kids and rather than meeting the needs of all the diverse needs. Moreover there is poor coordination and no clear rules or national standards for how schools should become more inclusive. There is limited resources allocated for inclusive education. The teachers are also not being appropriately trained to handle diverse kids in a classroom. The study concluded that due to these issues, the plans on paper often do not happen in real life.

b) Khan, M. A., Hassan, K. H. U., & Akmal, F. (2023). Exploring the Least Restrictive Environment (LRE) for Quality Inclusion of Special Needs in Pakistan: Needs, Policies, and Practice. Pakistan Journal of Humanities and Social Sciences, 11(1), 258-265.

The authors found in their research study that Pakistan has kids friendly policies that try to help all the children in the best possible way. However, these policies have unclear rules, without giving any clear directions or step by step procedure to guide schools to implement these policies. Due to these vague policies, schools often adapt random informal rules. Moreover, many of these schools lack resources like assistive technologies and special learning materials to support inclusion in their schools. The number of trained teachers and support staff is not sufficient enough to implement these policies. Schools are underfunded and resource allocation often does not meet the requirements. As a result, the entire system is inconsistent and fragmented.

c. Safdar, S., Basit, I., & Anis, F. (2024). Mapping the Landscape of Inclusion: A Multidimensional Conceptual Framework for Inclusive Education in Pakistan. The Critical Review of Social Sciences Studies, 2(2), 527-529.

The authors reported that Pakistan's government recognizes many different parts of an inclusive education. However, they fail to address how all these parts work together to form an all-inclusive educational system. The policies often state what they want to achieve in the educational landscape of Pakistan, rather than stating the ways to achieve that. Government has set no clear goals or rules to check if a school is truly inclusive. Due to unclear directions, many schools have not adopted inclusive policies. Moreover, the extra resources like differentiated planning and teacher training are often not sufficient. The study concluded that although government talks about changing, but the progress has been really slow. the lack of planning stops real change from happening.

d. **Farooq, H. O., Hassan, R. S., & Rasool, F. H. (2023). Promoting Inclusive Education for Children with Disabilities in Pakistan. Global Social Sciences Review, 8(2), 427-434.**

The authors of the study state that the government of Pakistan has strong intentions of making mainstream schools into inclusive educational systems. These goals are often just written as policies on paper without any real classroom implication. There is no detailed guide or measuring parameters on how to set up an all-inclusive school. The school's administration faces a lot of challenges like untrained teachers, lack of fund, no assistive technologies or special tools to address the needs of diverse learners. The study concluded that because of these gaps, the policies do not yet help most students in a meaningful way.

2. Inclusive Education Policy in Malaysia:

Malaysian policy makers have taken a centralized and organized approach towards inclusive education. Under the Malaysia Education Blueprint **(2013–2025)** it is stated that schools need to expand their sizes in a way that they ca be made accessible to students with special needs. They have initiated PPI (Program Pendidikan Inklusif), according to which they will form inclusive education program within mainstream schools. They will also work on teacher development and training that focuses on inclusive pedagogy. Resources will also be allocated to provide assistive technologies for inclusive education.

Malaysia shows a proactive forward-thinking transition to adapt inclusive education. According to their Zero Reject Policy (ZRP) introduced in December 2018, all students must have an access to schools. The long-term vision for the educational reform was setup by the Malaysian Education Development Plan (PPPM) 2013–2025.

a. **Jelas, Z. M., & Mohd Ali, M. (2014). Inclusive education in Malaysia: Policy and practice. International Journal of Inclusive Education, 18(10), 991-1003.**

Jelas and Mohd Ali (2014) report that according to the Education Act and Blueprint (2013–2025), Malaysian policies have a very systematic approach towards Inclusive education. This approach is in alignment with the international frameworks like Salamanca Statement. The 2018 Zero Reject Policy (ZRP) mandated to include all the SEN students in the mainstream schools. It alims to reach 75% inclusion rate by 2050. Systematic teacher traing. Funding for the resource rooms and specialized assistive technologies are provided through Program Pendidikan Inklusif (PPI). Although there is a consistent effort by the policy makers to adapt inclusive education in the main stream schools, but the system still faces many challenges like inconsistent school-level execution, varying teacher confidence, and gaps in the availability of support personnel.

b. **Chin, M. (2023). The Zero Reject policy: a way forward for inclusive education in Malaysia. International Journal of Inclusive Education, 27(4), 526-540.**

The article states that according to the ZERO REJECT POLICY (ZRP) it is a legal binding that any child with any special needs cannot be denied admission in a school. The policy shows a transition from selective integration to full inclusion, by providing individualized support planning and procedures for learners with diverse needs. Ministry of Education's will provide appropriate accommodations and expand inclusive programs to enforce the policy commitments. Although there are advancements towards inclusive education, but there are still some barriers faced by the schools that stop full implementation. These barriers are inconsistent school readiness, a shortage of specialized personnel, and unequal access to assistive resources.

c. Ren, I. T. Y. (2024). The Neoliberal Agenda of the Malaysian Education Blueprint 2013-2025: A Framework for the Development of Cosmopolitan Nationalism. Journal of International Education, 6, 23-42.

