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The Role of Teacher Training in Achieving Inclusive and Equitable Quality Education (SDG 4)

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ABSTRACT

This research examines teacher training as an element of fostering inclusive and equitable education in Pakistan accordance with the SDG 4. The educational system in Pakistan remains under severe stress due to factors such as unqualified teachers and resource inadequacies. This study used qualitative methods of data collection in the form of interviews and focus group discussions and obtains insights from educators, policymakers, and other experts in urban and rural regions. Findings showed that current teacher training programs are not effective enough to meet the requirements of diversity and marginalization for all types of students, especially those with disability. It further says that there is fragmentation between the principle of inclusive teaching and differentiated instruction. Enhancing preservice and in-service training that focuses on inclusivity and sustaining ongoing professional development is recommended. Recommended reconsideration would go most of the way to bridge the gap in teacher academics to ensure equal educational access.

Keywords: Teacher Training, Inclusive Education, Equitable Education, Sustainable Development Goal 4 (SDG 4), Educational Equity in Pakistan.

INTRODUCTION

The education is an essential human right leading to personal development and the construction of flourishing societies (Bosio, E., & Schattle, H. 2021). The United Nations Sustainable Development Goal (SDG) 4 is concerned with the provision of

quality and equitable education accessible to all people, thus affording them opportunities for lifelong learning (Saini et al., 2023). It is considered a key strategy to help break the chains of poverty, promote sustainable development, and foster social cohesion, and thus, the training of teachers is a significant step toward the targets outlined in SDG 4 (Jahan & Rasheed, 2024). Well-trained teachers assist in reducing inequalities in education as they build inclusive and equitable learning environments (Rad et al., 2022). Nevertheless, within the context of many developing countries like Pakistan, there are still important challenges to be dealt with in giving proper teacher training, whereas inequalities in education still represent a tough task (Butt & Park, 2024).

SDG 4 aims for the provision of quality education to all persons in an equitable and inclusive manner (Arruda & Arruda, 2024). It seeks to ensure free primary and secondary education and useful job training for all, as well as affordable higher education (Chankseliani & McCowan, 2021) in this regard. This goal imagines education as a means to break the chain of the poverty cycle into sustainable development (Azzahra et al., 2024). It calls upon education systems worldwide to ensure that everyone receives an education, regardless of whether they are male or female, rich or poor, or live in the city or countryside, that is fundamentally good in nature and equipped to deal with contemporary world challenges (Nadeem, Khan & Atta, 2024; Kahtoon, et al., 2023; Khan, Farooq & Kamal, 2023).

Teacher education, therefore, is another step towards attaining the goal of quality education for all (Gore, 2021). Well-trained teachers can apply new and inclusive teaching methods to provide for the different needs of their students, thereby providing an open space for the success of all students irrespective of their background (Alfiansyah, 2024). Teacher training programs in Pakistan, however, face numerous challenges. These are a lack of funds, outdated teaching materials for the training, and a poor environment that does not encourage further upgrading of the teacher's skills, particularly in rural and remote areas (Siddiqui et al., 2021). The education system in Pakistan is improving, but there is still plenty to be done to equip teacher training programs with adequate resources to tackle these challenges (F. Ahmed & Suhag, 2024). Many teachers, particularly in rural areas, simply do not have access to quality professional development opportunities (Hawkman & Murray-Everett, 2024). Moreover, a number of factors present a challenge, for instance, the cost of transport, lack of time due to additional work, and inadequate school support (Gannon & Liu, 1997). These challenges only heighten the gaps in teacher quality, which have an adverse effect on student learning. Furthermore, there are assertions that teacher training programs are extremely outdated and do not equip teachers with the skills to face real challenges in the classroom (Dinh et al., 2024). Resource shortage significantly complicates the development of relevant educational training provided in line with the current education systems (Abulibdeh et al., 2024).

