

Fostering Inclusive Education in Asia: Insights from a Systematic Literature Review

Nurul Huda Ibrahim^{1*}, Nazmin Abdullah¹, Mohd Fairuz Jafar¹
¹School of Education, Universiti Utara Malaysia, Kedah, Malaysia

***Email:** Nhuda_i@uum.edu.my

Abstract

The strong communication strategies for inclusive education policies are intended to offer equality across the board for access to education for all students, including those with special needs. This systematic review used ROSES (Reporting Standards for Systematic Evidence Syntheses) methodology to investigate the use of communication strategies for inclusive education by countries in Asia. The articles were based exclusively on these three databases in conjunction with Google Scholar: Scopus, ProQuest, and ERIC, subjected to a series of screening, data collection, and evaluation of quality processes as guided by ROSES protocols. Criteria for inclusion included research on events on communication strategies regarding policy concerning inclusive education in Asia. Themes that emerged included the negotiation of partnerships, channels for communication, and cultural sensitivity. The paper identifies communication strategies that are culturally and contextually relevant towards the successful implementation of inclusive education policies. This will add to the body of knowledge in practice and provide directions for future research, policy development, and practical implementation.

Keywords

Inclusive Education Policy, special need education, communication strategies, policies promoting

Introduction

Although a lot of research on communication strategies has been conducted for the promotion of inclusive education, gaps remain in literature. The findings have been generalized into an Asian scenario, thus leaving out several aspects that define the unique cultural, linguistic, and socioeconomic diversification across the Asian context. Other ways that have not been explored are periods of engagement regarding communication strategies, which would involve diverse stakeholders, like the policymakers, educators, parents, and students, to have inclusive education policies successfully carried out. Furthermore, most of the studies do not address the potential of innovative communication avenues such as digital platforms or community-led initiatives to broaden and deepen the access and impact of the policies. These gaps indicate the need to

Submission: 20 November 2024; **Acceptance:** 4 December 2024



Copyright: © 2024. All the authors listed in this paper. The distribution, reproduction, and any other usage of the content of this paper is permitted, with credit given to all the author(s) and copyright owner(s) in accordance to common academic practice. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license, as stated in the web [site: https://creativecommons.org/licenses/by/4.0/](https://creativecommons.org/licenses/by/4.0/)

strengthen areas of injustice and inadequacy in communication strategies to really achieve understandable and culturally relevant ways of engaging in inclusive education in Asia.

This research focuses on examining how culture together with appropriate communication strategies would advocate engagement so diverse people along different Asian contexts could have inclusive education policies. Building further, this research would study emerging innovative digital platforms and grassroots initiatives to find out which channels are most promising for advocating inclusive education in Asia's very numerous and diversified socioeconomic conditions. This research explores the interface of cultural sensitivity, stakeholder engagement, and communication strategies to develop a more comprehensive framework to advance inclusive education policymaking in Asian countries. The target in this study is among other issues combating the gap in the previous literature concerning the effectiveness of targeted communication approaches for bridging the cultural, linguistic, and socioeconomic barriers in the implementation of inclusive education in Asia.

Over the last several decades since the normalization principle was put forth in the early 1970s, numerous countries have witnessed the remarkable transformation of educational opportunities for students with disabilities. This process turned into a breakthrough during the World Conference on Education for All held in Jomtien in 1990 (UNESCO, 1990), the Salamanca Statement (UNESCO, 1994) which was signed in 1994 and the World Education Forum in Dakar in April 2000. These incidents have led to a better comprehension of what inclusive education for children with special or diverse learning needs involves for governments. Most of these children were educated in segregated environments previously. The United Nations Convention on the Rights of Persons with Disabilities (CRPD), ratified in 2006, continues to strengthen global support and commitment to inclusive education. The unprecedented impact on policy and practice that these collaborative efforts have had now enables a far more comprehensive acknowledgement of and responsiveness to the needs of all students at the state, local, and national levels.

As a matter of fact, inclusive education is about giving access to each student's quality learning through breaking all kinds of barriers. So, it permits students to learn together with those students from different backgrounds and students who have special educational needs in regular classrooms. Thus, aims at rendering the learning environment equitable and nondiscriminatory as it meets different students' diversity. Even though disparity exists in inclusive education due to national disparate aspects such as national policies and laws, availability of workforce, and resources for varying categories of disability, the nature of difference varies among countries in Asia. However, there have been a couple of problems emptying this area of inclusive necessity to the specific regions, but most can be said towards the rest of the whole continent.

Inclusive education is vulnerable in Asia by the numerous cultural, linguistic, and socio-economic differences. This clearly spells trouble in terms of such factors such as the greatest ones being adoption of inclusive policy inconsistencies, difference of access to resources, and diversity in educational systems. Such challenges can only be combated through a well-structured communication mechanism that makes inclusive education policies acknowledged and competently translated across the region. School leadership, besides being critical in promoting inclusive education, is also relevant in the land of policy implementation. Relevant to the priorities

of the Nation and the system. Therefore, areas can assist in the exchange of great techniques, instantly improving scholar mastering opportunities (Faragher et al (2020).

