



Exploring The Implementation Challenges of Inclusive Education Policies in Primary Classroom Practices

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ABSTRACT

This study delves into the implementation challenges of inclusive education policies, highlighting the major factors of not assuring inclusiveness and quality in the Bangladeshi primary classroom context. This study engaged in exploring the gaps and why the implementation of the policies has not been considered properly. Data for this study was collected from four primary schools using semi-structured interviews of a head teacher and a teacher from each of four schools, classroom observation (approximate 40-45 students in a classroom), and thematic analysis was employed to analyze the data sets. The findings reveal gaps in teachers, administrators, and students' awareness as they have limited knowledge of inclusive education principles and limited stakeholder engagement. Classroom observation also reveals insufficient inclusive-practice in classrooms to accommodate children with special needs, with inadequate teacher training and lack of cooperation from stakeholders which affect communication engagement for special needs children. This study implies that the authorities should create some specific opportunities both for the teachers and students to implement inclusiveness and its practice in the classroom.

Keyword: Bangladeshi primary schools, classroom practice, implementation challenges, inclusive education, policy Implementation.

INTRODUCTION

Education is contemplated as one of the principal organs of this 21st century, inclusive education, to be more exact. In an evolving global society, inclusive education objectifies the motto of bringing all children under one roof, ensuring quality education, equal access, and acceptance (Shields, 2024). The United Nations Convention on the Rights of Persons with Disabilities (CRPD), particularly in Article 24, emphasized the universal switch towards inclusion by charging authorities to ennoble education systems and undertake measures to foster the primary rights of individuals with any disabilities or handicaps to a qualitative inclusive education system (Rasmussen & Lewis, 2007).

Despite achieving remarkable progress in education globally, it is unfortunate that children who do not fit the definition of an average student are still in the marginal group. In South Asia, approximately 31.8 million, 8.2 million at the primary level (6 to 9 years), and 23.6 million at the secondary level (10 to 14 years) children are out of school (Report, 2013). A substantial proportion of these numbers are disabled and deprived children. Mainly, Bangladesh is home to around 40 million diverse students. Both formal and non-formal education are given here. More than 4.3 million children (6 to 15 years) are not in any format of education provided in this respected country, although primary education is free. According to the National Survey on Persons with Disabilities (NSPD) 2021, conducted by the Bangladesh Bureau of Statistics with technical support from UNICEF, children with disabilities (aged 5-17 years), only 65 percent are enrolled in primary school, and only 35 percent are enrolled in secondary school (Saha & Saha, 2024)

In the last two decades, significant attention has been paid to exploring different approaches to the education sector worldwide to ensure this diversity is addressed effectively in regular classrooms. Bangladesh is one of the countries that has agreed with the Declaration of Education for All (EFA) (UNESCO, 1990), the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994), the Dakar Framework for Action (UNESCO, 2000) and the UN Convention on the Rights of Persons with Disabilities-UNCRPD in which it was addressed that education will be provided to all the children with an inclusive method.

However, Bangladesh is committed to inclusive education by legislating laws and policies that promote inclusive practices in the education system. Bangladesh has several accords: the

Compulsory Primary Education Act of 1990, the National Education Policy for the Disabled 1995, the Bangladesh Persons with Disability Welfare Act of 2001, the National Education Policy of 2010, and the Rights & Protection of Persons with Disabilities Act of 2013 (Ahmed, 2013). Although these policies establish the foundation for inclusive education, a critical assessment of their implementation in primary schools is necessary. Much of the research in the field of inclusion has suggested that despite having a noble policy, the goals of Inclusive Education could remain unachieved if the policy fails to inform the practices (Malak et al., 2013). This study examines the existing Inclusive Education policies in the context of Bangladesh, discusses the implications, and raises some issues that will require further investigation and analysis.

This research attempts to facilitate the upliftment of a more inclusive and high-quality learning atmosphere for all primary school students across Bangladesh. Therefore, the study objectives are To examine the gaps between policy intentions and implementing inclusive education practices in primary classrooms & To identify the challenges primary schools face in implementing inclusive education.