A lack of equity in teacher quality and access to teacher training remains the biggest challenge toward quality education for all (SDG 4) (Fatima, 2023). Children in rural and remote areas face the biggest challenges toward achieving a quality education (Wang et al., 2023). Teachers in these areas work in resource-poor settings

with many restrictions on their provision of quality teaching **(Shariq et al., 2025).** There should be a policy-level effort to create better-equipped and more effective teacher training programs that would reduce the difficulties (Adil et al., 2025). The second intervention aims to improve teachers' working conditions and salaries in the under-resourced areas (Chirimbana et al., 2023). Such interventions ensure an all-rounded good education to students irrespective of where they stay (Janjua, et al., 2025; Faisal, Qureshi & Shah, 2025).

This review of research looked into how teacher training can be used as an instrument for equity and inclusiveness in education (Knowles & Hadley, 2024). According to the researcher, it is an interesting research piece with its major focus positioned on the premise that quality teacher training would reduce education-based inequalities, especially in rural areas where inequalities are more pronounced (Cherry, 2021). The study aims to find out the obstacles in the process of teachers' implementation of the principles of inclusive education and how these obstacles influence the learning process of the students (Apriliani et al., 2024). With the aid of some of these barriers, an expectation is made to be able to make recommendations for changes in teacher preparation that would make it easier for teachers to serve the different learning needs of their students (Diasse & Kawai, 2024). The findings would be useful in contributing to policy and practice development towards the attainment of quality education under Sustainable Development Goal 4 (Chusniyah et al., 2024).

It has significant importance since this study could show how teacher preparation can bring an educational perspective of inclusion and equity into education in Pakistan (Phulpoto et al., 2024). Carrying out this study and examining the impact of teacher preparation on outcomes for the students would lead to disclosing different strategies that might better teacher preparation programs to eliminate educational inequality in Pakistan (Murtaza & Hui, 2021). These findings are expected to contribute to the international discourse on the professional development of teachers with some relevant insights into how the teaching profession can help achieve the Sustainable Development Goals (SDGs) of the United Nations (Yuan & Carroll, 2025). The most significant blockages in the training for the teachers of Pakistan include a lack of resources because these kinds of programs are badly funded, and all infrastructures used to carry useful training are often inappropriate (Imran & Akhtar, 2023). Consequently, it faces great difficulty in attaining the standards expected of modern education, particularly in poorer regions (Putri, 2025). In addition, the teaching competencies that the teachers lack place in the fact that they cannot teach all students, whether it is a student with special needs or a student belonging to a disadvantageous background (Haataja et al., 2024). Good investment in well-designed professional development programs would help improve the quality of teaching and learning (Ahmed et al., 2021). Therefore, according to (Pei et al., 2025), technology fosters continuous improvement and ensures that school teachers are more updated with the best ideas to reform their teaching attitudes and student-teacher interaction activities (Khoso, et al., 2024).

Research Objectives

1. To investigate the current state of teacher training in Pakistan and its alignment with inclusive education goals.
2. To identify the challenges teachers face in implementing inclusive education in the classroom.
3. To assess the impact of teacher training on the quality of education provided to marginalized groups, including girls, children with disabilities, and ethnic minorities.
4. To explore the role of continuous professional development in improving teaching practices and fostering inclusivity.

LITERATURE REVIEW

Teacher Training and Inclusive Education

Teacher Preparation for Diversity

Teacher training is an essential issue in handling diverse classrooms among teachers (Safdar et al., 2024). As pointed out (Goodwin, 2020), teachers need to be well-prepared so they can adjust their methods of teaching different students because they are different in many ways, including cultural differences, different learning styles, and the needs of students with disabilities. In Pakistan, however, teacher training programs lack in preparing the teachers to handle such diversity (Nasir et al., 2025). The educational system does not prepare teachers with the proper resources or tools for teaching special needs, which leaves students with special needs uninvolved and unintentionally left in the background (Foppé, C. 2019).