The **Malaysian Education Blueprint** (2013–2025) is heavily influenced by the neo-liberal policies. These policies include efficiency, accountability, and global competitiveness to enforce inclusive education in Malaysia. Although these policies have provided a structured guideline but due to uneven implementation due differ,t resources provided in different schools they often focus on efficiency over equity. The author concludes that Malaysia's policy environment supports the expansion of inclusion but simultaneously limits the depth and consistency of actual inclusive practices.

d. Chua, T. S., & Low, H. M. (2024). Inclusive Education: Perception, Practice and Implementation Within Malaysia. Jurnal Pendidikan Bitara UPSI, 17, 126-134.

The authors have found that the Malaysia has very strong policy regarding the inclusive education, but the implementation is often not reflected in the classrooms. Teachers often face difficulty and overwhelmed due to the lack the specific training, extra classroom help, and expert services needed to teach students with diverse needs. The authors concluded the study by reaching to the conclusion that the government has made strong policies regarding inclusive education, but the need to focus more on ongoing teacher coaching, better monitoring, and stronger support systems to make inclusion work in every school.

3. Teacher Preparation/attitude in Pakistan

a) Kamran, M., Siddiqui, S., & Adil, M. S. (2023). Breaking barriers: The influence of teachers' attitudes on inclusive education for students with mild learning disabilities (MLDs). Education Sciences, 13(6), 606.

The authors in this study found that if the teachers are ready to support the students with diverse needs in a classroom, then only the students with mild learning disabilities (MLDs) can be incorporated in the mainstream schools. As Pakistani government has not provided any clear instructions or specific training, so the teachers are not equipped to support all Inclusive environment. The authors conclude in their study that unless teachers are provided with the proper training and better funding, than this policy would only stay on paper.

b) Shaukat, S. (2012). Impact of demographic variables in the development of prospective teachers' efficacy beliefs towards inclusive practices in the context of Pakistan. The European Journal of Social & Behavioural Sciences, 3(3), 484-508.

The study explains how there are no clear instructions for the schools to adapt inclusive education in the schools. As there only vague policies, most of the teachers do not have the professional training required to manage an inclusive classroom. The current educational policy does not have any real hands-on-experience between students and teachers. This leaves teachers very overwhelmed and underprepared for the job. The study finally concludes that the policy does "talk" about teacher training, but does not allocate any funding or guidelines to achieve the required results.

c) Khalid, J., & Othman, N. B. (2022). Teachers attitude towards inclusive education in educational institutions of Pakistan. International Journal of Academic Research in Business and Social Sciences, 12(2), 342-353.

The authors find that mostly teachers don't like the idea of inclusive education, as they are not properly trained to take care of the needs of special students. Teachers often feel that they neither have the resources nor the skills to support a diverse classroom. Moreover, there are many problems like classes having too many students, strictly controlled lesson plans, and a lack of specialized help or equipment which hinders any real progress. The study concludes that to gain the confidence of the teachers, policy makers need to

communicate and make policies more clearer to the schools.

4. Teacher Preparation/ attitude in Malaysia

a. Salleh, R., & Woollard, J. (2019). Inclusive education: Equality and equity (Teachers' views about inclusive education in Malaysia's primary schools). Jurnal Pendidikan Bitara UPSI, 12, 72-83.

The authors of the study found that the Malaysian teachers are more accepting to transition to the inclusive education, as it provides all learners and equal opportunity. Although teachers show a positive attitude towards the inclusive education, but they feel that they still do not have the hands-on experience with the students of diverse needs. The study concludes that while the government has strong laws, teachers will only feel fully committed when they receive better ongoing training and more help within their schools. They have low confidence due to large classes, a lack of assistant teachers to help them, and a shortage of specialized books or tools.

b. Charitaki, G., Kourti, I., Gregory, J. L., Ozturk, M., Ismail, Z., Alevriadou, A., ... & Demirel, C. (2024). Teachers' attitudes towards inclusive education: a cross-national exploration. Trends in Psychology, 32(4), 1120-1147.

The authors in this study compare the policies and teachers attitudes in both countries. They find that teacher's attitudes regarding inclusive education are not their personal opinion, but rather a reflection of their country's laws, resources available and training they receive. Malaysia where there are better resources and teacher development opportunities available, teachers have a positive attitude towards inclusive education. Whereas, teachers in Pakistan are not so confident due to less resources and no adequate teacher training. The study concludes that while teachers everywhere value the idea of equality, they can only turn that value into action if the system provides them with the right training and school-level support.

c. bin Suhaimi, S. A. (2024). The Level of Readiness of Trainee Teachers for The Implementation of Inclusive Education in Primary Schools. In Proceeding of the International Conference on Global Education and Learning (Vol. 1, No. 2).

The study finds that the teacher that are enrolled in professional training still don't feel confident about inclusive education, as they argue that they have no real classroom experience of diverse needs students. Although they learn theory about it in their professional development programs, but many trainees feel unsure of their own ability to manage a diverse classroom. The study concludes that for these new teachers to be successful, training programs must include more real-world practice, better coaching, and more support before they start their careers.

D. Low, H. M., Lee, L. W., & Che Ahmad, A. (2018). Pre-service teachers' attitude towards inclusive education for students with Autism SpectrumDisorder in Malaysia. International Journal of Inclusive Education, 22(3), 235-251.