LITERATURE REVIEW

Global and Local Context

Students with special educational needs are included in inclusive education, which is based on the UN Convention on the Rights of People with Disabilities (Mitchell, 2015). United nations Sustainable Development Goals (SDGs) 4 has majorly emphasized inclusiveness and equality in education to reduce disparities and barriers, which has internationally gained the momentum (Zickafoose et al., 2024).

Despite education is a fundamental human right and a Sustainable Development Goal, yet approximate 50% of children with disabilities in low-income countries are excluded (Hang'andu et al., 2021). Education success depends on the whole system that includes inclusiveness in the schools, highlighting equality, quality, focusing in and out school and children. However, in Bangladesh, many institutions struggle with low learning levels due to neglect, discrimination, and lack of resources (Shaeffer, 2019).

Policy Framework

Over the past few years, multiple worldwide declarations have been signed considering inclusiveness in education. Almost all the country's representatives signed this declaration, mainly concentrating on reducing differences in education and society (Peters, 2004). According to some specific policy documents and reform initiatives, particularly the most current policy in Bangladesh the attempt to address inclusive education of diverse learners in the mainstream education system has been seen (Anis, 2022). In addition, two highlighting initiatives, endorsing inclusiveness, had also brought the philosophical view and implementation strategies into the country's existing education system (Ahsan & Mullick, 2013).

The government has recognized its approach to achieve the goals. After ensuring the act on EFA, the Bangladesh government enacted the compulsory education system for all children free of cost (Mujeri, 2010). Although this act represents the participation of all children, there was no mention of the significance of inclusive education specifically which need to be rethink (Allan, 2007).

Teacher Training

Preparedness of pre-and in-service for IE enactment and the role of leadership for IE reform are the two strategies that could help implement inclusive education in primary, training duration, interaction with individuals with a disability, knowledge of the legislation, and confidence in teaching a disabled student were identified as the majors to get the complete aptness of pre-service teachers' efficacy (Ahmmed & Mullick, 2014). One of the studies revealed that the government should involve primary schools in long-term- pre-service training. In order to provide high-quality inclusive education, in-service training should be provided (Siddik & Kawai, 2020).

Moreover, the interest in including disabled children in the mainstream was positive. Due to social responsibility and professional obligations, in-service teachers seemed willing to integrate disabled students in regular classrooms despite their infidelity regarding the success of full inclusion, even if in that current situation (Ressa, 2023). Collaborative data can motivate Bangladesh, like; Sarva Shiksha Abhiyan (SSA) is a national initiative of India, aiming at universalizing Elementary Education (UEE), to enhance social equity by providing equal educational opportunities (Metia, 2018).

Stakeholder Roles

The involvement of the School Managing Committee, head teacher, teachers, and parents are limited in Bangladesh (Yulianti et al., 2022). They informed the central system office about high teacher-student ratios. However, the final call was taken by the Directorate of Primary Education (DPE), which designs and develops the curriculum without schools (Mousumi & Kusakabe, 2021). As a result, it can be said that the school teachers feel powerless. Collaborative approaches are much needed to foster a culture of inclusiveness in schools.

Leadership also plays a pivotal role in reforming inclusive education practices. In one the studies, it claimed that the role of leadership in reforming inclusive education (Sakiz, 2016). Effective leadership requires better coordination between school-level stakeholders and central authorities.

Implementation Challenges

Several studies and reports on Inclusive Education in Bangladesh have mentioned structural, attitudinal, and environmental barriers hinder the implementation of inclusive education in Bangladesh (Salman et al., 2024). The Directorate of Primary Education (DPE) acknowledges that "primary schools too open consist of teachers with old-fashioned pedagogy, a lack of academic guidance and supervision, and a rigid curriculum," found as structural barriers (Amran & Obaydullah, 2019).

Despite policies, practical application remains unsure due to limited of resources, inadequate teachers training and lack of monitoring mechanism (Alalwan et al., 2020). Additionally, the policies inclusive education in schools is crucial for students with special needs and also challenging as research-based pedagogies and collaboration have not been implemented in a systematic way (Lancaster, 2014).