Inclusive Education Models

According to Akyeampong, K. (2022), teachers should be professionally trained to support all kinds of students effectively, including those who are disadvantaged. As emphasized by (Singh et al., 2023), if teachers are empowered with the correct training that is applied to the most appropriate strategies for every learner, then effective inclusion takes place (Shah, et al., 2025; Imran, et al., 2023). In Pakistan, the national education policy of 2009 stresses inclusive education, but such practices are pretty limited in action (Saleem, 2021). Just approximately four percent of children with disabilities in the country enrolled in schools, with a large discrepancy between the declared policy and practicality (Tomaino et al., 2021). It reflects how better teacher training and sterner efforts have to be required for schools so that all these children can participate there (Azhar, 2024; Azhar, et al., 2022).

Teacher Competency and Equity

Important for teachers to create equitable conditions for learning are their skills (Posti-Ahokas & Janhonen-Abruquah, 2021). According to (Han & Li, 2024), for instance, a teacher is supposed to possess certain knowledge and skills that enable the teaching of learning to be fair, especially for people with different backgrounds. Other than the teaching techniques, this relates to social justice issues in education. Most teachers lack training in inclusive practice and, therefore, feel unprepared to address the diverse needs of pupils (Sheikh et al., 2024). As a consequence, this lack of training

results in ongoing inequalities in schools since teachers cannot effectively support all students, especially those with difficulties stemming from their background or circumstances (Easterbrook & Hadden, 2020).

Barriers to Inclusive Education in Pakistan

Cultural Norms and Gender Disparities

Socio-cultural norms pose a big aspect of limiting their access to school, especially women and marginalized girls in Pakistan (Fakhar et al., 2024). (Smith & Sinkford, 2022) explains barriers created by this norm that withdraw many with education; here again, gender would be the factor where the roles of society mainly decide who, according to each gender, requires education, subsequently creating unequal possibilities for boys versus girls. Ul Haq (2019) highlights that such issues could only be solved with proper attention towards teacher training to make everyone a fair contender to succeed in the educational process irrespective of his/her background or gender.

Inadequate Teacher Training Programs

Many teacher education programs are quite silent on aspects such as inclusive requirements or even special educational needs (Florian, L. 2021). As emphasized by (Edwards-Fapohunda, M. O., Adediji, M. A., et al. 2024), what is lacking in a proper teacher training session is all these crucial matters necessary for inclusion, and there exists a massive imbalance between practical learning and bookish knowledge while doing so, mostly focusing more on the concept of teaching. This can lead to teachers not being able to develop strategies that meet the needs of their students, which can be harmful to both the teachers and the students (Ali, et al., 2024; Yousaf, et al., 2021).

Regional Disparities in Teacher Training

Teacher training varies in Pakistan, particularly in rural and disturbed areas (Pervaiz et al., 2024). According to (Edwards-Fapohunda, M. O., Adediji, M. A., et al. 2024) ascertained that this inconsistent training access burdens the teachers to deliver inclusive education. Teachers in rural setups receive less training, while in urban setups, more school heads, principals, or district-level officers receive training that is beyond that of their counterparts (Frahm, M. T., & Cianca, M. 2021). This would make it difficult for teachers in rural settings to teach since they lack proper preparation, adding another challenge to overcome. Fair training and allocation of resources across regions should be ensured to improve education for all (Raja, et al., 2022, Raja, 2022; Raja, et al., 2021).

Global and Local Policy Frameworks

International Standards

Improvement and curricula of teacher training programs worldwide are boosted by international frameworks such as SDG 4 and the Education 2030 Agenda (Méndez et al., 2022). According to (Dinh et al., 2024), these standards are important to establish an inclusive education system to ensure that each student receives quality education. They support policies aimed at making the education systems more inclusive, thus meaning that any learner, whatever their background or ability, has the opportunity to learn and achieve (Seha, I. N. 2025). These are essential frameworks that are meant to produce fair and supportive education systems for all learners across

the globe (Kayani, et al., 2023; Khan, et al., 2021; Naseer, et al., 2021; Khan & Khan, 2020).