Most of the successes and failures of inclusive education in Asia are but a slice of the diverse challenges and opportunities across the continent. For example, South Korea has been hit hard by the strides made in this regard because of the huge investments made by the country in assistive technologies aimed at supporting students with special needs. This, the South Korean government has introduced, among other things, such advanced technologies like speech-to-text, interactive learning software, and sensory devices, enabling students with disabilities to participate more effectively in a mainstream classroom (Kim and Lee, 2021). Such a technological tool has much to do with the country's commitment toward creating equitable learning environments and for different learners.

Meanwhile, many rural schools in Bangladesh are in dire straits due to resource constraints, with the result that inclusive education policies cannot be successfully implemented. Students with disabilities are not receiving quality education because of the shortage of trained teachers and poor infrastructure without assistive devices. They differ from many student needs, affecting enrolment and retention, especially of children with disabilities. Rahman and Sultana (2020). These conditions call for focused investments as well as support to bring about the policy-practice gap in some rural, impoverished settings.

It has also made considerable advances in inclusive education through community-based initiatives involving local stakeholders such as parents and community leaders in education policy development. Such initiatives have helped engender acceptance of inclusive practices and collaborative problem-solving approaches (Narot and Kiettikunwong, 2024). But the country is still having inconsistencies in policy implementation, particularly in remote areas, which must deal with cultural norms and scarce resources.

The examples demonstrate the varying degrees of development and challenges in inclusive education across Asia. While countries like South Korea show transformed laws on the use of technology, those countries such as Bangladesh show a dire need for structural and material resource inequalities. Learning from such cases will help policy and practitioner stakeholder entry points, which work toward local-enhancing incorporation and share common goals of widening participation and enlarging equity.

A lot has changed since normalization was introduced to special education in the early 1970s. Educational opportunities for students with disabilities are now redefining themselves in countries around the world. In chronological order, the process that led to the adoption of the Dakar Framework of Action has been embodied in milestones such as the Jomtien World Conference on Education for All in 1990 (UNESCO, 1990), the indispensable Salamanca Statement (UNESCO, 1994), and in an inter-country meeting, namely, the World Education Forum, held at Dakar in April 2000. These events opened new horizons to understanding inclusive education for any child with special or different learning needs. Most of them were taught in separation in the past. Support for inclusive education in most countries is strengthened by international frameworks and initiatives that include the UN Convention on the Rights of Persons with Disabilities, CRPD, which is an instrument of international law that came into force in 2008. All these efforts have

made an enormous impact on policy and practice towards the future of more inclusive approaches in recognizing and catering for diverse needs among all students.

With inclusive education, every child is supposed to have access to quality teaching geared towards meeting the special needs of the child irrespective of the background and capability. Inclusiveness means that all students can learn in normal class environments with the students among them with disability or from low-income families. It works toward creating a learning atmosphere where equality, anti-discrimination, and all those diverse requirements of any student can be catered to. There appears to be a great variation in the pattern of inclusive education within the Asian region due to national policies, legislation, human resource capabilities, and provisions for disabilities. Inclusion in this policy will raise many issues; some are country-specific to that region, while many are common to a bigger part of Asia.

An area as culturally, linguistically, and socioeconomically diverse as Asia finds it impossible to move far in the implementation of policies on inclusive education. In fact, it is this type of variation that includes inequity in the implementation of policies on inclusive education, disparity in availability and quality of resources, and variance in types of education systems. The last two prerequisite strategies will be crucial in selling avenues through which the enactment and implementation of inclusive education policy will be compromised across the region.

Guiding an inclusive education equally serves to policy implementation. Always in harmony with the priorities of the Nation and the System. For example, through their cooperation regarding shared learning, regions will gather opportunities to acquire the best practices for improving the accessibility of opportunities for learning for students over time (Faragher et al. (2020).

Methodology

The Review Protocol-ROSES

The methodology of ROSES reviews led the study. The cooperative ROSES reporting protocol turns up the handle for reporting in environmental evidence synthesizing. The core components in ROSES comprise a collection of comprehensive up-to-date forms that ensure an exposition of synthesis processes under the highest requirements (Pussegoda et al, 2017). The task of ROSES is to be sure of high-quality information at the right level by researchers. In line with this review process, the authors initiate the SLR by developing relevant research questions for the review. The author then accounts for the specific steps followed in conducting the systematic searching strategy, namely identification, screening (encompassing inclusion and exclusion criteria) as well as eligibility. The quality of the chosen articles will then be evaluated by the authors, who will also explain how they ensure the caliber of the articles awaiting review. In the end, the authors describe the data abstraction process for the review, data validating, and analysis of the abstracted data. The method utilized for this study was made as per the requirement of the research objectives. The present study took ROSES (Reporting Standards for Systematic Evidence Syntheses) into consideration for easy, structured, and rigorous evidence synthesis regarding the communication strategies for promoting inclusive education in Asia. The methodology therefore allowed

systematic selection, screening, as well as evaluation of relevant studies to improve the reliability and validity of the findings. The procedure was further supported by the PICO framework, which enabled the development of definite research questions that directly correspond with the objectives of the study. PICO only provides clear and applicable research questions focused on the population (students and stakeholders in Asia), interest (communication strategies), and context (inclusive education policies), which provide completeness and directness to the uniqueness behind the challenges with which this region deals. The resulting frameworks also offered robust bases for examining culturally sensitive and contextually appropriate mechanisms-adding more legitimacy to the possibility of delivering the study objective in informing policy and practice in inclusive education.