Comparative Regional Context

In Asia, the neighborhood country India and Nepal have made strides in inclusive education. India's special education has undergone a significant transformation post-independence, driven by increased awareness and advocacy for the rights of persons with disabilities, supported by structured teacher training and resource allocation (SWARGIARY, 2024). The central establishment of the Disability Right Commission and the creation of the

special/inclusive education council secretariat significantly enhance Nepal's special/inclusive education service (Shiwakoti, 2023).

RESEARCH METHODOLOGY

This study proceeded with a qualitative case study design to explore the gaps between policy implementation and the actualization of inclusive education in primary education. This qualitative research design allows for an in-depth understanding of the multifaced challenges and contextual factors influencing the effectiveness of inclusive education policies in selected primary schools. Semi-structured interviews of a headteacher and a teacher from each school, FGD consists of 6 students and one classroom observation (approximate student number 35-40) were the conducted for data collection. This study purposively selected four primary schools in Rajshahi to ensure a diverse representation of contexts. Two schools are taken from the Rajshahi city corporation area and two other schools in rural areas outside the Rajshahi city corporation.

Data Collection Tools

Interview: The data were purposefully collected from rural and urban areas to capture diverse perspectives. Before administering the interview with the respective interviewers, telephonic approval was sought from the interviewers. A face-to-face interview was conducted at a fixed time and date (7 June,2024). The critical points of the interview are mostly the knowledge and perceptions teachers have on inclusive education, about their professional development, how they implement inclusion in the classroom and what kind of challenges they face, and at last, what areas need to be developed according to them.

FGD: In the surveyed four Schools, four FGD are organized and administered from each school. Each FGD group consists of six to eight members. The researchers administered FGD, and a member of the research team noted others involved in the discussion. FGD discussion points are related to the research objective, and the primary key discussion points are to gather their classroom experiences regarding the inclusive practices.

Observation: For this study, an observation tool for data collection was used to capture the research objective (objective number one). Here, the condition of a classroom has been observed, including the classroom's infrastructure, seating arrangements, teacher-student relation, teaching methods and strategies, materials, and assessment, to gather the knowledge of how much the classroom is sufficient in the mentioned criteria for inclusive practice.

FINDINGS

This research endeavored to build a thematic analysis to measure the gaps in implementing inclusive policies and how much of their actualization occurred in classroom practice by attaining two specific objectives. The first specific objective was to examine the gaps between policy intentions and the actual implementation of inclusive education practices in the primary classrooms in the Rajshahi district. The second objective was to identify primary schools' challenges in implementing inclusive education. The four board headings (themes) of this chapter address these objectives. The researchers developed these critical themes to analyze, and each theme has sub-themes under the central theme.

Theme: Awareness of inclusive education

1. Level of perceptions of inclusive education

This study aimed to understand students' perceptions of inclusive education at primary-level schools. Focus group discussions revealed that students need a better understanding of inclusive education, but some students understood equal treatment and the need for extra support for special needs students. One respondent from B GPS P1 stated that,

"All children should be treated equally. Special attention should be given to students with special needs and the weak students."

Researchers interviewed teachers from four selected schools to understand their perceptions. They found that there's a need for clarity on inclusive education, but some teachers from D and B GPS's expressed ideas about equal access and participation. A teacher from the D GPS stated inclusive education as below:

"Inclusive education ensures equal access to education for all children, regardless of their background, including those with disabilities, promoting a collaborative learning environment, with a primary focus on disadvantaged students."

It was found that the school's administrator believed in inclusive education. One of the administrators stated that all children of different religions and castes should have the ability to be seated in the same classroom. Needs must be fulfilled if someone has unique qualifications. Another administrator said,

"I congratulate the education sector. Through inclusive learning, other students learn to be empathetic towards students with special needs and our attitudes at that age. All in all, I feel positive about it." (D GPS)

2. Level of policy awareness regarding inclusive education

The FGD findings indicate that students' policy awareness regarding inclusive education could have been improved, with some stating that every student should learn together. However, the KII revealed limited policy awareness, with teachers being less familiar with existing policies except the National Education Policy 2010. Teachers should have been more knowledgeable about these policies to ensure equal opportunities and treatment. A teacher from the C GPS stated awareness regarding inclusiveness below:

"No, I am not aware of such policies. However, I heard about the Education Policy 2010."

