

MAINSTREAMING INCLUSIVE EDUCATION IN PRE-SERVICE TEACHER TRAINING IN PAKISTAN: ISSUES AND FUTURE DIRECTIONS

Nadia Mehrukh^{*1}, Dr. Iffat Basit²

^{*1}PhD scholar, Department of Education, Alhamd Islamic University, Islamabad.

²Assistant professor, Department of Education, Alhamd Islamic University, Islamabad.

^{*1}nadiaatifdar@gmail.com, ²iffat.basit@alhamd.pk

Corresponding Author: *
Nadia Mehrukh

DOI: <https://doi.org/10.5281/zenodo.15187243>

Received	Revised	Accepted	Published
18 February, 2025	18 March, 2025	02 April, 2025	10 April, 2025

ABSTRACT

This research investigates the integration of inclusive education into pre-service teacher training programs in Pakistan, identifying significant challenges and proposing strategic approaches to address these barriers. Through a mixed-methods approach, involving surveys and semi-structured interviews with 500 students and 50 faculty members, the study highlights gaps in curriculum content, practical training, socio-cultural awareness, and resource availability. Based on these findings, recommendations for comprehensive curriculum reforms, enhanced practical training, cultural sensitivity, and resource allocation are proposed to ensure teachers are adequately prepared to manage inclusive classrooms. The study aims to contribute to the development of a more inclusive education system in Pakistan, aligned with international best practices and socio-cultural realities.

INTRODUCTION

Inclusive education is essential to ensuring equitable educational opportunities for all learners, regardless of their abilities. In Pakistan, while the government has committed to global frameworks like the SDGs and UNCRPD, the integration of inclusive education into pre-service teacher training programs remains limited. The study explores the obstacles hindering this integration and proposes practical strategies to equip future educators with the skills necessary to create inclusive classrooms.

Literature Review

Research globally emphasizes the importance of preparing teachers for inclusive education. Teacher preparation programs that integrate inclusive education principles contribute to better student outcomes, particularly for those with disabilities and diverse learning needs. However,

in Pakistan, pre-service teacher training often overlooks critical areas such as differentiated instruction and adaptive learning strategies. Additionally, socio-cultural biases, insufficient resources, and limited practical training exacerbate the challenges of implementing inclusive education. This research aims to fill this gap by examining the state of inclusive education in Pakistan's teacher training programs.

Methodology

This study employed a convergent parallel mixed-methods design, combining quantitative surveys and qualitative semi-structured interviews to provide a comprehensive analysis of the integration of inclusive education. A sample of 500 students and 50 faculty members from public and private institutions in the Rawalpindi Division and Islamabad Capital Territory

participated in the study. The survey gathered quantitative data on the integration of inclusive education, while the interviews explored personal experiences, challenges, and recommendations for improvement. Additionally, curriculum guidelines and policy documents were reviewed to understand the structural framework of pre-service teacher training programs.

Findings

Curriculum Gaps in Teacher Training. The analysis revealed that pre-service teacher training curricula largely lack comprehensive coverage of inclusive education principles. Key topics such as differentiated instruction, adaptive learning strategies, and classroom management techniques tailored for diverse learners were under represented.

Insufficient Practical Experience. The study identified a lack of practical, hands-on experience in inclusive education settings as a major limitation. Pre-service teachers reported that while theoretical knowledge was provided, opportunities for field-based training, internships, and mentorships were scarce.

Socio-Cultural Challenges. Another significant finding was the absence of cultural sensitivity and reflection on personal biases in teacher training programs. This gap prevents teachers from fully understanding and addressing the socio-cultural dynamics that influence students' behavior, particularly in a diverse country like Pakistan.

Resource Constraints. Resource limitations, including the lack of assistive technologies and trained staff, were identified as key barriers to implementing inclusive education. Schools often struggle to provide the necessary resources to support diverse learners, limiting the effectiveness of inclusive education practices.

Teacher Workload and Support. Teachers reported feeling overwhelmed by the additional workload associated with managing inclusive classrooms. The absence of professional support networks and continuous development opportunities exacerbates this challenge, leading to teacher burnout.

Discussion

The findings highlight several systemic issues in Pakistan's teacher preparation programs that hinder the integration of inclusive education. One of the primary challenges is the lack of curriculum reform to incorporate inclusive education principles. To address this, a comprehensive overhaul of teacher training curricula is necessary. The curriculum should include content on differentiated instruction, adaptive learning strategies, and classroom management techniques tailored for diverse learners. Collaboration with international experts can help align these reforms with global best practices while accounting for Pakistan's unique educational context.

The lack of practical experience in inclusive classrooms is another significant challenge. To remedy this, stronger partnerships should be established between teacher training institutions and inclusive schools to offer field-based training, internships, and mentorships. Pre-service teachers should be given the opportunity to observe and participate in inclusive classrooms, which will better prepare them for the demands of inclusive education.

Cultural sensitivity and reflection on personal biases are also critical. Given Pakistan's ethnic diversity and varying societal perceptions of disabilities, teacher education programs must incorporate training that promotes cultural awareness and sensitivity. This can be achieved through reflective exercises, cultural immersion projects, and diversity-focused courses that help teachers understand and engage with students from diverse backgrounds.