Limitation of the methodology

However, it is necessary to address limitations. The first one pertains to understandable language bias, given that only articles published in English have been considered. This means that potentially significant research might be missing from inclusion for only that reason. The second one stems from a potential publication bias as the study only drew from Scopus, ProQuest, ERIC, and Google Scholar databases. Articles from less documented journals or grey literatures might have been excluded as a result. Finally, inclusion criteria, which usually are essential for the quality control of the selected studies, might also accidentally eliminate some valuable insight from older studies or non-journal sources. These delimitations need caution for generalization of findings at the same time stressing the value of further research to ameliorate these gaps by searching for and searching multidatabase-enriched sources and many languages.

Formulating Research Questions

The PICO framework-tool designed specifically to be helpful to authors in devising suitable research questions for the review-was rather used here to link a research question for this study. The three core concepts of PICO are Interest, Context, and Population or Problem. This review of the authors thus included three items that have been determined by these concepts-population of indigenous people, interest in communication strategies in inclusive education, and the context of the Asia Pacific region. The major research question of the authors, which formulated using this approach is: What are the communication strategies used in promoting inclusive education policy in Asia.

Systematic search strategies

There are three processes involved in the systematic searching strategies used in this research. The processes involved the process of identification, screening and eligibility which is stated in figure 1.

Identification

The method of identification involves looking up synonyms, similar terms, and variations for the three-core study keyword communication strategies, inclusive education and inclusive education policy. With additional alternatives, the selected database will be able to find more relevant articles

for the review. The research topic, as proposed by Okoli (2015), served as the basis for developing the keywords, and the identification procedure involved consulting an online thesaurus, previous study keywords, Scopus keyword suggestions, and expert suggestion.

Using the three primary databases, Scopus, ProQuest and Education Resources Information Center (ERIC), the authors were able to develop and add to an existing set of keywords with a complete search string. Because its major features include advanced search, indexing of more than 5000 publications, quality control over the articles-such as high emphasis and multidisciplinary review-it is possible that these three databases would be the best in systematic literature review. The other additional database chosen was Google Scholar, which is the fourth one. They include combinations of keywords with each such as, "communication strategies", "inclusive education", "inclusive education policy", "special need education" and "communication promotion" that were used wherever appropriate using Boolean functions as well as phrase search. Courses not covered by other databases would benefit from this advanced search facility offered by Google Scholar (Yang & Meho, 2006). Each database should be searched according to the search phrase, with the number of publications found and the date of acquisition being noted. One citation is exported for each, although there are arguments in Delgado Lopez-Cozar et al. criticism about citation tracking, Google Scholar is, nevertheless, a useful research tool. Google Scholar may also play a role in systematic reviews, as using this platform offers several potential advantages (Hadaway, 2015). These include making resources more efficient, saving funds, enabling fast full-text linking, providing access to a vast collection of grey and academic literature, and being compatible with advanced techniques for bulk citation downloads, which facilitate a highly transparent approach to searching.

Table 1. Search Strategies

Database	Search string
Scopus	inclusive AND education AND in AND asia, communication AND strategies, communication AND strategies AND inclusive AND education AND in AND asia, AND policy, special AND need AND education, AND inclusive AND education, AND special AND need AND education, AND special AND need AND education AND policy, AND communication AND planning
Proquest	special need education AND, OR inclusive education, AND communication strategies OR communication plannig, AND inclusive education policy, OR special education policy
ERIC	inclusive AND education AND in AND asia, communication AND strategies, communication AND strategies AND inclusive AND education AND in AND asia, AND policy, special AND need AND education, AND inclusive AND education, AND special AND need AND education, AND special AND need AND education AND policy, AND communication AND planning, special need education AND, OR inclusive education, AND communication strategies OR communication plannig, AND inclusive education policy, OR special education policy

Screening

Using the criteria set out for article selection, this study automatically sorted all 118 of the selected articles using the database's sorting feature. The research questions served as the basis for the selection criteria. The study's limitations are those elements of its design or methodology that have an impact on how the results were interpreted. The capacity to characterize real-world applications, assess the value of the research, and generalize the conclusions is hampered by these constraints. According to Rodat (2021), a systematic literature review article should be completed in a few years (at least five years) or if the topic is less frequently discussed in scientific publications, the time frame should be extended to at least ten years, if not more decades. This resulted in the selection of the period between 2019 to 2024 as one of the inclusion criteria. In addition, only journal-published, empirically supported articles are included to guarantee the quality of the review. To further prevent misunderstandings, only articles published in English are included in the review. Finally, only articles published in Asia Pacific countries are chosen to fulfill the study's objective (table 2). 40 articles were discarded because they did not meet the inclusion criteria. The final procedure eligibility made use of the remaining 39 articles.