Students with **Autism Spectrum Disorder (ASD)** in regular classes, are more accepted by the teachers getting professional training on inclusive education in Malaysia. As the professional training for Autism increases the confidence of the teachers also increases as they tend to feel much more comfortable and willing to use inclusive teaching methods. The researchers conclude that while being positive is a great start, it isn't enough; teachers need deep training and actual hands-on experience to successfully support students with ASD.

5. Barriers/ Challenges faced in implementing inclusive education in Pakistan.

a. Shaukat, S. (2023). Challenges for education of children with disabilities in Pakistan. Intervention in School and Clinic, 59(1), 75-80.

The author argues that inclusive education for students with disabilities in Pakistan remains largely unproductive due to persistent systemic weaknesses. As schools do not have properly

trained teachers, or support staff it limits the schools ability to solve the problems of diverse learners. There are many other challenges such as large overcrowded classrooms, insufficient facilities and lack of assistive technologies that hinder the transition to inclusive education system. There is often inconsistent policies that results in a fragmented system. There is also a taboo and social stigma attached to special needs kids in Pakistan. This makes the execution of these policies very difficult. In the end the study concludes that Pakistan still struggles to adapt inclusive education policy due to these barriers

b. **Sarwar, S., & un Nisa, A. (2024). Challenges to Implement the Inclusive Education in Pakistan: A Case of Intellectually Disabled Children. International Journal of Trends and Innovations in Business & Social Sciences, 2(2), 168-175.**

The authors find that the Pakistan's education system faces a lot of challenges when it comes to incorporating the students with learning disabilities into mainstream schools. These barriers at both policy and school level. Although there is an overall positive attitude towards the adaption of inclusive education, but there are many challenges that schools face. These barriers include lack of facilities, supportive technologies, lack of teacher training and insufficient funds. It is alos very difficult for schools to implement policies as there is lack of coordination between different government departments. Sometimes, the acceptance of differently abled kids into mainstream schools is hindered by social stigma and parental misunderstandings.

c. ul Ain, Q. (2021). Inclusive Education for Students with Hearing Impairmentin Pakistan: Communication & Socialization Challenges at Higher Education. UMT Education Review, 4(1), 80-94.

The author of this study has highlighted the problems faced by students who cannot hear properly at the universities of Pakistan. Most universities in Pakistan do not have trained sign language interpreters. Moreover, the study materials also do not have any additional help like captions for videos for students with impaired hearing. These barriers make it difficult for these students to participate fully in class and group work. Moreover, the University staff often do not know how to communicate effectively with these students. This often leads to students with hearing impairments feel isolated. Overall, universities are not ready to fully include students with hearing loss.

d. **ul Haq, M. A., & Rafiq, N. (2025). Analysis of the Institutional Barriers to Inclusive Education for Diverse Student Needs in Pakistan. The Critical Review of Social Sciences Studies, 3(2), 372-382.**

The authors of this study talk about how there is a huge gap between the inclusive policies introduced by the government and the adaption of these policies at the school level. Many schools have not provided the sufficient infrastructure like ramps to support students with disabilities. Schools are also not giving sufficient funds to adapt inclusive policy. There is a lack of trained teachers and materials to assist students with diverse needs. Many schools in Pakistan are not even trying to achieve inclusivity for their schools. The study concludes, that the schools are not ready to give every student a fair chance to participate.

6. **Barriers/ Challenges faced in implementing inclusive education in Malaysia**

a. Nordin, M. N. (2024). INCLUSIVE EDUCATION PROGRAMS IN MALAYSIA: TEACHERS'CHALLENGES IN IMPLEMENTATION. Special Education [SE], 2(1), e0017-e0017.

The author found that the Malaysia has strong inclusive education policies but the implementation in the classroom is still somewhat weak. Teachers need more training as they lack skills in adapting lessons and using individual teaching strategies. The schools have limited assistive technologies which can not cope with the large classes. While some teachers have lack o confidence when working with the students with diverse needs. The author concluded the study by

emphasizing on ongoing teacher training, better support systems, and more resources needed in the classroom.

b. Bailey, L., Nomanbhoy, A., & Tubpun, T. (2015). Inclusive education: Teacher perspectives from Malaysia. *International Journal of Inclusive Education, 19*(5), 547-559.

Authors in the study emphasize that Malaysian education system has strong policies regarding inclusive education. These policies are however, not fully implemented in the classrooms due to many reasons. Many students have different needs and it is difficult for the teachers to address all the diverse learners in a large classroom. Many teachers do not have appropriate training and there is a lack of assistive tools for diverse learners in the schools. The immense workload effects teacher's confidence that leads to uneven and weak inclusive practices in schools.

7. Classroom Practices/ Implementation in Pakistan

a. Rafique, U., & Hameed, A. (2021). Implementation of inclusive education in Pakistan: A case of school culture. Global Educational Studies Review, 6(2), 133-144.

