



Challenges and Practices of Implementing Inclusive Education: A Review of Teachers' Classrooms Preparation and Parental Support.

Dijendra Chandra Acharja¹ & Shamima Begum²

¹*Upazila Assistant Primary Education Officer, University of the West of Scotland: Paisley, Scotland, United Kingdom.*

²*Instructor (General), Primary Teachers Training Institute, Moulvibazar.*

Corresponding Author: Dijendra Chandra Acharja, **Email:** dijen.acharjee@gmail.com
ORCID ID: <https://orcid.org/0009-0002-5138-5898>

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ABSTRACT

In Bangladesh, inclusive education is underscored in the Constitution, the National Education Policy 2010, and the SDGs; however, in practice, this is not without challenges. There are not enough trained teachers; classes are too large, and resources are too scarce. Attitudes towards linguistic disabilities and marginal communities remain negative; weak school leadership and teacher reluctance all conspire against their success. Parent engagement is still minimal because of poverty, stigma, and ignorance. Interference in policy making, as well as politicization, exacerbates the policy–practice gap. This study examines the reasons behind the failure of inclusive education in Bangladesh, with a particular emphasis on the classroom experiences of teachers and the level of parental involvement in the learning process. This research further argues that to achieve inclusion, the cooperative relationship between parents and teachers should be strengthened, teachers' competence should be enhanced, classroom practices should be applied consistently, and long-term plans should be made for marginalized children.

Keywords: Inclusive Education, Marginalized Community, Prenatal Involvement, Education Leadership

INTRODUCTION

Inclusive education in Bangladesh has been included in the national priority list, which the National Education Policy, 2010, has further strengthened, as well as the "Act on the Rights and Protection of Persons with Disabilities" (2013) and the Declaration of Education for All (EFA) (UNESCO, 1990).

Despite these policies and commitments, the practical implementation of inclusive education in mainstream schools is still limited (Karim, 2023). Teachers serve as primary agents in implementing inclusive practices. However, teachers face numerous challenges in adapting lessons, managing overcrowded classrooms, accommodating students with special needs alongside their general education peers, and supporting students with disabilities due to insufficient resources and training (Siddik, 2025). Additionally, parental and civil society participation, while essential for inclusive education, remains limited in Bangladesh (Acharja et al., 2021).

These factors highlight a substantial gap between policy commitments and the practical realities of classroom implementation. The effectiveness of inclusive education is limited by the failure of school authorities to involve both teachers and parents as active partners in the educational process. Therefore, the purpose of this study is to explore why inclusive education is not effective in Bangladesh, with a particular focus on teachers' classroom and out-of-classroom experiences, as well as the level of active parental participation. By identifying existing barriers and proposing possible strategies, this study aims to contribute to the development of more effective approaches to implementing inclusive education in Bangladesh.

Background of Study

Inclusive education has become a central focus of global policy agendas, with its core principle being the provision of quality education for all children, regardless of ability, background, or socioeconomic status. It emphasizes ensuring access, presence, participation, and achievement for every student (Shields, 2024). The Salamanca Declaration (1994) and Sustainable Development Goal 4 (SDG 4) have been formulated with an emphasis on inclusive and equitable education for all. Bangladesh, as a signatory to these international commitments, has developed the National Education Policy 2010 and the Rights of Persons with Disabilities Act 2013, both of which underscore the significance of inclusive education (Totini et al., 2025).

Nonetheless, inclusive education is far from flourishing, despite promotion and advocacy, because teacher preparation, discrimination, attitudinal barriers, and a lack of resources hinder its progress (Shaeffer, 2019). The study reveals a gap between policy and practice, which is rooted in structural, socioeconomic, and educational barriers to inclusive education. Overcrowding, insufficient teacher training, limited improving materials, and prevailing social biases present substantial challenges for educators (Antoniou et al., 2024; Siddik, 2025). These factors erode teachers' confidence and competence in addressing the diverse needs of their student populations. Active parental participation fosters a stronger family-school partnership, resulting in increased student engagement and improved academic outcomes (Darwish et al., 2025). In Bangladesh, however, poverty, low literacy rates, social constraints, and the perception that education is solely the responsibility of teachers limit parental involvement. Furthermore, limited support from school authorities contributes to parental resistance toward inclusive education initiatives (Yang et al., 2023). As a result, children with special needs remain largely excluded from mainstream educational settings.

