

EVALUATING THE EFFECTIVENESS OF PUNJAB'S 2020 SPECIAL EDUCATION POLICY FOR INCLUSIVE EDUCATION: CHALLENGES, OPPORTUNITIES, AND STRATEGIES FOR IMPROVEMENT

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Abstract

This qualitative study evaluated the effectiveness of the Punjab Special Education Policy 2020 in promoting inclusive education for students with disabilities. The research aimed to explore stakeholder perspectives on policy implementation, identify barriers, assess opportunities, and recommend actionable strategies for improvement. Data were collected through semi-structured interviews with 20 participants, including general and special education teachers, school heads, and district education officers from Lahore division in Punjab, Pakistan. Using Braun and Clarke's six-phase thematic analysis framework, eight major themes emerged: policy awareness, implementation gaps, teacher preparedness, resource constraints, positive impact areas, barriers to inclusion, opportunities for strengthening, and practical strategies for improvement. Findings revealed that although the policy was viewed as progressive, its practical execution remained limited due to insufficient training, inadequate infrastructure, minimal resources, and weak inter-departmental coordination. Teachers, particularly in general education, reported low awareness and a lack of inclusive pedagogical skills. School heads and district officers highlighted systemic challenges such as budget delays and social stigma. However, the study also identified promising opportunities through NGO partnerships, younger teachers' openness to change, and the potential for inter-agency collaboration. Based on participant insights, nine practical recommendations were proposed, including structured training, localized implementation plans, dedicated funding, and inclusive infrastructure upgrades. The study concludes that while the policy has initiated an important shift toward inclusive education, it requires stronger support mechanisms, accountability structures, and localized planning to fulfill its intended goals effectively.

Keywords: inclusive education, special education policy, Punjab, qualitative research, education reform, thematic analysis

INTRODUCTION

Inclusive education is a fundamental right that ensures equitable access to quality education for all learners, including those with disabilities (United Nations, 2006). Recognizing this imperative, the Government of Punjab introduced the Special Education Policy 2020 to promote inclusive education and address the needs of children with disabilities (Government of Punjab, 2020). This policy aims to eliminate barriers to education by integrating students with special needs into mainstream schools while providing necessary support services. However, despite its progressive objectives, the implementation and effectiveness of this policy remain under scrutiny due to systemic challenges such as inadequate infrastructure, insufficient teacher training, and limited resource allocation (Khan, & Ahmed, 2022; Shahzad & Malik, 2020). Globally, inclusive education policies have been instrumental in fostering social inclusion and academic success for students with disabilities (UNESCO, 2020). However, the success of such policies depends on effective implementation, stakeholder collaboration, and continuous evaluation (Ainscow & Miles, 2008). In Punjab, while the 2020 policy marks a significant step forward, gaps in execution persist, particularly in rural areas where accessibility and awareness remain low (Hussain et al., 2022). Additionally, the lack of empirical studies assessing the policy's impact raises concerns about its long-term sustainability and effectiveness (Abbas, Zafar, & Naz, 2016).

Despite the policy's progressive outlook, the ground realities of special and inclusive education in Punjab reveal significant implementation challenges. For instance, although Punjab operates over 300 special education institutions serving approximately 39,000 students, these schools often lack adequate infrastructure, trained staff, and

accessibility features (Bhutta, & Muzaffar, 2025). Furthermore, deeply embedded societal attitudes and stigma toward disability continue to hinder the successful inclusion of children with special needs in mainstream schools (Hafeez, 2020). Recent scholarly evaluations of the policy, such as those by Muhammad, Bukhari, and Anis (2024), have identified conceptual and operational gaps. Their critical discourse analysis of the 2020 policy indicates a lack of actionable strategies and measurable targets, which limits its practical impact. Similarly, empirical studies have shown that teachers are neither sufficiently trained in inclusive practices nor equipped with necessary teaching aids, creating a disconnection between policy and practice (Nawaz, Fazil, & Ahmad, 2021). Given these complexities, this study seeks to evaluate the effectiveness of Punjab's Special Education Policy 2020 by examining its successes, challenges, and opportunities for improvement. By analyzing stakeholder perspectives including educators, policymakers, and parents this research aims to identify key barriers to implementation and propose evidence-based strategies for enhancing inclusive education in Punjab. The findings will contribute to policy refinement and support the broader goal of achieving equitable education for all children, in alignment with the United Nations Sustainable Development Goal 4 (SDG 4) (United Nations, 2015).