The authors in this research study found that the Inclusive education in the schools of Pakistan is heavily influenced by the school's culture rather than the national policies. Teachers are not trained for a diverse classroom and often believe in traditional teacher centered classrooms. These teaching practices do not allow students with the diverse needs to participate mych in the classroom. There is a lack of resources in the schools to support teachers with the diverse learners in a classroom. The authors conclude that some schools in Pakistan support inclusion, while others allow exclusion. Overall, inclusive education remains more a goal than a reality in classrooms.

b. Muhammad, Y., Bokhari, T. B., & Anis, F. (2024). Inclusive education in Pakistani schools: Theoretical perspectives, challenges and opportunities. Pakistan JL Analysis & Wisdom, 3, 135.

This study focuses on the access of inclusive education in the schools of Pakistan. The authors found that there are policies regarding the inclusive education in Pakistan, but the classroom implementation is of these policies is very weak. The large classroom sizes, untrained teachers and limited resources often hinder the implementation of these policies in a classroom. There is also almost no individual support for a diverse learner. The inclusive culture of a school depended more or less on school's leadership and their attitudes towards inclusive education rather than the government policies. The authors conclude their studies by stating that the schools that encourage teamwork and awareness show better inclusion results.

c. Safdar, S., Waqar, Y., Anis, F., & Muhammad, Y. (2024). Empowering teachers through reflective practice: A pathway to inclusive classrooms in Pakistan. *Research Journal for Societal Issues, 6*(3), 75-86.

The authors of this study talk about the reflective practices of teachers. They sound that the teachers who reflect on their practices can adjust their teaching practices and support the students with diverse needs. This practice also creates a welcoming and inclusive classroom. However, many teachers do not use reflective practices in their teaching. They are also not provided with the training to reflect their teaching practice. Although school leadership often encourages an inclusive classroom but more training programs are needed to support reflective teaching.

8. Classroom Practices/ Implementation in Malaysia

a. Omar, S. R. (2018). Implementation of inclusive education programme for Special Education Need students with learning disabilities in Malaysia. BITARA International Journal of Civilizational Studies and Human Sciences (e-ISSN: 2600-9080), 1(4), 85-95.

The authors finds in this study that the inclusive education practices have improved significantly in Malysia. Teachers are using many different teaching methods to support the students with diverse needs. Schools often use group work in classrooms, this practice is effective with implementing inclusive education. Schools also provide support through resource teachers and assistive technologies to help diverse learners. The author also emphasizes that the classroom practice to support inclusion differs in every school. Proper teacher training has a profound effect on the quality of inclusion. The authors conclude that the school leadership and ongoing training are important for effective inclusion.

9. Parents attitude towards inclusive education in Pakistan

a. Fatima, K., Akhtar, M. S., Shamshad, T., Tarar, M. A., & Kareem, A. (2024). Parental Roles in Early Childhood Special Education for Children with Disabilities: A Case Study of Dera Ghazi Khan. Journal of Asian Development Studies, 13(4), 402-413.

In this article, authors find how does parents attitudes effects the inclusive education in Pakistan. They find that inclusive education works better if the parents are actively involved, specially in early childhood education. Teachers that are associated closer to the parents can work better meeting children's diverse needs. They also emphasize that parent-teacher collaboration helps improve student engagement and development, but many parents do not have proper awareness regarding inclusive education. Many schools lack proper communication with the parents. Also due to the economic restraints, parents often face challenges in addressing their child diverse needs. Schools need to provide better resources including assistive materials and teacher training to enforce inclusive education. The study concludes that the strong parent involvement is key to successful inclusion in early childhood settings.

b. Mohsin, M. (2013). Attitude of Pakistani parents towards inclusive education. In INTED2013 Proceedings (pp. 6715-6722). IATED.

The author of this study found that the parents in Pakistan have a positive attitude towards the inclusive education policies being implemented in schools. However, there are some parents that worry about the quality of education in inclusive schools, but mostly parents believe inclusion can help social and academic development. Although parents are concerned that the lack of trained teachers and limited resources available would not be able to support inclusion in classrooms. The author emphasizes that the views of parents are often influenced by income level and past experience. The cultural taboo associated with the disability also effects parents' views on inclusive education. In the end author conclude that parents support inclusion only when they trust schools to meet their child's needs.

c. Virani, Z., & Ali, N. H. (2022). Perceived Challenges and Parental Involvement in Inclusive Education: An Exploratory Study of Primary Schools in Pakistan. Journal of Education and Educational Development, 9(2), 302-321.

The authors report in this study that the parental involvement is crucial in implementing inclusive education in Pakistan. Lack of awareness about inclusive education affects parental involvement which leads them to not knowing if their child needs individual support in a school setting. Parental involvement also influences on school's preparedness regarding inclusivity. Parents also worry regarding lack of resources in schools, which leads to some parents being unsured if their child will get individual support. Also, the economic difficulties and cultural beliefs about disabilities limit parental involvement. The authors conclude that when parents and schools work together,

students do better, but Parent–School collaboration in Pakistan is still weak and inconsistent.

10. Parents attitude towards inclusive education in Malaysia

a. Min, L. H., & Wah, L. L. (2020). Including children with autism spectrum disorder in regular schools: a mother's perspective. Social Education Research, 130-135.