Another teacher from the D GPS stated,

"As far as I know, Bangladesh's unified education policy ensures equal opportunities for all students, but I do not know the details."

The study revealed that all teachers were trained in policies supporting inclusive education, including compulsory primary education laws and equal opportunities. However, one administrator was found to be unfamiliar with these policies, indicating a lack of specific knowledge. One of our respondents from The D GPS stated,

"The policy aims to admit all types of children to school, as discussed in training, ensuring equal opportunity for all. However, the details are unknown to me."

On the other hand, another respondent from the C GPS revealed, as below,

"Compulsory primary education laws promote inclusive education. It is impossible to ensure primary education without excluding any child. I know there are many other legal principles, and I am trained also."

Theme: Capacity Development

3. Training

The KII revealed that training experiences varied among respondents, with some participating in workshops and others lacking. Those who received training expressed a need for more on inclusive practices and managing diverse learners and special needs, while others experienced personal changes. In the KII, the respondents were asked how helpful the training was. Their statements are shown below.

The D GPS's teacher stated that training as:

" The training taught classroom strategies for equal opportunities for all children, but it made it difficult to control special needs children. The training helped me to realize the importance of providing good facilities to all, highlighting the need for better facilities."

B GPS's teacher stated training as follows:

"The classroom environment has evolved, with the teacher now addressing students' issues rather than scolding them. The classroom atmosphere is beautiful, with everyone working together. I spend more time understanding the problems of my students."

Researchers interviewed administrators to gauge their awareness of policies. Most were familiar with compulsory primary education, with some not knowing specific policies like equal opportunities and student harassment. However, one administrator needed to learn policies and suggested facilitating special children in different schools, despite having two policies. The statement is as follows:

" The policy requires admission of all types of children, as discussed in training, ensuring equal opportunity for all. However, I know about this policy but do not know the details."

Respondents were interviewed to discuss additional training or support for implementing inclusive practices more effectively. Some from the C GPS requested classroom management training, improved materials usage training, and extensive training for teachers to be aware of different child categories and to implement inclusive practices effectively. Another respondent

revealed that the training needed to be more comprehensive to understand the idea clearly. As he stated,

"The training system needs improvement to advance inclusive education, as it only had five days, and more time would have provided a better understanding and better understanding."

4. Skills Orientation

The data suggests that training needs improvement, as implementing strategies for equal opportunities for all children is challenging for special needs students. Implementation techniques were not taught in the training. However, a teacher in another school experienced changes, promoting a more inclusive classroom environment. One of our respondents from The B GPS stated,

"The classroom environment has evolved, with the teacher no longer scolding students for not writing, and a more inclusive atmosphere. The teacher spends more time with both boys and girls, focusing on understanding their problems and creating a more positive learning environment."

KII reveals the results of the administrators as well. One of the respondents, who was from The C GPS, stated:

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"Our approach to inclusive education and training highlights how teachers have shown more empathy towards students with special needs, despite the visible physical disabilities, and how this change has helped us to stay engaged and motivated."

5. Collaboration and Cooperation

The KII analysis revealed collaboration between teachers and parents, with parents attending parent meetings and helping teachers in classroom management. However, some schools show limited communication, indicating varying levels of collaboration. The C GPS's respondent stated,

"Our school's teachers are supportive and collaborative, addressing class-wide and student-specific issues through discussions and action. They maintain contact with parents, holding meetings to discuss student situations and take necessary actions. They listen to parents' concerns and take necessary actions to ensure a positive learning environment."

Another response from B stated,

"I talk to everyone, but not much. However, sometimes I discuss with our other teachers that there is a child with such a problem in any class, take care of him."

The KII study reveals that in a rural city, the school's SMC committee and parent assembly provide community support for effective education. However, improvements in collaboration include frequent scheduling of meetings and the use of digital devices for stakeholder communication. Inclusive education should be implemented in rural locations, and maternal concerns should be discussed more seriously. If students don't attend, they should return home and discuss different approaches. The D GPS's administrator states as below:

"To promote inclusive education, I want the steps that are being taken to implement inclusive education in our schools also be taken in remote area schools."