Hence, it is essential for fully understanding why inclusive education is not successful in Bangladesh to "measure teachers' experiences" and the actual parents' involvement. In the research, its purposes are also defined, namely identifying the common "obstacles" and "current practices" and further proposing the solutions to these corresponding and connected problems.

Research Questions

1. What are the primary challenges faced by teachers in Bangladesh when implementing inclusive education?
2. How do teachers' classroom experiences and attitudes toward students affect the effectiveness of inclusive education practices?
3. To what extent is parental involvement necessary for the practical implementation of inclusive education?
4. What barriers hinder parents from participating in their children's inclusive education?
5. How can strong parent-teacher collaboration and participation in decision-making and classroom teaching strategies improve inclusive education outcomes in Bangladesh?

Scope of the Study

It is also vital to clarify the scope of the study. The research is significant for several reasons. First, it highlights the actual hardships faced by the majority of teachers working in schools, who are often overlooked by policymakers. The second justification is about "parents' role" in providing a variety of "gateways to participation" for the study. The third purpose reveals the necessity for us to investigate the existing "policy-reality gap" regarding inclusive education in Bangladesh.

LITERATURE REVIEW

Inclusive education (IE) has gained increasing prominence on the global educational agenda, driven by the principle that all students, including those with disabilities and other marginalized learners, should have equitable and meaningful access to academic instruction. The discourse surrounding inclusive education is particularly significant in contexts such as Bangladesh, where a pronounced disparity exists between policy rhetoric and the actual implementation of inclusive practices in classrooms. Key challenges and practices in implementing inclusive education are evident in Bangladesh, particularly regarding teachers' classroom readiness to implement inclusive practices and the extent of parental involvement.

Policy Background: Global and National Perspectives

International covenants, including the Education for All (EFA) Declaration (UNESCO, 1990), the Salamanca Declaration (UNESCO, 1994), and the United Nations Convention on the Rights of Persons with Disabilities (2006), help to express global consideration and context to inclusive education. These findings underscore the urgent need for systemic reform to guarantee equitable access to education for all children, irrespective of disability, gender, or socioeconomic background. Sustainable Development Goal 4 (SDG 4) reinforces the imperative of educational inclusivity, with a commitment to leaving no one behind (Totini et al., 2025).

The constitutional provision of Bangladesh on education ensures that all citizens have the right to participate in and have equal opportunities in educational pursuits of their choosing (Acharja et al., 2021). Several legislations have been enacted over the years to support inclusive education, such as the Compulsory Primary Education Act (1990) and the National Education Policy (NEP) 2010, which ensures every child's right to access an education and provides for special provisions for marginalized children and for disabled children (Malak et al., 2013). Nevertheless, despite such policies, a significant gap remains between policy and

practice in teacher preparation, parental involvement, and classroom inclusivity (Acharja et al., 2025).

Teacher Preparation and Classroom Practices

The successful implementation of inclusive education depends on comprehensive support from teachers' preparation. The success of inclusive educational practices is closely linked to the context-specific training that teachers receive for managing diverse classrooms (Yang et al., 2023). According to the UNESCO Teacher Task Force (2022), sustained professional development activities, including mentoring, coaching, and collaborative learning, are more effective than isolated workshops. This is relevant to Bangladesh because a lot of primary school teachers are not well-trained to provide inclusive education, such as UDL and IEPs (Rusconi & Squillaci, 2023).