The authors of this study find out about parents' attitudes towards inclusive education regarding autistic kids in Malaysia. Parents in Malaysia mostly support inclusive education for children with autism. A mother's attitudes are detrimental regarding inclusive education. They believe inclusion helps social skills, independence, and learning. Parents actually worry if the schools have properly trained teachers and resources to support inclusive education in the classrooms. They also believe that peer acceptance and attitudes also play an important part in implementing inclusive education. The study also finds that school's readiness to implement inclusive education also effects parent's confidence. The cooperation between parents and schools plays a very important part in making inclusion work in schools. The study concludes, that the parents trust inclusion more when schools are well prepared.

11. Socioeconomic Barriers in implementing Inclusive education in Pakistan

a. Lateef, A., Noor, K., Yousaf, S., & Najaf, A. (2024). Diversity in Education: Strategies for Inclusive Classrooms in Punjab, Pakistan. Journal of Social Signs Review, 2(4), 916-933.

The authors report that socioeconomic barriers make inclusive education difficult in Punjab, Pakistan. The students that belong to the low-income families have less access to quality education or schools that provide assistive technologies, learning materials, and specialist support. Poor families often cannot afford expensive inclusive schools or transport facilities for those schools. Financial constraints may also reduce parental involvement in children's learning. Moreover, parents may have less time, awareness, or ability to support inclusion. The study concludes that economic differences are a major obstacle to fair and effective inclusion. Government should make the policy changes that allocate resources in a way that help disadvantaged students.

12. Socioeconomic Barriers in implementing Inclusive education in Malaysia

a. Krishnan, S. (2025). Ethnic Disparities and Socioeconomic Factors in STEM Education in Malaysia: Towards Inclusive Practice. Akademika, 95(2), 279-298.

The author reports that the socioeconomic conditions pose as a barrier to STEM education in Malaysia. Students that belong to the low-income families, and families from marginalized communities have less access to the modern technologies. There is also a difference in parental support, school facilities, and teacher quality that increases inequality. Although the national policies try to breach this problem, but difference due to economic background still persists. Addressing these economic disparities is key to inclusive STEM education. The study concludes that the targeted support, resources, and interventions are needed for all students to succeed.

13. Gender Disparity in implementing Inclusive education in Pakistan

Umar, M., & Asghar, Z. (2017). Analysis of Gender Parity for Pakistan: Ensuring Inclusive and Equitable Quality Education. MPRA Paper No. 80482. Accesses 29-09-2017: https://mpra. ub. uni-muenchen. de/80482.

The authors report that Gender differences create challenges for inclusive education in Pakistan. Furthermore, in rural areas of Pakistan, and the poor families has a very low literacy rate when it comes to the education of girls. Due to the cultural norms, there is lower enrollmant and retention of girls especially in secondary schools than boys. There are many reasons behind this like early marriages, lack of safe environment, and domestic

responsibilities that limit a girl's schooloing in Pakistan. This results in reduction in girls participation and limits their academic progress. The study concludes that to eliminate this difference, government needs to make policies and provide better infrastructure that is needed for gender equality in education sector of Pakistan.

14. Gender Disparity in implementing Inclusive education in Malaysia

Supianto, S., Marmoah, S., Poerwanti, J. I. S., Istiyati, S., Sukarno, S., & Mahfud, H. (2024). Comparative Study of Inclusive Education Programs for Women in Indonesia and Malaysia. Al-Ishlah: Jurnal Pendidikan, 16(2), 681-691.

The study found that the inclusive education in Malaysia has a profound difference in accessibility for both genders. Girls, that have special needs due to disability often face problems when it comes to inclusive education. Although the government has tried to eliminate this by introducing national policy that promotes equality, but due to cultural norms girls often face problems that limit their academic progress. Moreover, the schools also have limited resources, less trained gender sensitive teachers, and a lack of support services. The study concludes that there is a need for government to implement these policies, train teachers, and get community's support to reduce gender difference in education.

15. Cultural and linguistic diversity in implementing inclusive education in Pakistan

a. Ullah, A., & us Samad, A. (2025). Importance of Linguistics Diversity in Inclusive Education: A Study of District Lower Chitral Pakistan. Research Journal of Psychology, 3(2), 498-505.

The study finds the effect of linguistic and cultural diversity on the inclusive education in Pakistan, especially in multilingual areas like Lower Chitral. The study reflects on the challenges faced by students who speak minority language. They often struggle to understand the basic curriculum as it is mainly in Urdu or English. Teachers also lack training to address these diverse lingual needs of students. As a result, it effects their class participation, confidence and academic progress. Cultural differences also lead the minority students to be marginalized in the classroom, distancing them from their peers. The authors conclude the study by highlighting the fact that the government needs to implement such policies that addresses these differences. They can train culturally responsive teachers, make curriculum adjustments and promote collaborated group work to meet the needs of linguistically diverse learners

b. Ali, F. A., Ata, M., Azam, F., & Shaheen, A. (2023). Equity, diversity, and inclusion in medical education in Pakistan: Navigating a complex landscape. *MedEdPublish*, *13*(309), 309.

The authors of this study report how linguistic and cultural differences have affected the students in Pakistan's medical schools. The study sows that the students from different marginalized backgrounds, often find it difficult to follow the curriculum, participate in class or collaborate with their peers. The study talks about the importance of creating a safe space for students whose first language is not Urdu. The study concludes by highlighting that government needs to address language and culturally diverse problems by adapting inclusive policies in Pakistan's educational system.