6. Monitoring and Evaluation:

The respondents self-monitored inclusive education initiatives, gathering feedback from students, teachers, and parents. They provided monthly, quarterly, and annual reports, held monthly meetings, and observed skilled teachers for effective teaching methods. They also took daily classes to assess class performance.

"The author regularly monitors educational initiatives in their school, holding monthly meetings to discuss inclusive education topics, addressing questions from teachers and students, and allowing skilled teachers to observe new teachers, particularly those new to the profession." (D GPS)

Theme: Implementation

7. Organization and resource mobilization

When questioned in KII, "Describe the resources and support available at your school for implementing inclusive education, a respondent of The C GPS's teacher stated:

"Our school offers ramps for accessibility and equal classes for all students. Each classroom has ample materials for each subject, and the headmistress and other teachers provide assistance."

Evaluating the above statement, this school had ramps for accessibility, equal classes, ample materials, and support from the headmistress and other teachers, ensuring equal mobility for all students.

From another respondent, it was found that the school provided educational materials and support for teachers, enabling them to teach students by hand. The administrator monitored classrooms and provided suggestions. Parents organized for children with difficulties and obtained government assistance, enhancing student learning and support.

The KII revealed administrators' perceptions on allocating resources for inclusive education programs, with some used for educational purposes. However, a separate fund was needed, and teachers used existing resources. The KII also revealed the school's funding and the lack of such funds. As the D GPS's administrator stated:

"The individual does not receive a specific allocation for inclusive education programs and support, but they do receive some allocations, such as slips for pre-primary education and a projector for reading materials for children with special needs. They strive to ensure education is delivered effectively, despite not having a separate allocation."

As the C Model GPS's respondent stated:

"It is allocated. However, I think they are less than necessary."

Theme: Challenges and Opportunities

The KII identified a need for more comprehensive training on inclusive education to effectively manage diverse students, improve teaching methods, and reduce class difficulties. Despite efforts, challenges such as classroom seating and school attendance persist. The main challenge is managing children with special needs, particularly physically disabled ones, and managing teacher-student ratios. Classrooms also face challenges due to personal preferences, making it difficult to accommodate everyone. More resources are expected to be needed to address these issues and improve inclusive education.

The study reveals significant improvements in classroom implementation policies, focusing on enhancing inclusivity for all children. It highlights areas for improvement, such as improving facilities and budgets, and increasing parent-teacher meetings. Regular meetings and digital

communication with stakeholders can aid decision-making. Administrators believe proper training and support can create an inclusive learning environment, but also emphasize the need for more facilities, modern furniture, and whiteboards to improve inclusive education. As the administrator of the D GPS stated:

" Inclusive education in schools requires more facilities, teachers, modern furniture, and whiteboards. With new and improved training, there are numerous opportunities for improvement, and with more teachers, inclusive education can be enhanced in schools. "

The KII suggests that inclusive education can be achieved with support from local politicians and school authorities. FGD findings suggest teachers should use various methods, prioritize students' well-being, and use digital teaching for better learning.

"Teachers can teach us using different methods. I think it would be better if they could be taught in some other way instead of reading books in class." (P5)

Another FGD finding revealed that students think it is necessary to prioritize helping, preventing rough behavior, and ensuring good classroom seating, while also implementing measures to prevent fear and offering separate reading sessions for safety.

"Arrangements must be made so that they are not afraid to come to school. They need to be connected. They need to be read separately." (P4)

The study further revealed that teachers should treat children with special needs equally and be cautious. They should not be avoided, and their relationship should be improved. In B's FGD, one of the students stated that.

"Everyone should be treated equally. Care should be taken equally so that no one gets more benefit." (P5)

Classroom Observation

1. Infrastructure

The study surveyed school infrastructure, ranging from poor to excellent, and found that classrooms are not excellent for students with special needs. Only C GPS scored well in this

area, indicating the need for better inclusive education. Schools had adequate light and ventilation systems, with A GPS and C GPS rated excellent. D GPS received a good rating for light and sound control, while B GPS showed better results. Quiet areas were also rated poor, except for C GPS. [Table-1]