Table 2. The Inclusion and exclusion Criteria

Criteria	Inclusion	Exclusion
Timeline	2019 – 2024	< 2019
Document type	Article Journal	Article review: conference proceeding, chapter in book, book series
Language	English	Non english
Regions	Asia Countries	Non Asian countries

Eligibility

The third step, eligibility, involves the authors manually reviewing the articles they had received to make sure that, following the screening process, all the remaining articles met the requirements. Reading the paper titles and abstracts was the first step in this approach. 27 articles were excluded from this process because it not focused on the communication steps rather than communication strategies. From the screening process there were only 12 selected articles in total that are eligible for this study

Data abstraction and analysis

It is from this integrated review that this investigation is utilized. It provided room for a systematic and diversified inclusion of study designs that are qualitative, mixed-method, and quantitative review. Whittemore and Knafl (2005) argued that the best strategy for synthesizing or analyzing integrative data is the mixed-method or qualitative procedures so that the researcher can perform iterative comparisons across the primary data source. The qualitative one is specifically adapted for this investigation. The 12 articles were read by the researcher, paying serious attention to the abstract, findings, and discussion parts. Data abstraction was done based on research questions in which any data that emanated from these studies could directly answer the research problems in question and listed on a table. Following this, a thematic analysis was done whereby themes were

identified along with sub-themes based on observations of patterns and motifs, clustering of the abstracted data, counting, observing relationships, and noting commonalities. An example of the theme analysis process is a verified decision track that implies guidance for the interpretation and representation of textual data (Nowell, 2017). There are three processes in data abstraction.

First stage - Throughout the process, the authors looked for trends in the summarized information from each of the papers that they had studied. three major groupings were ultimately formed when all similar or related abstracted data were combined into one group.

Second stage - After reviewing the three data groups again, the authors discovered 9 more subgroups. Subsequently, the authors conducted a thorough analysis of all the main and sub-themes created to verify their accuracy and usefulness in representing the data.

Third stage- This method was applied in a group of co-authors and corresponding authors with the theme of the findings to produce themes. While the topics were developing. The investigators deliberated over any discrepancies, ideas, problems, or concepts that might be connected to the analysis of the information until they reached a consensus over the modification of the established themes and sub-themes.

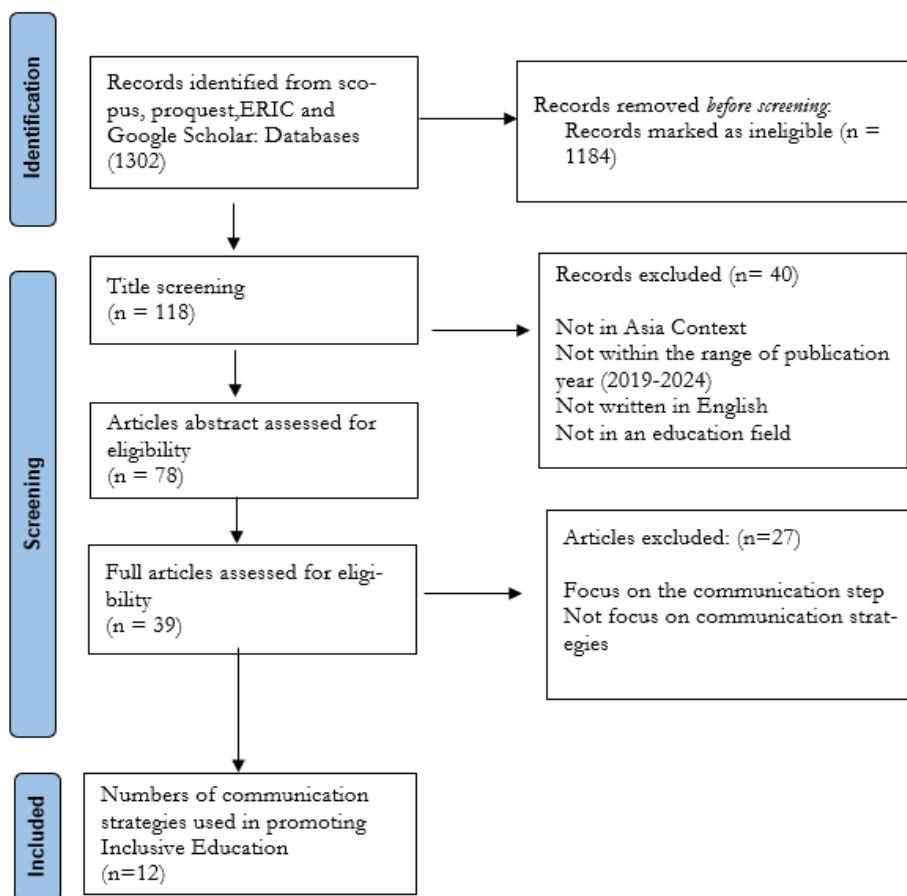


Figure 1. Study selection process

Results and Discussion

Background of the articles

By thematic analysis as portrayed in figure 2, the evaluation found 12 selected publications that addressed three primary topics: cultural sensitivity, communication routes, and communication with stakeholders. Nine sub-themes were found once these themes were examined in further detail. The investigations were conducted in several different countries, including Thailand, Bhutan, Southern Asia, Dubai, China, Malaysia, and India. Three of the research were conducted in Indonesia. The chosen papers come from the following publishing years: two from 2019, one from 2020 and 2023, three from 2021 and 2022, and two from 2024.