16. **Cultural and linguistic diversity in implementing inclusive education in Malaysia**

a. Rosnon, M. R. (2016). Indigenous education policy in Malaysia: A discussion of normalization in schooling. Journal of Education and Social Sciences, 4, 25-32.

The author of the study reports that the indigenous students in Malaysia face a lot of challenges in their schools. As they have indigenous language as their first language, they have difficulty in understanding curriculum which is mainly in Malay and English. This language barrier makes it difficult for them to participate in class. This also affects their academic progress and performance. Teachers are not trained to tackle

this issue, neither the curricula is flexible to help them cope with this problem. The author concludes the study by stating that government should implement policies that help indigenous students to not only adjust in schools but it should be supportive of their identity and culture.

b. binti Salleh,(2023) R. Rethinking Teaching Strategies: Considerations for Promoting Equity, Diversity, And Inclusion.

The study reports that the inclusive education in Malaysia is greatly effected due to the cultural and language difference. It highlights the problems of the students that come from minority language group, stating that they have difficulty in not only understanding the curriculum, but also participating in class and interacting with teachers and friends. As the curriculum is either in Malay or English, it becomes difficult for them to engage in classroom activities. The study concludes by highlighting the importance of culturally responsive trained teachers, differentiated lesson planning, and inclusive communication my help to overcome this problem.

c. Ng, C. H., & Cheung, Y. L. (2024). A Synthesis of Current Educational and Literacy Practices for Multilingualism and Inclusive Education Integration. Multilingualism and Multiculturalism: Language Teaching and Learning, 3, 52.

The author reports in his research study that the language and cultural differences create a lack of opportunities for students from marginalized groups in Malaysia. Students who have different first language, often struggle to follow regular curriculum at school. They also struggle to participate in classroom or interact with teachers or peers properly. The author explains that it is very important for a techer to be ready and trained to incorporate such students in an all inclusive classroom. The study highlights that using different strategies such as culturally relevant materials, and tailored language support can improve inclusion, student engagement, and learning outcomes.

17. **Inclusive education through e-learning in Pakistan**

a. Muhammad, Y., Waqar, Y., & Anis, F. (2024). Enhancing inclusive education in Pakistan through e-learning: A review of current practices, challenges, and future directions. Global Regional Review, 9(1), 53-63.

This study highlight how e-learning in Pakistan can support the needs of the diverse learners. This can be achieved by making differentiated learning plans and using assistive tools by curriculum developers. Digital platforms enable adaptive instruction, tailored learning materials, and interactive engagement, that can help students with disabilities participate in mainstream classrooms. However, the author highlights challenges faced by Pakistani educators to adapt digital learning platforms. There is a persistent digital divide, unequal access, inadequate internet supply, and digitally untrained teachers that hinder the adaptability of digital measures in the pedagogy. The author concludes that all these concerns would have to be resolved before Pakistani education system can be digitally transformed.

18. **Inclusive education through e-learning in Malaysia**

a. Shaukat, S. (2023). Challenges for education of children with disabilities in Pakistan. Intervention in School and Clinic, 59(1), 75-80.

The author of this research study reported that e-learning became very crucial for Malaysian students during Covid-19, but it had little effect on inclusive education. Although online classes had some flexibility and could allow individual planning to a certain point but many students still faced a lot of challenges when it came to online education. Many teachers were also not trained to provide online lessons. And adaptation to the online mode was difficult for them. The study concluded by stating that e-learning platforms can be helpful tools in inclusive education if hey are used properly by trained teachers, and made accessible by providing structural support to

families. This way they could ensure all students can participate equally

19. **Accessibility of Inclusive Education in Pakistan**

a. Bokhari, T. B., Anis, F., & Shahzad, A. (2025). Constructing Inclusive Higher Education: A Grounded Theory Study of Faculty Experiences with Disability Accommodation in Pakistani Universities. Research Journal of Psychology, 3(1), 298-308.

The study highlights the problems faced by disabled students in the universities of Pakistan. As universities still offer little to no support to provide inclusive education. These differently abled students face a lot of problems like inaccessible classrooms, lack of assistive technologies, no adaptive learning materials and lack of infrastructure like ramps. Although manu teachers and staff support inclusive education, but due to the limited resources and untrained staff it is difficult for universities to implement these policies. The study concluded by stating that government needs clear policy guidelines, monitor implementation and proper resource allocation for a positive change in education system in Pakistan's universities

20. **Accessibility of Inclusive Education in Malaysia**

Zubairi, Y., Khor, E., & Ghazali, K. (2015). Accessibility to Higher Education through Inclusivity: A Case Study of the University of Malaya. *Educational Access and Excellence, 1*, 154.

The authors report that despite many challenges persisting in implementing inclusive education across universities in Malaysia, there have been positive changes in the University of Malaya. The authors note that the flexible curricula, accessible infrastructure, trained teachers and assistive technologies have played a vital role in bringing about this transition. It helped students to participate in class and helped with their academic performance. However, uneven awareness, limited training, and inconsistent services across departments can restrict access. The study concludes by stating that to achieve full equity, the institutions in Malaysia need to commit fully to develop infrastructure, train teachers and adapt differentiated learning for the students with diverse needs.