Government Initiatives

Teacher training and support for inclusive education in local government policies are essential for bridging the gaps in the education system (Nawire et al., 2025). The education ministry of Pakistan launched several programs in 2021 where teachers were trained to teach all sorts of students, including those with special needs (Waseem, M., & Nauman, S. 2025). There are still a lot of challenges in their effective implementation to ensure that these efforts are successful; it is essential to continually monitor and adapt the programs to meet the needs of all learners (Malik, et al., 2025; Shah & Saba, 2024).

Impact of Professional Development Programs

Continuous professional development can support teachers to improve their practice to teach all kinds of students with different needs (Mexhuani, 2024). According to (Cohen & Hill, 2010), training teachers on a regular basis helps in updating the methods adopted by the teachers to effectively address the varied students, thereby improving the overall quality of teaching and learning processes in inclusive classes (Muñoz-Martínez et al., 2021). Pakistan needs organized programs for professional development that mainly target teaching approaches to inclusive education (Khalid, J., & Othman, N. B. 2022).

METHODOLOGY

The study used qualitative approach to determine the teacher's experiences and challenges teaching in a comprehensive environment. The qualitative method was chosen because to exploring the personal, cultural, and school-related factors affecting the extent to which teachers can teach in diverse classes. The qualitative approach also allows for understanding the teacher's experiences in all their complexity, something that could not be well represented with numbers or on surveys. In the present study, 10 participants were included teachers, policymakers, and trainers from rural and urban schools all over Pakistan. Careful selection was made to bring together a combination of people with different experiences and challenges, including education. Participants from city schools and village schools were included from different perspectives.

DATA COLLECTION METHOD

Interviews:

The semi-structured interviews were conducted with teachers, education policymakers, and training program coordinators to explore their experiences. Interviewees expressed their thoughts and, at the same time, were able to help us understand their perspectives.

Focus Groups:

In order to understand common challenges that rural and urban teachers face and how they can work together to make education more inclusive, discussions were

be held in groups among teachers of both types of schools. The group setting was present an opportunity for teachers to share their experiences with each other while also bringing out some of the problems in common and some differences.

Data Collection and Analysis

Data collection was taking 4 weeks to be done. Also, the interview sessions on Zoom online were organized one-on-one and in groups, but the day and time were to be tailored to their discretion. All individuals were accorded informed consent before being interviewed and a guarantee that the information gathered would never be disclosed back to them. The thematic analysis was broadly adapted to look for patterns and common themes in the data. The main objective of the analysis is to gain insight into the obstacles teachers face in rendering inclusive education and investigate the factors that delay the successful implementation of teacher-training programs.

Teacher Preparation

Professional Development

Teachers should be updated on any new teaching method this is through professional development. Studies have shown that routine training of teachers, such as in the form of workshops and seminars, improves teaching performance (Azahra & Susanti, 2025). The training equips the students with better ways to teach and encourages them to employ strategies that work well for various students. Teachers were now in a better position to create more engaging and informative lessons that met the needs of all learners since they were updating themselves on the latest techniques (Abedi et al., 2023). This makes them feel more confident in teaching and ensures they always improve to provide their students with the best education possible.

Curriculum Knowledge

Teachers adjust their teaching strategies when they know what is taught in the curriculum to fit each student's needs (Kilag et al., 2023). Every student may learn differently, and the teachers have to adjust for all of them to learn and understand what they are taught (Woodcock et al., 2022). This is bound to make for a more inclusive classroom in which every pupil can succeed no matter how he learns best.

Classroom Management Skills

Good classroom management creates a positive environment for learning. If teachers know how to manage classroom behaviors, they can keep the students interested and focused while minimizing disruptions. It makes the classroom a better place for everyone to learn (Nanyele, 2024). Teachers who are able to handle all situations ensure that all students, regardless of their background or abilities, can participate and feel included (Jardinez & Natividad, 2024). It ensures that every learner has the opportunity to be successful and comfortable in their learning space, and classroom management is crucial for this (Abidin, 2024).