2. Seating Arrangement

The seating arrangement in four surveyed schools is not that good, with C GPS scoring excellent. The rest scored 'fair' and 'good'. Most schools struggle with visibility and flexible seating options, except for C GPS, which is very good. This suggests that seating arrangements need to be more flexible and adaptive to support inclusive learning environments and diverse student needs. [Table-2]

3. Relation

The C GPS excels in promoting healthy teacher-student and student-student relations, fostering a welcoming and inclusive environment. Other schools, A GPS and B GPS, also show good ratings in relational dynamics. The C GPS encourages appreciation of diversity, empathy, and conflict resolution, with some schools receiving fair ratings, indicating moderate encouragement. [Table-3]

4. Teaching Methods and Strategies

Inclusive education relies on efficient teaching methods. Schools have excellent teacher understanding and preparation, but differentiating content is fair. Universal Design for Learning principles could be improved, but C GPS has a fair rating. Multisensory teaching techniques are good, but A GPS has a poor rating. Active learning promotion is good for C GPS, but other schools have fair to poor ratings. [Table-4]

5. Teaching Materials

The table reveals that all schools need better ratings for the availability and use of teaching materials, with A and C GPS rated poor for interactive materials and B and D GPS rated fair for assistive technologies. This highlights the need for improvement in these areas to enhance inclusive education. [Table-5]

6. Assessment

Assessment procedures are crucial for student development and inclusive education. A and D GPS receive good ratings, while C and B GPS are fair. However, differentiation of assessments

needs improvement, accommodations for assessments are fair, and constructive feedback is fair for A and B GPS, indicating potential improvement. [Table-6]

DISCUSSION

Findings tend to indicate that level of awareness regarding inclusive education and the policies seemed very limited among the teachers, administrators, and students. The teachers and administrators talked about the fundamental understanding of equal treatment but at the same time failed to explain the technical aspect of inclusiveness required for a classroom practice. This sort of finding is identical to that of (Ahmed & Mullick, 2014). Moreover, the classroom observations exhibited an inability to fulfil the requirements of inclusive classroom practice, while FGDs with the students revealed a general understanding of equal rights and fairness but were not capable of knowing policies in the broader context. Thus, the development is crucial, as there remains a large gap in understanding the basic knowledge and policies.

In addition, the study suggests that even if the teachers received training, its impact remains ineffective. Researchers (Ahmed & Mullick, 2014; Alalwan et al., 2020) discussed similar issues relating to the impacts and effectiveness of training on inclusive practices provided to SEN children. Moreover, a lack of cooperation and comprehensive support to SEN children between teachers, parents, and the school community varies widely, impacting negatively on communication engagement. However, schools with strong collaboration tend to have more inclusion in the classroom (as argued in Mulholland & O'Connor, 2016). Considering the structural barriers of a classroom, the resources, equipment, and technology are inadequate for students with special needs according to Amran & Obaydullah, (2019) also, because of limited training, accessibility, and arrangements, teachers have to deal with some hindrance expressing their frustrations with overcrowded classrooms (Alalwan et al., 2020). Teachers called for comprehensive training as a primary need to integrate disabled students in the regular class, thus the students and the teachers seem willing to embrace the necessary changes which also is discussed in the study of Ressa (2023). Therefore, it can be argued that some major obstacles, including high student-teacher ratios, insufficient training, and lack of enough classroom resources need to be solved soon.

Overall, these highlighted issues underscore the need for systematic planning and strategies for a successful implementation to create a potential change for inclusive classrooms, mentioning these barriers and proposing opportunities for minimizing the gaps as discussed in (Soodak & McCarthy, 2006). To sum up, the triangulation of the interviews, FGDs, and classroom

observations provided an understanding of how to bridge the gaps and implement the policies in the context of inclusive education. Therefore, despite existing foundational awareness, inclusive education in primary schools' prerequisites substantial training, effective collaborations, and practical resources to accommodate inclusive policies.