Purpose

The purpose of this study was to critically assess the effectiveness of the Punjab Special Education Policy 2020 in promoting inclusive education for students with disabilities. It aimed to identify the policy's successes, uncover barriers to implementation, and propose evidence-based strategies to strengthen inclusive education practices in

Punjab. By exploring teachers (from general & special education), and administrator's (school heads & district education officers) experiences, the study sought to provide actionable recommendations to align the policy with global inclusive education standards and local needs.

Literature Review

Inclusive education is a globally recognized framework aimed at providing equitable learning opportunities for all students, including those with disabilities (UNESCO, 2020). The concept emphasizes the removal of barriers to education by integrating students with special needs into mainstream classrooms while ensuring appropriate support systems (Ainscow & Miles, 2008). Over the past two decades, many countries have adopted inclusive education policies in alignment with international commitments such as the United Nations Convention on the Rights of Persons with Disabilities (UNCPRD, 2006) and the Sustainable Development Goals (SDG 4) (United Nations, 2015). However, the implementation of these policies varies significantly across regions due to differences in resources, cultural attitudes, and institutional capacities (Iqbal, & Ashraf, 2023).

Global Perspectives on Inclusive Education Policies

Several developed nations, such as Canada, the UK, and Scandinavian countries, have successfully implemented inclusive education by investing in teacher training, accessible infrastructure, and individualized learning plans (Karim, & Hue, 2022). For instance, Finland's education system is often cited as a model due to its emphasis on early intervention, collaboration between special and general educators, and strong policy enforcement (Kurth et al., 2018). In contrast, developing countries, including Pakistan, face systemic challenges such as inadequate funding, lack of trained personnel, and societal

stigma toward disabilities (Ahmed & Khan, 2021). Research indicates that without proper implementation strategies, inclusive education policies risk remaining symbolic rather than transformative (Hunt, 2019).

Inclusive Education in Pakistan: Policies and Challenges

Pakistan has made efforts to promote inclusive education through policies such as the National Policy for Persons with Disabilities (2002) and the Punjab Special Education Policy (2020). However, studies reveal persistent gaps in execution, particularly in rural areas where infrastructure and awareness are lacking (Hussain et al., 2022). A key challenge is the shortage of trained special education teachers, with many mainstream educators lacking the skills to support students with diverse needs (Iqbal, & Ashraf, 2023). Additionally, societal attitudes often marginalize children with disabilities, leading to low enrollment and high dropout rates (Pathan, Bhatti, & Qureshi, 2025).

Punjab's Special Education Policy (2020): Progress and Limitations

The Punjab Special Education Policy (2020) represents a significant step toward inclusive education by advocating for the mainstreaming of students with disabilities into regular schools, alongside the introduction of teacher training programs to enhance inclusive teaching practices. Additionally, the policy emphasizes infrastructure improvements, such as accessible classrooms and assistive technologies, to create a more accommodating learning environment (Government of Punjab, 2020). Despite these progressive measures, empirical studies suggest that the policy's impact remains limited due to several key challenges. Insufficient funding and resource allocation have hindered effective implementation, leaving many schools without the necessary

tools and support systems (Nawaz, Fazil, & Ahmad, 2021). Furthermore, weak monitoring mechanisms have led to inconsistent execution of the policy across different regions, with some areas receiving more attention than others (Kamran & Bano, 2023). Another critical limitation is the lack of parental and community engagement, which has adversely affected student retention rates and overall acceptance of inclusive education practices (Hussain et al., 2022). These barriers highlight the need for stronger enforcement mechanisms, increased financial investment, and greater community involvement to ensure the policy's long-term success.

Objectives

This study intends to:

- Evaluate the effectiveness of the Punjab Special Education Policy 2020 in promoting inclusive education for students with disabilities.
- Identify the key barriers hindering the policy's implementation in Punjab's educational institutions.
- Explore opportunities for enhancing inclusive education under the policy framework.
- Propose evidence-based strategies to improve the policy's impact on inclusive education.

Research Questions

This study was conducted to find the answers of these questions:

- How effective is the Punjab Special Education Policy 2020 in achieving inclusive education for students with disabilities?
- What are the primary barriers to implementing the Punjab Special Education Policy 2020 in mainstream and special education schools?
- What opportunities exist to strengthen the policy's implementation for inclusive education?
- What strategies can be recommended to enhance the effectiveness of the Punjab Special Education Policy 2020?