Adaptability

This means effective teaching is that one is in a position to alter how they teach for the benefit of every student’s needs. According to study, teachers who believe they can teach each and every student are likely to establish an inclusive classroom where everyone is included and supported (Woodcock et al., 2022).

Inclusive Practices

Differentiated Instruction

Learning adapts different kinds of approaches according to how learners need things done in learning lessons to enable everyone to have equal opportunity (Onu et al., 2023). That approach lays down a critical structure to set an inclusive classroom, one that lets everyone's learning process benefit so every learner is benefit from opportunities (Jardinez & Natividad, 2024).

Culturally Responsive Teaching

Adding their cultural backgrounds into lessons makes the learning process exciting and makes students feel like they belong; this helps them associate what they are learning in school with their out-of-school life (Chapman, 2024). It promotes a friendly setting where all learners feel appreciated and can relate better to what they are studying.

Support for Special Education

It is important to employ strategies that assist students with disabilities in creating an inclusive classroom (Marafa, 2024). According to research, teacher training programs should be more focused on special education methods to prepare teachers for classrooms of all abilities (Al-Rashaida & Massouti, 2023).

Equity in Education

All students should have good learning resources and opportunities It also calls for a change within schools to bridge gaps and make sure that fairness prevails among all students regardless of their background or situation (Buabeng & Amo-Darko, 2024).

Challenges Faced in Classrooms

Student Engagement

Motivating students is a significant problem that teachers face, and most of them struggle to keep every learner involved, which leaves holes in the educational achievement gap (Calaguas & Dungca, 2025). When learners are not engaged, it influences their overall progression and learning, and this, in turn, creates disparities in the outcomes among various groups (Qureshi et al., 2021).

Resource Limitations

Most teachers face a problem of inadequate resources, for example, insufficient materials or technology (Kidega et al., 2024). This makes it difficult for them to offer quality education and satisfy the needs of their students.

Behavioral Issues

It is challenging for many teachers to manage disruptive behavior while maintaining a positive classroom atmosphere (Degracia, 2024). Training in effective behavior management strategies is crucial for creating a supportive and focused learning environment (Eden et al., 2024).

Large Class Sizes

When there are more students than teachers in a classroom, it becomes hard for teachers to reach every student, which hampers the ability of teachers to help their students learn best (Minaz et al., 2025). Too many students mean that time may not suffice to offer individual attention to each student, which deters students from grasping the concepts effectively and succeeding in the class.

DISCUSSION

Teacher training is one of the factors that enhance teachers' knowledge of inclusive education and the difficulties that come with teaching diverse classrooms. ul Haq, Niazi, and Sahto (2012) research has indicated that a well-designed teacher training program can enhance teachers' confidence, which is critical for the effective management of inclusive classrooms (Nasution & Pradana, 2025). For instance, a study revealed that teachers who participated in inclusive education programs felt more confident and had more positive attitudes toward including students with disabilities; this helped them to perform better in terms of meeting the needs of such students (Antala et al., 2022). The training programs equip teachers with theoretical knowledge as well as practical skills to implement inclusive practices (Demchenko et al., 2021). However, despite the many positive gains through such programs, many teachers are still worried about how to handle children with disabilities in regular classrooms. According to Smith, D. G. (2024), Doubts still prevail over the academic effectiveness of inclusion, even though many admit to its social advantages. This shows there is still a need for continuous professional development that focuses not only on the improvement of teachers' knowledge but also on sharing experiences and best practices among fellow teachers.