The theme and sub-themes

Communication with stakeholders

Hoshann et al. (2019), Rose et al. (2021), Mendoza & Haeymann (2022), and Narot & Kiettikunwong (2024) defined strategies for inclusivity in education concerning communication with the public and other stakeholders. In essence, the policy is approached from the top to facilitate the involvement of the public, as it also includes parents and students in the educational initiative. The broad engagement of different stakeholders, including policy makers, school administrators, instructors, and parents/students, very much captures what Rose and others have done. The added emphasis on policy makers and school leaders focuses on the strategic-level engagement and, consequently, the perspective of administrators and leaders. The involvement of a very wide range of stakeholders also ensures that different points of view are heard in the decision-making process leading towards an inclusive and productive learning environment. This very comprehensive strategy helps all parties involved to interact and communicate well but also ensures education policies meet community needs and expectations.

Various studies assert that one of the most critical ways to support inclusive education is through actively engaging leaders in schools and universities. This is a summary extracted from research conducted in Malaysia by Mosbiran et al. (2020), Mendoza & Haeymann (2022), and Narot & Kiettikunwong (2024). According to Mosbiran et al., the document includes leaders in schools and universities, thus advocating for concerted efforts to rally educational leadership around the cause of inclusive education. Such a focused approach altogether advocates for the leadership driving such programs wherein leaders of schools and universities are supposed to take care of the entire processes for inculcating inclusive practices in educational establishments. Mendoza & Haeymann (2022), on the other hand, say that, unless other stakeholders involved-legislators, educators, and parents or students communicate with one another, the promotion of inclusive education might be adversely affected. This might be conceived as a more wholesome strategy in which the school administrator is part of the larger community of stakeholders involved in promoting inclusive education. The research acknowledges the roles played by school heads in conceptualizing and executing inclusive education practices and policies at the school level while incorporating other members of the stakeholder family.

Further, Narot and Kiettikunwong in their 2024 study undertaken in Thailand further emphasize the crucial role of school leaders in implementing inclusive policies by engaging all stakeholders. This indeed is testified as a recognition that turns the lenses to the crux of the issue which concerns how school administrators internalize inclusiveness as a project within educational environments. It determines the importance of leadership in propelling continued augmentation in school-based practices, leading them to healthily interrelate with national educational policies by the engagement of school's top mentors. Therefore, this undeniably goes further to emphasize the part that legislators and all other educators need to play, as well as everyone else ending up in such learning environments, to create inclusive coalitions to meet the diverse needs of children.

Moreover, an investigation established in Thailand, 2024 by Narot & Kiettikunwong, has before verified that the school leaders play a very important role in executing inclusive policies, considering also the participation of all the stakeholders involved. This understanding shows exactly how school administrators are very important in making a transition of such inclusive education policies into programs of practical action for education environments. As such, this study advocates for the provision of such leadership within institutional settings to boost the continuity of practice whereby initiatives are integrated with the respective national educational policies by interaction with school leadership. This recognition of leadership emphasizes how necessary it becomes for legislators, educators, and administrators to work as a team towards building learning environments that are fit for inclusive value processing according to the diverse needs that children present. Besides, the study in its place that was at Thailand 2024 by Narot & Kiettikunwong has authorized the vital role of school leaders in the inclusion policy by also incorporating participation of all relevant stakeholders along with the study. Thus, this recognition reflects how school administrators are very important in transiting those inclusive education policies into programs of practical action for the educational environments. It shows how very important leadership is for driving continued progress in school-based practices all the way towards healthful interconnectivity with national educational policies, as brought about by the engagement of one's top mentors. This, indeed, goes much further to underline the part legislators and all other educators need to play, as well as everyone else ending up in such learning environments, to create inclusive coalitions around the diverse needs of children.

The study done in Thailand in the year 2024 by Narot and Kiettikunwong reaffirms that the school leaders play a very important role in the execution of inclusive policies by also adding the participation of all the related stakeholders in the study. Such recognition was actually representing how school administrators are very relevant while transitioning those inclusive education policies into plans of real-time action on education environments. It shows how very important leadership is for driving continued progress in school-based practices all the way towards healthful interconnectivity with national educational policies, as brought about by the engagement of one's top mentors. Undeniably, this goes further towards underlining the part legislators and all other educators need to play, as well as everyone else who ends up being in such learning environments, to create inclusive coalitions around the diverse needs of children.

Communication channel

As implemented by Rose et al. (2021) in India, community gatherings encourage open communication and inclusivity within local communities by fostering direct participation with stakeholders. With this method, in-person communication is possible, facilitating the collaborative sharing of thoughts, worries, and suggestions. In putting inclusive education plans into practice, it highlights the significance of community involvement and grassroots participation. However, as noted in the study by Narot & Kiettikunwong (2024), the usage of official publications points to a formal and controlled method of information dissemination. Government publications are widely acknowledged as reliable information sources that offer extensive communication to a wide range of readers. In addition to helping to standardize and consistency communications, this formal dissemination strategy guarantees that pertinent information reaches a wider audience. Nonetheless, several studies' lack of mention of communication methods points to a possible topic for more research and development in the inclusive education space. There may be other communication methods that could improve stakeholder participation and information dissemination, even though government publications and community meetings can be beneficial in some situations. Investigating alternate strategies including community outreach initiatives, social media, and internet platforms may present fresh chances to connect with a variety of people and advance inclusive behavior. Researchers and practitioners can improve the efficacy and inclusiveness of their communication methods in promoting inclusive education goals by identifying and utilizing a variety of communication channels.