21. Comparative Policy Iplementation

Pakistan and Malaysia, both show a strong commitment towards adapting inclusive education in their mainstream schools, but comparative studies reflect that Malaysia's centralized policies have a better framework and approach to implement their policies in the classrooms (UNESCO, 2022) than Pakistan's.

Ho

wever, Paistan is tryingto work with several international organizations and NGO's that are working towards teacher training and spreading awareness to make inclusive schools more acceptable (UNICEF, 2021).

Haider, K., Kerio, G. A., & Kazimi, A. B. (2020). Higher education in Pakistan and Malaysia: A comparative analysis of their education policies in the modern era of technology. Global Educational Studies Review, 5(3), 103-113.

This research study reports the differences in education policies and their implementation in classroom in Pakistan and Malaysia. It highlights that Malysia's government uses a structured approach and framework to make educational policies. Moreover, they provide detailed guidelines on how to implement these policies in classrooms. Whereas, Pakistan has also made many policies to transition its education system to an inclusive education system. However, the policies fail to give detailed guidelines on how to achieve that transition. The classroom implementation of these policies is also weak, depending on each school. Pakistan also faces many barriers like resource allocation, poor infrastructure, digital divide, limited materials and untrained teachers. This leads to inconsistent and fragmented implementation of policies. Malaysia also ahs better technological resources as compared to Pakistan which it uses to incorporate inclusive

education across all sectors. The study concludes that Malaysia implements inclusive education more effectively, whereas Pakistan needs stronger institutional support and strategic planning to make its policies work in practice.

22. Gaps in the Literature

In both countries, there are still a number of gaps in the expanding body of literature on inclusive education.

a) **Limited comparative research:** According to Florian and Spratt (2013), there aren't many studies that explicitly compare Malaysia and Pakistan in terms of classroom practices and policy. Florian, L., & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European journal of special needs education*, *28*(2), 119-135.

b) **Lack of empirical data** from classrooms means that the majority of studies conducted in Pakistan are still conceptual or policy-based (Ahmad et al., 2020). Ahmad, S., Reba, A., & Ahmad, S. (2020). Comparison between the perceptions of primary school teachers towards inclusive education in Peshawar, Pakistan. *Journal of the Social Sciences*, *48*(3).

c) **Tracking implementation:** Research on teachers' interpretations and operationalization of inclusion policies at the school level is scarce.

d) **Equity of access**: In both situations, there is a dearth of thorough information on socioeconomic status, gender, and rural-urban disparities among special needs students.

Discussion:

This study has taken a thematic analysis approach of the literature. This highlights the similarities and differences between the policy making and implementation of inclusive education in both Pakistan and Malaysia. It discusses the policy frameworks, their implementation in the classrooms, challenges, and enabling factors

Policy Frameworks and Implementation

The inclusive education in Pakistan is supported by the government who has made many national policies and legal frameworks to incorporate it (Hameed & Manzoor, 2019; Khan, Hassan, & Akmal, 2023; Safdar, Basit, & Anis, 2024). Although government has many policies, the implementation of these policies is still limited. They face a lot of challenges including limited resources, systematic barriers, untrained teachers and poor infrastructure that hinders the transition to all-inclusive system (Rafique & Hameed, 2021; Muhammad, Bokhari, & Anis, 2024).In comparison, Malaysian government shows strong resolve in implementing inclusive policies in classrooms. They follow structural frameworks, allocate resources, train teachers, use assistive technologies and provide infrastructure to achieve inclusiveness across all educational sectors (Jelas & Mohd Ali, 2014; Chua & Low, 2024; Haider, Kerio, & Kazimi, 2020). Policies like "Zero Reject" and a focus on accessibility highlight Malaysia's active efforts to ensure all students can participate fully in education (Chin, 2023; Zubairi, Khor, & Ghazali, 2018).

Teachers' Attitudes and Preparedness

A teacher's positive response towards inclusive education is absolutely necessary to successfully implement it in classrooms. Although, teachers in Pakistan are willing to adapt inclusice educational practices in their classrooms, but they have limited success due to many challenges. Pakistani teachers have limited training opportunities, minimum experience with diverse learners, and a lack of assistive technologies available in classrooms. These barriers hinder the transformation of mainstream schools into inclusive organizations (Khalid & Othman, 2022; Kamran, Siddiqui, & Adil, 2023; Shaukat, 2012). However, in Malaysia, not only teachers are positively more inclined to accommodate diverse learners in their classrooms, but they have access to professional teacher development, funded resources, and assistive technologies for differentiated learning. This helps them address the needs of many diverse learners in their classrooms (Salleh & Woollard, 2019; bin Suhaimi, 2024; Ng & Cheung, 2024). This shows that ongoing professional development and teacher readiness is very crucial to support

inclusive practices in both countries (Safdar, Waqar, Anis, & Muhammad, 2024).