Methods

This study adopted a qualitative research approach to explore in-depth perspectives on the effectiveness of the Punjab Special Education Policy 2020 concerning inclusive education. The qualitative paradigm was chosen because it enables an interpretive understanding of complex human experiences, especially in educational settings (Creswell & Poth, 2018). This approach was appropriate for examining the perceptions, challenges, and suggestions of stakeholders involved in the implementation of the policy. The research employed a phenomenological design to understand the lived experiences of teachers and administrators dealing directly with inclusive education practices under the 2020 policy. Phenomenology is suited for studies that aim to capture participants' subjective experiences and the meanings they ascribe to specific phenomena (Aagaard, 2017). This design allowed for a comprehensive exploration of how inclusive education has been experienced, perceived, and implemented at the grassroots level. The primary method of data collection was semi-structured interviews. This method provided flexibility to probe deeper into participants' views while maintaining a consistent line of inquiry across interviews (Kvale & Brinkmann, 2015). The open-ended nature of the interviews encouraged participants to share detailed insights, experiences, and personal reflections on the policy's implementation.

Population

The population of this study consisted of key stakeholders directly involved in the implementation and monitoring of inclusive education practices under the Punjab Special Education Policy 2020. Specifically, the study targeted two main groups: teachers from both general and special education schools, and educational administrators. The teachers were selected from public schools where inclusive education practices were being piloted or

implemented, while the administrators included school heads and district education officers responsible for overseeing the policy's implementation. These groups were chosen due to their direct engagement with the processes, challenges, and outcomes associated with the policy. Their insights were considered crucial in evaluating the policy's effectiveness, identifying gaps, and recommending strategies for improvement.

Sample and Sampling Technique

A purposive sampling technique was employed to select participants who had rich, relevant, and firsthand experience with the Punjab Special Education Policy 2020. This non-probability sampling method is widely used in qualitative research to identify and select individuals especially knowledgeable about a phenomenon of interest (Palinkas et al., 2015). The sample comprised 20 participants in total, including five general education teachers, five special education teachers, five school heads, and five district education officers. Participants were selected from various districts across Punjab to ensure diversity in terms of geographic location, school type, and institutional resources. The selection criteria included a minimum of three years of experience in their current roles and active involvement in implementing or supervising inclusive education practices. This deliberate and criterion-based selection aimed to ensure that the data collected would be rich, meaningful, and reflective of the realities on the ground.

Instrumentations

The primary instrument for data collection was a semi-structured interview guide, developed to explore participants' experiences, perceptions, and suggestions related to the implementation of the Punjab Special Education Policy 2020. The guide was designed after a careful review of relevant literature and policy documents, ensuring alignment with the

study's objectives. It consisted of open-ended questions categorized under major themes such as perceived effectiveness of the policy, implementation challenges, institutional support, teacher training, and recommendations for improvement. The semi-structured format allowed for consistency across interviews while providing the flexibility to probe deeper based on participants' responses (Kvale & Brinkmann, 2015). To ensure the credibility and validity of the instrument, the interview guide was reviewed by five senior experts in the field of special education. A pilot test was also conducted with two participants to refine question clarity and sequence. All interviews were conducted in person, audio-recorded with informed consent, and transcribed verbatim for thematic analysis.

Data Collection

Data collection was conducted using semi-structured interviews, which are widely acknowledged for their flexibility and capacity to explore participants' subjective experiences in depth (Kvale & Brinkmann, 2015). The interviews were guided by an interview protocol developed specifically for this study, with open-ended questions designed to capture the participants' perspectives on the effectiveness of the Punjab Special Education Policy 2020. The interview guide covered themes such as policy awareness, implementation practices, challenges encountered, institutional support, and suggestions for improvement in inclusive education. The sample comprised 20 participants in total, including five general education teachers, five special education teachers, five school heads, and five district education officers. Participants were contacted through official correspondence, and their informed consent was obtained prior to the interviews. Interviews were conducted in participants' preferred language (Urdu or

English) and were held face-to-face depending on location and feasibility. Each interview lasted between 30 and 45 minutes. To ensure the accuracy and completeness of data, all interviews were audio-recorded with permission and subsequently transcribed verbatim. Ethical considerations such as confidentiality, voluntary participation, and the right to withdraw were strictly upheld throughout the data collection process, in line with qualitative research standards (Creswell & Poth, 2018).