Cultural sensitivity

Different studies focus on different components of culture when addressing cultural sensitivity and adaptability. The relevance of traditions is emphasized by Massouti, Al Rashaida, and Alhosani (2024), whilst Dorji et al. (2022) stress the role of religious beliefs in fostering inclusive education. Furthermore, social norms are considered in the context of inclusive education by Sheehy et al. (2019) and Narot & Kiettikunwong (2024). These studies acknowledge that cultural influences can have a substantial impact on educational practices and outcomes, and they highlight the need of recognizing and respecting cultural nuances in the promotion of inclusive education. However, as studies like Sheehy et al. (2019) and Narot & Kiettikunwong(2024) study in Thailand show, a wider integration of cultural aspects is required to promote inclusive education. These findings imply that developing inclusive learning environments that are considerate of students' varied origins and experiences requires a deeper comprehension of cultural settings, including social norms, rituals, and values. The combined knowledge of these methodologies emphasizes the importance of cultural awareness in inclusive education endeavors. Regardless of a student's cultural background, educators and legislators may guarantee that learning environments are inclusive, courteous, and encouraging of all students by acknowledging and implementing cultural considerations into rules and procedures. To promote fairness, diversity, and inclusion in education and provide meaningful learning experiences for every student, a comprehensive approach to cultural sensitivity is essential.

Studies	years	Region	Communication with stakeholder				Communication channel		Cultural sensitivity		
			PM	SuL	Te	PoS	CMM	GPoA	RB	Tr	SN
Sheehy et. al	2019	Indonesia			/					/	
Hochmann et. al	2019	Southern Asia	/	/							
Mosbarani et al	2020	Malaysia		/							
Rose et. al	2021	India	/			/		/			
Li & Ruppert	2021	China	/								
Rasmitadila et al.	2021	Indonesia		/							
Mendoza & Haeymann	2022	India	/		/		/				
Misquitta & Joshi	2022	India			/						
Dorji et.al	2022	Bhutan							/		
Ediyanto, & Kawai (2023)	2023	Indonesia			/						
Masroufi, Al Rasbaida & Alhossani	2024	Dubai				/					
Narot & Kietakunwong	2024	Thailand	/		/					/	/
Communication with stakeholder			Communication channel				Cultural sensitivity				
PM = Policy Maker			CMM= Community members meeting				RB= Religious Belief				
SuL = School/university Leader			GPoA= Government publication or announcement				Tr=Traditions				
Te= Teachers							SN= Social Norms				
PoS= Parent/student											

Figure 2. The theme and sub-theme

Discussion

The objective of this research is to identify and analyze effective communication strategies that would most impact educational policy to become more inclusive within Asia in sensitive cultures specific to contexts. The results cite three significant themes which are stakeholder engagement, communication channels, and cultural sensitivity. This trio reflects the critical role of inclusive communication strategies in overcoming barriers and improving the movement of the Inclusive Education Policy.

Stakeholder Engagement

This was the need for stakeholder engagement, as it seemed a significant factor and reason for collaboration among the policymaker and school administrator, educator, parent, and ultimately the whole community. Existing literature rarely covers this collaborative dimension, focusing instead on isolated initiatives like “teacher training” or “parent counseling.” For this reason, it is highly important to rely on the involvement of various stakeholders, ensuring through this that the community needs identified become subject to definitions and translation into sound action practices.

The emphasis on leaders in schools and universities in Malaysia suggests a leadership-oriented approach in which educational leadership is supposed to propel the implementation and progress of inclusive education methods. In a similar vein, the participation of school administrators in Thailand and India highlights their critical role in spearheading programs for inclusive education inside academic institutions. In India, a comprehensive and inclusive strategy for advancing inclusive education is marked by the inclusion of school administrators in addition to other stakeholders. This recognizes that cooperation amongst various stakeholders is essential, with school administrators playing a key role. The involvement of school administrators in all this research emphasizes how crucial it is to convert inclusive education policies into workable solutions for classroom environments. It is widely acknowledged that school administrators are

important change agents who can guarantee the smooth incorporation of inclusive education practices into the day-to-day activities of educational establishments.

These are the school administrators responsible for inclusive education in the country, as they lead the professional development programs geared toward teachers on differentiated instruction with an emphasis on inclusive practices. They collaborate with external policymakers to realize national goals for education against local strategies. A good example is a school administrator in the urban environment involving assistive technologies in classrooms, while one in the rural area is ensuring basic accessibility and teacher readiness. In participating in an inclusive practice, school administrations in Thailand pursue community involvement for the acceptance and support of such initiatives. They serve as contact points between schools and local communities by organizing awareness campaigns and workshops where parents and stakeholders learn about inclusive educational systems. Such community-based initiatives have been crucial in reducing stigmas while paving the way for a child with diverse needs to a favorable condition for studies.

To deal with a very hierarchical education system in India, they usually raise the demands for increased funding and resources in terms of inclusive programs. They also run teacher mentoring programs that groom instructors in teaching diversified learners. Some also enter collaborative arrangements with organizations of non-governmental agencies to fill the void in government supply. The role of school administrators goes beyond one institution: it serves to establish a model for systemic transformation. Their policy implementation, teacher training, and stakeholder engagement signal the severe necessity for a systems approach in inclusive education. Effectively addressing the regional disparities in ATT and promoting collaborative efforts of school administrators, this, in a nutshell, is paving the way to equity, access, and quality education systems across Asia.