Barriers and Challenges

Both countries, Pakistan and Malaysia face many challenges when it comes to implementing inclusive education in their classrooms. The set of challenges faced by Pakistan are, weak infrastructure, digital divide, lack of resources, poor policies implementation, combined with social and economic factors such as low parental awareness, stigma, and poverty (Shaukat, 2023; Sarwar & un Nisa, 2024; ul Haq & Rafiq, 2025; Lateef et al., 2024). Students with different disabilities like hearing impairments, and students with diverse multilingual socioeconomic backgrounds face many hinderances in communication and social interaction (ul Ain, 2021; Ullah & us Samad, 2025; Ali et al., 2023). Malysia shows a stronger approach towards the implementation of all-inclusive policies, however there is still a need to train culturally responsive teachers to support indigenous and minority students (Nordin, 2024; Bailey, Nomanbhoy, & Tubpun, 2015; Rosnon, 2016; Supianto et al., 2024).

Classroom Practices and Implementation

Classroom practices ion Pakistan are often overshadowed by traditional teacher centered teaching practices. These teaching practices minimizes the chances to individual support to students' diverse needs (Rafique & Hameed, 2021; Muhammad, Bokhari, & Anis, 2024; Fatima et al., 2024). Concerned parents that remain connected and engage with teachers, especially in early childhood education, has shown to significantly improve learning outcomes. In Malaysian schools, the inclusive practices are implemented using a systematic approach. Teachers use differentiated learning resources, support, collaborated learning and digital assistive tools. Still, differences in resources and teacher training create differences in how effectively inclusion is implemented (Omar, 2018; Min & Wah, 2020).

Role of E-Learning

After the Covid-19, both countries have shown more acceptance towards E-learning. E-learning platforms have become detrimental tools in transitioning towards inclusive education. The use of E-learning in Pakistan has limited success due to digital divide, economic inequality and inadequate internet access. This limits the possibilities of flexible personalized differentiated learning (Shaukat, 2023; Muhammad, Waqar, & Anis, 2024). Malaysia shows a more positive inclination towards inclusive practices using E-leaning platforms. As the country has better literacy, more digital access and good digital infrastructure. However, teachers still struggle to trach student engagement due to unequal technology access (Phua, Chua, & Bong, 2022).

Accessibility and Equity Considerations

The higher education system in Pakistan faces many barriers in implementing inclusive practices, such as limited infrastructure, lack of assistive technologies, lack of flexible differentiated personalized curriculums and dedicated support staff. There is also weak policy implementation and limited fuds available for equitable access (Bokhari, Anis, & Shahzad, 2025). Whereas, in Malaysia, higher education supports inclusive education in a better way by providing adequate infrastructure, assistive technologies, and better support system to incorporate students with diverse needs (Zubairi, Khor, & Ghazali, 2015). Many different factors such as socio economic background, parents engagement, language barriers and gender inequalities effect the incorporation of inclusive practices in an education system (Mohsin, 2013; Virani & Ali, 2022; Umar & Asghar, 2017; Supianto et al., 2024; Lateef et al., 2024; Krishnan, 2025).

Linguistic and Cultural Diversity

Pakistan and Malaysia both face numerous challenges due to the cultural and linguistic diversity. The students that belong to the marginalized communities or have multicultural backgrounds, often struggle in Pakistani schooling systems. They face problems in understanding

curriculum, getting equal chances for participation in class, and getting proper resources especially in rural areas (Ullah & us Samad, 2025; Ali et al., 2023). Whereas, indigenous students in Malaysia, often face language barriers in classrooms. They have difficulty in following curriculum and assessments as the schools mainly use Malay and English. This practice can be improved by training culturally sensitive teachers who can address the diverse needs of the students (Rosnon, 2016; Binti Salleh, n.d.; Ng & Cheung, 2024).

Implications

The thematic analysis of literature shows that the both countries, Pakistan and Malaysia, have introduced policies to transition their mainstream schools into inclusive schools. However, Malaysia has been more successful in implementing these policies in their classrooms. The country has better teacher training programs, adequate infrastructure and proper support staff. This enables more consistent inclusion in educational sector of Malaysia. Pakistan faces many challenges cultural and social barriers that limit the implementation of the inclusive policies in classrooms. Moreover, shortage of appropriate funds and lack of structural guidelines reduce the possibility of implementation of inclusive policies. Educators and policy makers of both countries can use this review to understand that there is a high need for focused efforts in teacher training, resources, culturally and linguistically responsive teaching, e-learning, and parental involvement to close the gap between policy and practice.

Conclusion

Overall, this comparative review between the both countries, stresses upon the policy frameworks adapted by both countries to meet the SDG goals of providing quality education to all. The review highlights the importance of teacher preparedness, classroom practices, parental acceptance and engagement, socio economic factors, linguistic and cultural diversity's impact on all-inclusive educational setup. While Malaysia has a systematic approach to policy adaptation, at the same time Pakistan struggles to implement the vague policies in a classroom. This results in vast difference between the learning outcomes of the both countries

Although Malaysia also faces several challenges with cultural differences and deep classroom integration of inclusive policies, but Malaysia is still making a positive progress. It is moving forward with a policy-led, structured inclusion approach aimed at high SEN student enrollment rates, according to the comparative landscape. Pakistan's government needs to make some structural changes and equitable division of funds at the root level to bring any significant change in its educational system. Future comparative studies must keep probing the positive effects of laws like Malaysia's ZRP in contrast to Pakistan's developing reform initiatives, with an emphasis on measurable results in social justice and classroom practices.

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