Despite the focus laid on inclusion in the National Education Policy 2010, an empirical study found that the majority of the teachers in Bangladesh are not equipped to address the learning needs of students with disability (Totini et al., 2025). A lack of preparedness may result in teachers lacking the tailored strategies necessary for effective classroom management, which can disadvantage students who require targeted interventions. Persistent issues such as overcrowded classrooms and insufficient physical resources remain significant barriers in Bangladesh. The predominant reliance on traditional lecture-based teaching methods does not address the diverse needs of all learners.

Effective inclusive education requires teachers to employ inclusive pedagogies and foster a non-discriminatory classroom environment. Teacher attitudes and self-reported efficacy are positively associated with the implementation of inclusive practices (Azevedo et al., 2025). Recent international studies suggest that teachers who prioritize the inclusion of all students are more likely to adopt inclusive strategies, such as differentiated instruction and cooperative learning, which are crucial for addressing the diverse needs of heterogeneous student populations (Hoekstra et al., 2023).

The Role of Parental Involvement

Parental involvement is significant for inclusive education to be effective. Bangladesh has introduced policy measures such as the Parent-Teacher Association (PTA) and the School

Management Committee (SMC) to promote parental engagement (Yang et al., 2023). The SLIP (School Level Improvement Plan) has also introduced a significant endeavor to involve teachers and parents in the school's overall development (Khan et al., 2025). These bodies facilitate collaboration between schools and communities, supporting students' educational development through joint efforts by teachers and parents.

It is perhaps suitable to suggest that the frameworks mentioned above are responsible for parents' "limited" participation in inclusive education. However, the literature indicates that parental involvement does not take a proper shape, particularly in rural settings, with a particular reference to Inclusive Education. Ignorance, lack of resources, and social stigma associated with disabilities are the primary causes behind underreporting issues as well as behind "hidden walls" confounding parent-teacher relationships (Al Imran et al., 2025). It has also been found that urban parents (fathers being the head of families) are more supportive of inclusion, as compared to mothers of rural and low-income areas (Saxena, 2024).

According to Epstein (2018), six models of parental involvement—parenting, communication, volunteering in the school and at events, home learning, governance, and community partnerships—serve to illuminate the complexity of family-school connections. Empirical studies suggest that various forms of engagement have a significant impact on students' academic and socio-emotional outcomes (Martinez-Yarza et al., 2024). For instance, students whose parents actively support homework and participate in school activities tend to achieve higher academic performance and exhibit lower rates of disengagement (Epstein, 2018). Nevertheless, when there is limited teacher-parent communication, these measures are frequently ineffective because neither the teacher nor the parents know what they can do to achieve a truly inclusive education (Martinez-Yarza et al., 2024).

Inclusive Education Challenges in Bangladesh

There are many constraints to the successful promotion of inclusive education in Bangladesh. Large class sizes remain a persistent challenge, with teachers frequently responsible for groups of 40 to 50 students. This situation diminishes opportunities for individualized instruction and support for students with diverse learning needs (Antonioni et al., 2024). The absence of trained personnel and adequate materials for teaching students with special educational needs further impedes the effective implementation of inclusive teaching methods (Ofem et al., 2024).

Research suggests that the educational system in Bangladesh, which is heavily focused on high-stakes testing, often prioritizes test preparation over inclusive pedagogical approaches. The current curriculum emphasizes rote memorization rather than fostering understanding and critical thinking (Rouf, 2021). Those are only part of the vast spread of inequities, because students with disabilities or coming from a disadvantaged background are more likely to perform worse in the test-based setting that does not match their learning achievements (Rusconi & Squillaci, 2023).

Theoretical Models: Bronfenbrenner and Epstein

Theoretical frameworks such as Bronfenbrenner's Ecological Systems Theory (1979) and Epstein's Parental Involvement Framework (2018) offer valuable perspectives on the interconnected dimensions of inclusive education. Bronfenbrenner (1979) asserts that a child's educational experience is influenced by interrelated systems, including family and school, and by the quality of interactions between educators and parents within these systems. A combination of non-cooperation from teachers and parents, along with a lack of trained teachers in Bangladesh, has established a microsystem where students with disabilities and those at risk are excluded (Rusconi & Squillaci, 2023).