Data Analysis

The data collected through interviews were analyzed using thematic analysis, a widely used method in qualitative research that involves identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). The analysis was conducted following Braun and Clarke's six-step framework: (1) familiarization with the data through repeated reading of transcripts, (2) generation of initial codes to capture significant features, (3) searching for themes among codes, (4) reviewing themes for coherence, (5) defining and naming themes, and (6) producing the final report. Transcripts were first reviewed multiple times to gain a deep understanding of the content. Initial coding was conducted manually, and codes were clustered based on recurring ideas and patterns across different participant groups. These codes were then organized into broader themes reflecting shared experiences and insights about the policy's implementation and impact. NVivo 12 software was also used to assist in organizing data and ensuring systematic coding. Efforts were made to ensure credibility and trustworthiness through triangulation across participant groups, member checking with selected respondents, and peer debriefing with academic colleagues (Bang, 2024).

Through this rigorous analytical process, key themes emerged related to policy effectiveness, interdepartmental coordination, teacher preparedness, resource constraints, and recommendations for strengthening inclusive education. The thematic analysis provided a rich and nuanced understanding of how the Punjab Special Education Policy 2020 was perceived and experienced by stakeholders at multiple levels of the education system.

Reliability and Validity

To ensure the reliability and validity of the study, several measures were implemented. Credibility was established through member checking, where participants reviewed transcripts for accuracy. Triangulation was achieved by comparing responses across different stakeholder groups (teachers, administrators). Peer debriefing with academic colleagues further validated the interpretations. For dependability, a detailed audit trail of data collection and analysis was maintained. Transferability was supported by thick descriptions of the context and participant demographics. These steps align with qualitative research standards (Bang, 2024; Creswell & Poth, 2018).

Results

This study explored stakeholder perceptions regarding the effectiveness, barriers, opportunities, and strategies related to the implementation of the Punjab Special Education Policy 2020. A total of 20 participants including general and special education teachers, school heads, and district education officers shared their experiences through semi-structured interviews.

Thematic Analysis

Thematic analysis was conducted using Braun and Clarke's (2006) six-step approach, which involved familiarization with data, coding, identifying themes, reviewing and refining themes, and final reporting. The data were

coded manually and cross-validated using NVivo 12 software for consistency. The analysis produced a rich dataset that was clustered into eight major themes. These themes reflect the participants' perceptions across different domains of the policy's implementation.

Table 1

Thematic Analysis Summary Table

| Theme | Sub-Themes | Representative Participant Groups |
|---------------------------------------|---|-----------------------------------|
| 1. Policy Awareness and Understanding | Limited familiarity, Surface-level engagement | General Teachers, School Heads |
| 2. Implementation Gaps | Rural-urban divide, Partial execution, Lack of institutional planning | All Groups |
| 3. Teacher Preparedness | Lack of training, Need for specialized support | Teachers, School Heads |
| 4. Resource Constraints | Inadequate infrastructure, No assistive tools, Funding delays | All Groups |
| 5. Positive Impact Areas | Enrollment growth, Awareness, Pilot projects | School Heads, District Officers |
| 6. Barriers to Inclusion | Societal stigma, Parental concerns, Curriculum | All Groups |

Following Table 1 is summarizing the key themes that emerged during data analysis. These themes were developed from the interview data of 20 participants and aligned with the four core research questions.

| Theme | Sub-Themes | Representative Participant Groups |
|---|--|-----------------------------------|
| | rigidity | |
| 7. Opportunities for Strengthening Tech | NGO collaboration, innovation, Young teacher readiness | School Heads, District Officers |
| 8. Recommendations and Strategies | Training needs, Monitoring units, Localized policy adjustments | All Groups |

Answers to Research Questions

RQ1: How effective is the Punjab Special Education Policy 2020 in achieving inclusive education for students with disabilities?

The overall perception among participants was that the Punjab Special Education Policy 2020 was a positive and necessary step, but its implementation had not yet fully translated into practical outcomes in most schools. Several general education teachers admitted that they were only partially aware of the policy, having heard about it in meetings but not having received detailed training or documentation. One general teacher stated:

“I know there is a policy, but honestly, I haven’t read it. We only get verbal instructions,

and that too is mostly administrative.” In contrast, special education teachers were “somewhat more familiar with the document but believed that the policy’s vision had not reached the classroom level.”