Furthermore, resource constraints must be addressed to make inclusive education a reality. The government should prioritize investment in schools, ensuring they have the necessary assistive technologies, adaptive learning materials, and staff training. Collaborations with local and international organizations can provide additional resources and support to fill these gaps.

Finally, the study emphasizes the importance of supporting teachers to manage the increased workload associated with inclusive education. Professional development networks and support groups should be established to offer ongoing training, stress management workshops, and peer support, thereby reducing teacher burnout and enhancing the quality of inclusive education.

Recommendations

Curriculum Reform: A comprehensive revision of teacher training curricula is essential to include content on differentiated instruction, adaptive learning, and inclusive classroom management techniques. Collaboration with international experts will ensure alignment with global best practices.

Practical Training: Teacher training programs should establish partnerships with inclusive schools to provide internships, mentorships, and field-based training. Additionally, collaborations with NGOs and international organizations can enhance the quality of hands-on learning opportunities.

Cultural Sensitivity: Teacher education programs should incorporate modules on cultural sensitivity and diversity, including reflection on personal biases. Workshops, immersion projects, and diversity-focused courses will promote a deeper understanding of Pakistan's socio-cultural context.

Resource Allocation: The Pakistani government must increase investment in inclusive education, focusing on providing schools with assistive technologies, adaptive learning materials, and training for staff. Partnerships with NGOs and international organizations can help fill resource gaps.

Teacher Support: Establish professional development networks and support groups to offer continuous training, stress management, and peer support. These networks will help reduce teacher burnout and improve the quality of inclusive education.

Public Awareness: Extensive public awareness campaigns should be launched to challenge societal biases and promote the benefits of inclusive education. Engaging local religious leaders and community influencers will help normalize inclusion, particularly in rural areas.

Policy Enforcement: Stronger policy enforcement mechanisms must be introduced to ensure that educational institutions comply with inclusive education policies. Regular monitoring, institutional accountability, and capacity-building programs for teacher educators are crucial.

Technological Solutions: Invest in digital learning platforms and low-cost assistive technologies to make learning more accessible. Online training for teachers and virtual classrooms can provide cost-effective solutions, especially for schools in remote areas.

Collaborative Approach: Foster collaboration among schools, universities, government agencies, NGOs, and the private sector to share resources, knowledge, and best practices. These collaborations will facilitate the development of innovative strategies to overcome challenges.

Legal Frameworks: Strengthen legal frameworks to protect the rights of children with disabilities and promote inclusive education. Mandates for schools to implement inclusive education policies, provide adequate resources, and hire qualified staff are essential for sustainability.

Monitoring and Evaluation: Establish a robust system for monitoring and evaluating the effectiveness of inclusive education policies. Regular assessments, feedback loops, and research on emerging trends will ensure that Pakistan's education system remains adaptable and aligned with international best practices.

Conclusion

Integrating inclusive education into pre-service teacher training programs in Pakistan is critical to fostering an equitable educational system. By addressing the curriculum gaps, providing practical training opportunities, enhancing cultural sensitivity, and ensuring adequate resources, Pakistan can develop a robust framework for inclusive education. Implementing the recommendations outlined in this study will help prepare teachers to manage diverse classrooms and create an inclusive learning environment for all students, regardless of their abilities or backgrounds.

REFERENCES

- Basit, A., Ashfaq, M., Arif, M. I., & Gulshan, M. A. (2022). Inclusive education in Pakistan: Perspectives of stakeholders. *PalArch's Journal of Archaeology of Egypt / Egyptology*, 19(1), 1426–1435. <https://archives.palarch.nl/index.php/jae/article/view/10917>

- Kamran, M., & Bano, N. (2023). A Systematic Review of Literature on Inclusive Education with Special Emphasis on Children with Disability in Pakistan. *International Journal of Inclusive Education*. <https://doi.org/10.1080/13603116.2023.2256321>
- Kazimi, A. B., & Kazmi, S. W. (2018). Developing inclusive education approaches among stakeholders in Pakistan. *Journal of Education & Social Sciences*, 6(1), 86–95. <https://doi.org/10.20547/jess0611806106>
- Ghouri, A. M., Abrar, N., & Baloch, A. (2010, March 1). Attitude of secondary schools' principals & teachers toward inclusive education: Evidence from Karachi, Pakistan. *Social Science Research Network*. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2030445
- Pasha, S., Yousaf, F., & Ijaz, M. (2021). Preparedness of prospective teachers for inclusive education: Pre-service teachers' knowledge and skills. *Review of Education, Administration & LAW*, 4(2), 355–363. <https://doi.org/10.47067/real.v4i2.148>
- Mahmood, A., & Safwan, M. (n.d.). Inclusive education: Prospects and challenges in Pakistan. Retrieved February 7, 2024, from [https://scholar.google.com.pk/scholar?q=Inclusive+Education:+Prospects+and+Challenges+in+Pakistan+\(Mahmood+%26+Safwan\)](https://scholar.google.com.pk/scholar?q=Inclusive+Education:+Prospects+and+Challenges+in+Pakistan+(Mahmood+%26+Safwan))
- Rafique, U., & Hameed, A. (2021). Implementation of inclusive education in Pakistan: A case of school culture. *Global Educational Studies Review*, VI(II), 133–144. [https://doi.org/10.31703/gesr.2021\(vi-ii\).13](https://doi.org/10.31703/gesr.2021(vi-ii).13)