Communication Channels

This establishes the cutting edge of the potentiality of traditional approaches for communication vis-a-vis modern innovative ones. Of course, community meetings and official publications are still significant forms of communicating. However, supplementing them with digital platforms and community-based initiatives can take the reach and inclusiveness of these modes further. Such forms also allow the active and interested participation of underrepresented groups in the expression and presentation of their perspectives, thereby giving way to more participative political imperatives.

On the other hand, the lack of dedicated communication channels in numerous investigations implies impactful, focused, and inventive methods of interaction. The impact of inclusive education projects could be further increased by investigating other communication channels like digital platforms, interactive workshops, or community-led initiatives, even though community meetings and official publications are still important tactics. These platforms have the capacity to reach underrepresented populations, highlight a variety of viewpoints, and encourage more intense engagement and cooperation. Stakeholders may guarantee that inclusive education becomes a truly collective endeavor, driven by the voices and ambitions of all parts of society, by embracing a more broad and inclusive range of communication techniques.

Cultural Sensitivity

A significant finding in the study was cultural sensitivity. It warrants that communication strategies be tailored to the specific social, linguistic, and cultural contexts within which Asia operates. Current policies fail in addressing such complexities, which causes misalignment between policy objectives and ground realities. This way, the inclusion of cultural sensitivities makes inclusive education policies context-relevant in addressing the diverse needs of students, leading to the promotion of equity in learning.

Furthermore, these studies acknowledge the significant influence of cultural influences on educational experiences and results. Promoting inclusive learning environments that support a range of cultural backgrounds can be achieved by educators and policymakers through understanding and respecting religious beliefs, customs, and social norms. However, to guarantee thorough cultural sensitivity and adaptation in inclusive education practices, a wider integration of cultural aspects is required. This necessitates applying tactics that support cultural inclusion and responsiveness as well as having a thorough awareness of the cultural settings in which education takes place. By working together, educators and legislators may establish learning environments that respect and promote cultural variety while offering equal chances for every student to succeed.

Conclusion

In conclusion, the review points to the value of utilizing communication strategies which are culturally sensitive and contextually appropriate for promoting inclusive education policies in Asia. A comprehensive literature review led to the emergence of salient themes such as stakeholder engagement, communication channels, and cultural sensitivity. Such findings suggest the necessity of bringing together the efforts of policymakers, educators, parents, and communities to address barriers and create an inclusive learning environment. Policy and practice at different levels in Asia must ensure localization for effective implementation of more initiatives towards inclusive education. This is more locally understood and hence reflects institutional understanding and acceptance.

The administrative role has a widely accepted role in advocating and promoting inclusive education, and specific practices demonstrate ways that these administrators can also include this as their practice. The first practice involves policy implementation in which the administrators adapt the national guidelines into local needs. The establishment of inclusion committees in the schools is one way that enables the administrator to account for progress and identify the areas for improvement towards inclusive education policy converting action into practice.

Next comes the issue of teacher capacity building and training. One such post where the school administrators pay great attention is on capacity building for the teachers through workshops on differentiated instruction, classroom management, and the use of assistive technologies. In the resource-scarce schools of India, administrators have also started peer mentoring programs where experienced teachers stroke the path toward adapting inclusive practices regarding mentoring colleagues. Resource allocation has quite a bit to be involved in

administration. For instance, in Thailand, administrators successfully lobbied government grants to make infrastructure improvements for the schools, such as building ramps and providing accessible washrooms. Resources allocated for that purpose were sought and secured toward making the school more accessible to students with physical disabilities. Likewise, in Malaysia, the local councils worked together with school administrators to realize the funds needed for assistive technologies and learning aids. These portray examples of how school principal institution realizes best practices in inclusive education and the sustainable setup of empowering teachers, engaged communities, and better learning outcomes across all students.

This research is certainly significant to the body of knowledge- inclusive education in so many ways. It identifies the gaps in the literature, especially in the lack of culturally and contextually relevant approaches to communicating strategies in Asian settings. This study enhances theoretical engagements towards inclusive education by reiterating concerns about addressing challenges related to cultural, linguistic, and socioeconomic diversity and contexts specific to the region. Past studies have not quite sufficiently addressed these aspects, which has left a big gap that is partly closed by this one. The research offers practical and action-oriented recommendations for policymakers, educators, and other relevant stakeholders to develop and put into action more effective, equitable, and localized inclusive education policies. Findings showed the need for engaging the stakeholders as well as the novelty of avenues for communication to promote collaboration and inclusiveness.

Finally, this study contributes methodologically to the research landscape by employing the ROSES systematic review framework. This such rigorous and transparent scheme has set a standard for future work fronted towards inclusive education. Furthermore, the regional focus on Asia elaborates the understanding of some barriers and opportunities in that region that goes a long way in providing useful material for shaping inclusive education systems which are locally responsive. The contributions presented advance further the discourse on inclusive education and provide a basis for future research and practical progress in the field.

Acknowledgements

We want to express our appreciation the School of Education at University Utara Malaysia for their assistance and direction during this study. The efforts from the institutions have played a role in facilitating this work on enhancing inclusive education policies through communication strategies in Asia.