School heads acknowledged that while the policy promoted inclusion in theory, the translation from policy to practice was fragmented and inconsistent across districts. One head teacher observed:

“We tried to enroll a few children with mild disabilities in mainstream classes, but the teachers were not trained, and we lacked support materials, so eventually those children were sidelined.”

District education officers highlighted that policy directives had been issued, but ground-level monitoring was weak. One officer explained:

“There are no real consequences if a school does not implement inclusive practices. It’s more like a formality in some areas.”

Thus, while the policy has improved awareness and encouraged enrollment, its actual effectiveness in promoting genuine inclusion remains limited, especially in rural and under-resourced schools.

RQ2: What are the primary barriers to implementing the Punjab Special Education Policy 2020 in mainstream and special education schools?

Participants across all groups identified a range of systemic and operational barriers that hindered policy implementation. One of the most frequently cited issues was the lack of teacher training. A special education teacher remarked:

“Even I didn’t receive any structured training for inclusive practices under this policy. How can we expect general teachers to manage diverse learners without training?”

General teachers echoed this concern, with one saying:

“We are expected to include children with disabilities, but we don’t know how to modify lessons or handle behavioral needs.”

Infrastructure limitations were another critical challenge. Many schools lacked basic facilities such as ramps, accessible washrooms, or assistive devices. A school head noted:

“We want to help, but when the school building has three floors and no elevator, what can we do for a child in a wheelchair?” District officers confirmed these gaps, acknowledging that budgets for accessibility upgrades were insufficient and often delayed.

Moreover, negative societal attitudes and parental resistance were identified as social barriers. One teacher shared,

“Parents of other children sometimes complain that the ‘special children’ disturb the class. They don’t understand inclusion.” Curriculum rigidity was also highlighted. As one participant said, “The curriculum is not flexible. There are no alternate books or simplified versions for different needs.”

In summary, these barriers spanning human, material, institutional, and social domains limit the policy’s operational success.

RQ3: What opportunities exist to strengthen the policy’s implementation for inclusive education?

Despite these barriers, participants also identified several promising opportunities to advance inclusive education under the current policy framework. Most notably, collaborations with NGOs were cited as helpful. A district education officer mentioned:

“We partnered with an NGO that provided assistive tools and trained some teachers in using them. This kind of support can fill gaps that the government budget cannot immediately address.”

Participants also noted a growing openness among new teachers to learn inclusive

strategies, especially when guided properly. One school head commented:

“The younger staff is more accepting of inclusion. They just need the right tools and training.” Technology was another opportunity highlighted.

As one district officer shared:

“There are low-cost apps and platforms that can support learning for students with visual or hearing impairments. If schools are equipped, these could make a big difference.”

Moreover, the potential for interdepartmental collaboration with departments such as Health, Social Welfare, and Labor was emphasized.

“Inclusive education is not only the education department’s job. We need medical evaluations, therapy, social support all coordinated,” said a district officer.

These opportunities demonstrate that policy implementation can be strengthened through strategic partnerships, innovation, and targeted support especially if aligned with district-level needs.

RQ4: What strategies can be recommended to enhance the effectiveness of the Punjab Special Education Policy 2020?

Participants proposed several practical strategies to enhance the policy’s impact. Foremost among these was the need for mandatory, ongoing teacher training. A general teacher suggested:

“If inclusive teaching is now part of our job, it should also be part of our professional development.” A special education teacher added, “We need workshops at least twice a year, with hands-on techniques, not just theory.”

Another widely supported recommendation was the creation of district-level monitoring and support units. One school head explained:

“Monitoring should not be just checking records. There should be someone to guide, support, and solve problems at the field level.”

Resource allocation emerged as another central concern. Participants recommended dedicated budgets for inclusion, covering training, infrastructure, and teaching aids. A district officer shared:

“If every school gets even a small annual inclusion fund, they can make real changes.”

Curriculum flexibility and localized policy adjustments were also suggested. One school head said:

“Urban schools and rural schools have very different realities. The policy should allow some customization based on the region.”

Lastly, awareness campaigns involving parents and communities were proposed to change attitudes and encourage collaboration. “Until parents and society understand inclusion, teachers alone cannot bring change,” said a teacher.