According to the Azhar, Iqbal and Imran (2025) there are also several challenges that limit the effectiveness of teacher training for inclusive education. First, there is a lack of resources, particularly in areas where teachers have fewer opportunities for training; most of the teachers in these regions report a strong need for professional development that focuses on special educational needs (SEN). however, many schools and education systems lack the proper infrastructure to do so (Rahmi et al., 2024). Financial issues are also a massive problem because several schools cannot offer full training courses to meet every student's needs (Zickafoose et al., 2024). Besides these practical factors, cultural norms and societal ideologies also make inclusion in education relatively difficult. As such, even in many different places, most teachers are on the receiving end of resistance and opposition from a section of their parents or communities who have narrow-minded views over disability and issues of education. According to Foster, K. J. (2024), Such cultural views make it impractical for an inclusive educational environment to emerge. also, teachers get pressured to abide by traditional learning methods that won't support diversity in learner needs. It shows the huge impact of cultural beliefs about disability and education on how teachers approach inclusion in the classroom. There are a lot of stigmas around disabilities in many cultures, which tend to exclude certain students from being part of regular classrooms (Y. Wang, 2021).

The teacher may feel restrained by societal expectations, which makes them not try to follow the practice if they feel it is against the norms of the culture. Such resistance from society may make it more challenging for teachers to have an inclusive classroom and provide students with disabilities the support they require (Phulpoto, Oad, & Imran, 2024; Oad, Zaidi, & Phulpoto, 2023). The lack of resources is another significant challenge to effective inclusive education. In many cases, teachers have

difficulties in sourcing teaching materials, support staff, and other resources needed to support students with diverse needs. This caused difficulty for teachers in ensuring quality teaching that will provide the student with disability the support that he needs. Resources were also a factor since the unavailability of the resources dragged the motivation of the teachers to allow the implementation of inclusive practices. It has been found that the confidence and effectiveness of teachers applying inclusive strategies positively correlate when they have the right resources and support involved (Chow, 2024).

Improvement of resource availability promotes inclusive education, and support from schools and institutions motivates teachers to implement inclusive education. Continuous professional development by schools and the creation of a collaborative culture among teachers increase the likelihood of teachers embracing inclusive education. On the other hand, when schools do not support teachers, it makes them feel burnt out and frustrated, and it becomes hard for them to implement inclusive practices successfully. Hence, the teachers who do not feel supported may not invest the time and effort into changing their teaching practices for diversified learners. Thus, the school setup has to support this process to achieve successful inclusion. Changes in curricula are, therefore, expected to improve teacher training concerning inclusive education. Teacher training programs should have new methods of teaching that emphasize the needs of marginalized students. This balance between theoretical learning and practical experience ensures teachers are prepared for the challenges of teaching in diverse classrooms (Buinwi et al., 2024).

Moreover, inclusive education must be taken seriously as part of core training and preparation for teachers and not something one has a choice to pursue or not. When we mainstream inclusive education, then teachers will be better prepared to respond to all learners. Continuous professional development is another way teachers' skills in inclusive education can be enhanced. Workshops, seminars, and other learning opportunities are eligible for the most up-to-date teaching strategies. They further give an opportunity for the teachers to share experiences and ideas with one another. This collaborative approach can help in building a community of teachers committed to inclusive education (Tiwari, 2023). Professional development focused on inclusivity can also be emphasized by schools to ensure that teachers meet the needs of all students. Besides that, community involvement and policy-level changes support teacher training efforts toward the realization of SDG 4. There would be collaborative facilitation that would be shared by the schools, government agencies, NGOs, and local communities on how to share resources and broaden available training for the teachers (Azhar, 2024; Azhar, et al., 2022). For example, schools can cooperate with local organizations to provide the teachers with supplementary training on special educational needs or supplement them with extra support materials to enhance inclusive education (Rana, et al., 2022; Rana, et al., 2021; Rana, 2015).

Funding for inclusive education programs should first be allocated so that policymakers will ensure that each teacher has access to the right resources and training. In this aspect, policymakers may reallocate funds within the educational system to ensure more focused help for teachers with students who have disabilities.

Further, schools need to be adequately prepared with special staff and other resources in support of inclusive education. An environment would be produced by policymakers tackling structural issues so that inclusive education can thrive.