CONCLUSION

This study concludes that although there remains Bangladesh's commitment to international policies and agreements regarding education, a significant disconnect is seen between the policies and the classroom implementation of them. Firstly, the findings showed that some key challenges, such as limitation of classroom resources and infrastructure, lack of proper, strategic training of teachers, and effective collaboration between the stakeholders and parents, hinder the implication of inclusive education in the classroom. Secondly, the paper highlights one important contribution by mentioning the obstacles and needs for a primary classroom to provide inclusive education to all the children. Thirdly, this study will provide some recommendations and ideas by addressing these issues for a more inclusive and accessible learning environment for all children, despite their special requirements. Ultimately, the study underscores the importance of a systematic educational system and coordinated approach fulfilling the implementation in the classroom of the inclusive education policies of Bangladesh's primary education.

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Annexure

Table 1: Classroom accessibility for students

Items (Sub-area)	Name of Schools	Poor	Fair	Good	Very Good	Excellent
The classroom is accessible for students with special needs	A	√				
	B		√			
	C				√	
	D		√			
The classroom has light and ventilation	A					√
	B			√		
	C					√
	D				√	
There are arrangements for light and sound control.	A		√			
	B		√			
	C		√			
	D			√		

There is the implementation of safety measures to ensure the physical well-being of all students.	A		√			
	B			√		
	C		√			
	D		√			
There are quiet areas within the classroom where students can retreat for focused work or relaxation.	A	√				
	B	√				
	C		√			
	D	√				

Table 2: Seating arrangement Status in surveyed schools

Sub-area	Name of Schools	Poor	Fair	Good	V. Good	Excellent
seating arrangement	A			√		
	B		√			
	C					√
	D			√		
	A	√				

Seats are positioned so that all students have a clear view.	B		√			
	C					√
	D		√			
Flexible seating options	A	√				
	B	√				
	C				√	
	D	√				

Table -3: Teacher student relationship

Sub-area	Name of schools	Poor	Fair	Good	Very Good	Excellent
relationship between teacher and students is friendly	A			√		
	B			√		
	C					√
	D			√		
Relationship between student and teacher is friendly	A			√		
	B			√		
	C				√	

	D				√	
Appreciating each other's unique backgrounds, abilities, and perspectives	A		√			
	B		√			
	C					√
	D		√			
Encourage empathy, active listening, and compromise	A		√			
	B		√			
	C			√		
	D		√			

Table 4: Uses of Teaching Methods and Strategies in the surveyed schools

Sub-area	Name of schools	Poor	Fair	Good	Very Good	Excellent
The teacher has adequate understanding and prior preparation	A				√	
	B				√	
	C				√	
	D				√	
There is differentiated content	A	√				

	B		√			
	C		√			
	D		√			
Application of the principles of UDL to create flexible learning environments	A	√				
	B	√				
	C		√			
	D	√				
Incorporating multisensory teaching techniques that engage multiple senses (e.g., visual, auditory, and kinesthetic)	A	√				
	B		√			
	C			√		
	D		√			
Encouraging students to work together, share ideas, and learn	A	√				
	B		√			
	C				√	
	D		√			
Promoting active learning by	A	√				

involving students in hands-on activities, discussions, debates, and problem-solving tasks.	B		√			
	C			√		
	D		√			

Table 5: Teaching Materials

Sub-area	Name of schools	Poor	Fair	Good	V. Good	Excellent
Materials are available in multiple formats	A	√				
	B	√				
	C	√				
	D	√				
Include diverse perspectives, examples, and images	A	√				
	B	√				
	C	√				
	D	√				
Selective materials are interactive, engaging, and relevant to students' interests and experiences	A	√				
	B		√			

	C	√				
	D		√			
Integrate assistive technologies and tools that are used	A	√				
	B	√				
	C	√				
	D	√				

Table 6: Assessment

Sub-area	Name of schools	Poor	Fair	Good	V. Good	Excellent
Building clear communication about assessment expectations, criteria, and rubrics	A			√		
	B		√			
	C		√			
	D			√		
Differentiation of assessments to accommodate the varied learning needs and abilities of students	A	√				
	B	√				

	C	√				
	D	√				
Accommodations and support are provided to ensure that all students have equitable access to assessments	A	√				
	B	√				
	C			√		
	D			√		
Incorporate assessment tasks that reflect real-world	A	√				
	B		√			
	C		√			
	D		√			
Reflection and constructive feedback to students on their performance	A		√			
	B		√			
	C			√		
	D			√		