References

- Asamoah, E., Tam, C. H., & Abdullah, A. (2022). Implementation of inclusive education policy in Ghana: Recommendations from social workers and policy makers. *International Journal of Disability, Development and Education*, 69(1), 267–281. <https://doi.org/10.1080/1034912X.2021.1955335>
- Cheng, S. C., & Lai, C. L. (2020). Facilitating learning for students with special needs: A review of technology-supported special education studies. *Journal of Computers in Education*, 7, 131–153. <https://doi.org/10.1007/s40692-019-00150-8>

- Delgado López-Cózar, E., Robinson-García, N., & Torres-Salinas, D. (2014). The Google Scholar experiment: How to index false papers and manipulate bibliometric indicators. *Journal of the Association for Information Science and Technology*, 65(3), 446–454. <https://doi.org/10.1002/asi.23056>
- Dorji, R., Bailey, J., Miller, J., Graham, L., & Paterson, D. (2022). School leaders' attitudes to the implementation of inclusive education in Bhutan. *Asia Pacific Journal of Education*, 44(2), 340–354. <https://doi.org/10.1080/02188791.2022.2053062>
- Ediyanto, & Kawai, N. (2023). The measurement of teachers' attitudes toward inclusive education: An empirical study in East Java, Indonesia. *Cogent Education*, 10(2), Article 2229014. <https://doi.org/10.1080/2331186X.2023.2229014>
- Faragher, R., Chen, M., Miranda, L., Poon, K., Rumiaty, N., Chang, F., & Chen, H. (2020). Inclusive education in Asia: Insights from some country case studies. *Journal of Policy and Practice in Intellectual Disabilities*, 18(1), 23–35. <https://doi.org/10.1111/jppi.12369>
- Haddaway, N. (2015). The use of web-scraping software in searching for grey literature. *The Grey Journal*, 11(2), 186–190. <https://www.academia.edu/16570122>
- Li, L., & Ruppert, A. (2021). Conceptualizing teacher agency for inclusive education: A systematic and international review. *Teacher Education and Special Education*, 44(1), 42–59. <https://doi.org/10.1177/0888406420926976>
- Massouti, A., Al Rashida, M., & Alhosani, M. (2024). A qualitative study on Dubai's inclusive education policy from school leaders' perspectives. *Sustainability*, 16(3), 1252. <https://doi.org/10.3390/su16031252>
- Mendoza, M., & Heymann, J. (2022). Implementation of inclusive education: A systematic review of studies of inclusive education interventions in low- and lower-middle-income countries. *International Journal of Disability, Development and Education*, 71(3), 299–316. <https://doi.org/10.1080/1034912X.2022.2095359>
- Miller, A. L., Wilt, C. L., Allcock, H. C., Kurth, J. A., Morningstar, M. E., & Ruppert, A. L. (2022). Teacher agency for inclusive education: An international scoping review. *International Journal of Inclusive Education*, 26(12), 1159–1177. <https://doi.org/10.1080/13603116.2020.1789766>
- Misquitta, R., & Joshi, R. (2022). Professional development for inclusive education: Insights from India. *International Journal of Inclusive Education*, 1–16. <https://doi.org/10.1080/13603116.2022.2036831>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., ... & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Narot, P., & Kiettkunwong, N. (2024). A strategy to reorient parental perceptions to create conditions for successful inclusive education: A case study in a small-sized school. *Education Sciences*, 14(4), 358. <https://doi.org/10.3390/educsci14040358>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1–13. <https://doi.org/10.1177/1609406917733847>
- Pussegoda, K., Turner, L., Garrity, C., Stevens, A., Boutron, I., Sarkis-Onofre, R., ... & Moher, D. (2017). Systematic review adherence to methodological or reporting quality. *Systematic Reviews*, 6, Article 131. <https://doi.org/10.1186/s13643-017-0527-2>
- Rasmitadila, Humaira, M. A., & Rachmadtullah, R. (2021). Teachers' perceptions of the role of universities in mentoring programs for inclusive elementary schools: A case study in

- Indonesia. *Journal of Education and E-Learning Research*, 8(3), 333–339. <https://doi.org/10.20448/journal.509.2021.83.333.339>
- Rose, R., Narayan, J., Matam, S., & Reddy Sambram, P. A. (2021). Comparison of provision and access to inclusive education for children with disabilities in a metropolitan city and a rural district in Telangana State, India. *Education Sciences*, 11(3), 111. <https://doi.org/10.3390/educsci11030111>
- Sheehy, K., Budiyo, N., Kaye, H., & Rofiah, K. (2019). Indonesian teachers' epistemological beliefs and inclusive education. *Journal of Intellectual Disabilities*, 23(1), 39–56. <https://doi.org/10.1177/1744629517717613>
- Whittemore, R., & Knafl, K. (2005). The integrative review: Updated methodology. *Journal of Advanced Nursing*, 52(5), 546–553. <https://doi.org/10.1111/j.1365-2648.2005.03621.x>
- Yang, K., & Meho, L. I. (2006). Citation analysis: A comparison of Google Scholar, Scopus, and Web of Science. *Proceedings of the American Society for Information Science and Technology*, 43(1), 1–15. <https://doi.org/10.1002/meet.14504301185>