CONCLUSION

Teacher training is essential to meet the objective of inclusive and equitable education in Pakistan. The results of this study indicate that successful teacher training is important for the preparation of teachers with the right skills, knowledge, and attitudes to foster inclusive classroom environments. Despite its increasing recognition as the most important, many challenges still prevail, like cultural values, regional disparities, and even lesser resource availability, and all these obstruct the complete realization of inclusive education throughout Pakistan. These obstacles continue to restrain the influence of teacher training programs such that teachers are not able to effectively meet the diverse needs of their learners, even in children with disabilities. The most common issues that appear from this research include teacher preparation. Most of the teachers, through various sources, report inadequacy in addressing the needs of students with disabilities. Several studies have shown a significant reflection on the deficiency of teacher preparation as it typically lacks comprehensive inclusivity in teaching.

Most teachers, although having received training as teachers, do not apply inclusive teaching in the classroom due to a lack of preparation for such specific activities. This failure is particularly disturbing because teachers are at the helm of providing an inclusive experience. Furthermore, teachers often suffer from issues such as a lack of resources or societal stigma associated with disabilities, thereby complicating their task of implementing inclusionary practice. The scarcity of teaching aids designed for the disabled or support staff and a general unwillingness to be inclusive have greatly hindered the inclusivity education programs. The findings of this research point toward the fact that although there is growing recognition of the importance of inclusive education, the current state of teacher training in Pakistan is still not satisfactory enough to handle the diverse needs of all students. It is, therefore, the essence of this research that reform is needed in the teacher training processes, focusing more on comprehensive and targeted training, which can more effectively prepare the teachers for the complexities of inclusive teaching. Cultural competence and inclusion strategies should have a strong place in teacher training programs, enabling teachers to address the diverse needs of students, including those with disabilities. According to research, when teachers are well prepared and directed at the specific levels of training, they can implement teaching skills that are tailored to the needs of students. For this reason, more advanced and available teacher training courses ought to be invested in to provide inclusive classrooms that would welcome all kinds of learners.

However, even with the promise of reform, teacher training programs are often strangled by systemic issues in the education sector. Indeed, one serious issue is that, in many teacher training institutions, inclusive education has been considered to be an extra subject rather than a primary component of the curriculum. As a result of this

exclusion, teachers are left with only the necessary critical skills and knowledge for the realization of inclusive teaching practices in real classrooms. The comprehensive basis of education, inclusive to this end, will be essential for teachers as a basis upon which they may operate confidently while bringing inclusive practice into their pedagogical activity. This necessitates a fundamental transformation in how training for the profession is carried out, whereby the training course places inclusive education at its heart and not on its periphery.

The central issue in bringing inclusive education is cultural and social attitudes toward disabilities at the basic level. In communities, disabilities often attract negative perceptions and stigma that lead to exclusionary practices in schools. Cultural barriers not only affect teachers' willingness to embrace inclusive methods but also impact the experiences of students in class. For example, disabled pupils may experience discrimination and marginalization due to prevailing attitudes that describe them as less perfect or not as worthy as normal people. Such refusal to embrace inclusive education based on outmoded beliefs and misrepresentations about people with disabilities necessitates scrutiny to better acknowledge and accept equality and diversity in learning institutions. Governments, teachers, and local authorities are supposed to come together to raise awareness of understanding diversity and inclusion in learning environments. Therefore, by opposing these damaging stereotypes and promoting positive attitudes towards disability, cultural barriers may be slowly overcome to allow for more inclusive educational practices. The other thing that comes in the way of the successful implementation of inclusive education in Pakistan is the limited resources.