Discussion

The findings of this study reflect both the promise and limitations of the Punjab Special Education Policy 2020. The policy’s progressive vision of integrating students with disabilities into mainstream education aligns with global inclusive education frameworks, such as the UNCRPD (2006) and SDG 4 (United Nations, 2015). However, as the thematic analysis demonstrates, the practical realization of this vision remains inconsistent across Punjab’s schools. In line with previous studies (Khan, & Ahmad, 2022; Hussain et al., 2022), this study found that teacher preparedness and resource availability are two of the most significant factors influencing the effectiveness of inclusive education. While special education teachers were more familiar with the policy’s goals, general teachers often lacked both awareness and pedagogical skills required to support students with disabilities. This echoes Pasha (2012), who emphasized that inclusive education cannot succeed without comprehensive teacher training. Infrastructure

and funding emerged as recurring concerns, consistent with Parveen and Qounsar's (2020) analysis that emphasized weak enforcement mechanisms and budget constraints. Furthermore, societal stigma and parental attitudes, also cited by Muhammad, Bukhari and Anis (2024), continue to pose significant barriers to meaningful inclusion. The lack of assistive technology, learning aids, and curriculum adaptability restricts the extent to which inclusive principles can be embedded in everyday classroom practices. Despite these challenges, the study highlighted several opportunities for strengthening the policy, such as leveraging NGO partnerships, encouraging young teachers' openness to inclusive methods, and promoting interdepartmental collaboration. Similar findings were presented by Sijuola, and Davidova (2022), who argued that shared ownership and cross-sectoral cooperation are essential for scaling inclusive education in developing contexts.

Conclusions

This study explored the implementation, barriers, opportunities, and strategies associated with the Punjab Special Education Policy 2020 through the lived experiences of teachers, school heads, and district education officers. The findings reveal that while the policy has raised awareness and initiated reforms, its implementation is hindered by systemic gaps such as insufficient teacher training, poor infrastructure, inadequate funding, and social resistance. Participants acknowledged the policy's intent and relevance, but emphasized that without structural support and practical resources, inclusion remains largely superficial. Nonetheless, the study also identified encouraging signs, such as teacher motivation, NGO involvement, and interdepartmental collaboration opportunities, which can be strategically utilized to enhance policy

outcomes. Therefore, the effectiveness of the Punjab Special Education Policy 2020 depends not only on policy content, but more importantly, on how it is enacted, supported, monitored, and adapted to diverse local contexts. The voices of stakeholders underline the urgent need for grounded, actionable strategies to transform inclusive education from rhetoric into reality.

Recommendations

To improve the implementation and practical impact of the Punjab Special Education Policy 2020, several targeted and actionable measures are proposed.

All public school teachers should be required to attend annual district-level training workshops focused on inclusive education. These workshops should be practical in nature, equipping teachers with strategies for classroom management, differentiated instruction, and student engagement for children with disabilities.

Training should be facilitated by certified master trainers using standardized manuals and resource kits.

Each tehsil should establish at least one Inclusive Education Resource Room. These rooms should be equipped with assistive devices, teaching aids, and facilitated by trained staff to support both teachers and students. Such spaces would serve as regional hubs for guidance, lesson adaptation, and equipment access.

Additionally, one trained teacher from every cluster of 5–7 schools should be designated as an Inclusion Coordinator. These coordinators would support schools in addressing classroom-level challenges, mentor staff, and provide on-the-ground monitoring of inclusion practices.

A critical recommendation is to conduct accessibility audits of all school buildings and to provide basic modifications such as ramps, handrails, and accessible washrooms. These

improvements would ensure physical access for students with mobility impairments and demonstrate institutional commitment to inclusion.

- Furthermore, every school should be required to prepare a School-Based Inclusive Education Plan (SIEP) annually. This document should outline specific goals and activities related to student inclusion, teacher support, and community involvement.
- It is also essential to allocate a dedicated budget for inclusive education resources. Each school should receive an annual grant ranging from Rs. 50,000 to Rs. 100,000 for the purchase of inclusive teaching and learning materials such as Braille books, tactile charts, visual aids, and hearing support tools.
- In parallel, schools should engage parents and community members through regular awareness meetings and inclusive education events. These sessions would help to reduce stigma, build acceptance, and foster a culture of collaboration between schools and families.
- Local partnerships should be formed with NGOs, philanthropists, and private sector donors to enhance the reach and quality of inclusive education services. These partnerships can provide valuable support in areas such as therapy, training, assistive devices, and awareness campaigns.
- Finally, to ensure accountability and transparency, schools should implement a bi-annual Inclusive Education Scorecard. This simple tool would assess key indicators including infrastructure, teacher training, learning materials, student progress, and community participation.

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