As many schools, mostly rural, lack the provision of facilities necessary to support the inclusive education project, students with disabilities often face learning obstacles. Teachers have very limited access to simple teaching tools, assistive technologies, or support staff with disabilities; this makes it very hard for them to provide the necessary support to their students. Research has shown that if teachers are adequately empowered with resources and institutional support, they are more confident and motivated to implement inclusive practices. Therefore, this calls for dealing with these imbalances in the resources to develop an environment through which inclusive education can flourish. Inclusive education requires resource distribution in educational institutions. Schools should be provided with tools that can facilitate the learning of all students regardless of their ability or background. To deal with such issues, the teacher training program should be reformed. The very first reform would include inculcation within the basic body of teaching education and not an activity or auxiliary. Hence, it would aid in educating each teacher concerning this aspect so that they become conversant and are able to apply their expertise to such actions within the class. Teacher training programs should focus on both theoretical knowledge and practical skills, such that teachers are trained in how to apply the inclusive teaching strategies learned in a real-world context. In addition to initial teacher preparation, there should be opportunities for continuous professional development to update teachers on new developments in inclusive education. Workshops, conferences, and collaborative training will help foster a community of

practice to ensure that teachers are always adequately supported and continually exposed to new ideas and best practices.

Policymakers should also play a crucial role in developing an inclusive education system by encouraging awareness campaigns and communities to embrace diversity and inclusion. Shifting cultural perceptions about disability is very important to the successful implementation of inclusive education. These efforts should be targeted at educating the public on the benefits of inclusive education, not only for students with disabilities but for all learners. This can minimize the stigma about disabilities and ease the process by which teachers might take up such practices and which benefits students have through inclusive learning environments. Lastly, the state should also devote funds to effective inclusion programs in education. A well-established resource distribution policy that ensures the development, implementation, and execution of ideal teacher training shall be undertaken and standardized for inclusion-related competencies among teachers as per regional regulations. This process will make a teacher equally eligible for any course regardless of locality. The best practices in inclusive education can also inform policy decisions and improve teacher training programs by encouraging research. Innovative teaching methodologies that support inclusivity can emerge from collaboration between universities, schools, and education authorities, thus helping to overcome the challenges faced by teachers in applying inclusive practices.

Implications for Policy and Practice

This study highlights an urgent need to change teacher training programs to educate all students within Pakistan in more inclusive and equal ways. Based on the current research, present teacher training hardly prepares teachers for the diverse needs of their learners. Thus, education leaders have to include some methods of teaching in inclusive education in teacher training. This should not only cover theory but also practical teaching strategies that the teachers can implement in the classrooms (Adeoye et al., 2025). Another important result is that there is a need for increased funding to provide teachers with professional development. Teachers must be trained continually on the means of including all children in their classes, especially children with different learning needs. The idea is that training will equip teachers with the skills necessary to effectively teach in classrooms with diverse students (Mallillin, 2021). In addition, education policies need to be formulated towards inclusiveness by addressing students' marginalization-related issues. This means that the government needs to put specific resources towards inclusive education in schools. This calls for the government to allocate specific resources for inclusive education in schools. It is also essential for schools to collaborate with the local communities, education leaders, and social organizations to meet the targets of Sustainable Development Goal 4 (SDG 4), which aims for quality education for all. Involving people makes them informed of the need for inclusive education, thus making them try to work harder to achieve it. Community involvement can change attitudes about disability, creating an environment where all students are supported and valued. This can ensure that teaching methods meet local needs and contexts as schools build relationships with the communities (Miller et al., 2021).

Future Research

- The study provided results that indicated the importance of teacher training for inclusive education as well as some areas where more research needs to be conducted. For example, further studies may investigate the comparative effectiveness of various teacher training methods for inclusive education. Knowledge gained on such matters could be helpful for shaping policy and improving training programs geared toward teachers and students.
- Another area worthy of future research is how technology impacts teacher development. As advances in educational technology continue to be made, future studies on how digital tools could assist teachers in implementing inclusive methods of teaching would provide innovative solutions for the benefit of both teachers and their students (Batool et al., 2023).
- Long-term research should be carried out to examine the influence of teacher training in inclusive education on student outcomes in the long run. Such studies will indicate best practices and improve future training programs for sustained support for inclusive education.

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