The model described by Epstein also explains how such a parent-school partnership can support positive educational outcomes. Effective communication between parents and teachers is crucial for creating a supportive learning environment, both at school and at home. Studies demonstrate that collaboration between mothers and teachers increases the likelihood that students receive consistent messages, thereby facilitating academic and affective success (Yang et al., 2023; Martinez-Yarza et al., 2024).

Finally, although Bangladesh has made commendable progress in formulating inclusive education policies, there are still considerable voids in preparing teachers for inclusiveness, conducting their classroom practices, and involving parents. Issues surrounding the success of inclusive education in Bangladesh rely on improving teacher preparedness to teach in diverse classrooms and building stronger school–family partnerships. This study contributes to these discussions by examining how these contributing factors intersect in Bangladesh and offers a possible path around such barriers through policy changes, teacher training, and community involvement.

RESEARCH METHODOLOGY

Inclusive education is a social movement (OECD, 2020), and it cannot be implemented by teachers alone without the joint efforts of parents, school committees, and policymakers (Ainscow, 2005). For this reason, it is essential to gather descriptive information from the experiences of all stakeholders. For this reason, in the context of Bangladesh, an inclusive education-based qualitative research methodological approach has been employed in this study, as it encourages an in-depth understanding of participant perspectives (Rutledge & Hogg, 2020).

Sample Selection

In the context of this study, it is essential to understand the thoughts, opportunities, challenges, and possibilities that stakeholders perceive in schools and beyond. For this reason, information will be gathered from head teachers, assistant teachers, and parents, as they are experienced in various aspects of primary education. The head teacher is both a teacher and a school leader. The participation of students, teachers, and adults in academic activities and peer relationships largely depends on the support of dynamic school leadership (Kuutti et al., 2022; Mbua, 2023). Assistant teachers play a crucial role in the teaching and learning process, particularly in implementing inclusive education in classrooms. They fulfill diverse roles, including those of collaborators and facilitators for students (Dunkin & Hanna, 2001, cited in Rahman et al., 2021).

Additionally, parents significantly influence the socioeconomic context of families in Bangladesh. A strong connection between parents and teachers can improve school performance and students' engagement in education (Llamas and Tuazon, 2016). That is why, in this methodology, head teachers, assistant teachers, and parents were chosen as participants, as these groups were directly involved in the development of inclusive education.

Sampling is a crucial component of qualitative research. For this reason, Samples were collected from specific respondents in Bangladesh who had more experience working with marginalized children, and the sample was collected within a particular timeframe. In this case, the area of research included government primary schools, secondary schools, and NGO-based primary schools, which were selected from Habiganj Sador Upazila in Bangladesh through purposive sampling. Among the three types of schools, two secondary

schools were chosen from semi-urban and urban areas, as secondary schools are predominantly located in these areas. Second, one participant was selected from a government primary school in a village, and another from a semi-urban area. Teachers in rural and semi-urban regions often face limited opportunities and a lack of awareness among parents, which is a significant obstacle to implementing inclusive education. Third, one was taken from an NGO-based primary school in an urban area, and one from a village, because parents in metropolitan areas tend to have more awareness than those in rural areas. Moreover, this study selected three different categories of places because teachers exhibit varying knowledge and behavior due to their socioeconomic background and geographical location.

A total of 24 teachers, eight from each of the government primary schools, secondary schools, and NGO-based primary schools, were selected. Out of these, 6 were head teachers and 6 were teachers trained in inclusive education, while the rest were general assistant teachers. Moreover, out of 18 parents, three were chosen from each school who basically have a fair understanding of inclusion and have been in contact with children with special needs for a long time.

Data Collection

The methodological approach used in this research is qualitative through tools like in-depth interviews, focus group discussions and classroom observations (Denzin & Lincoln, 2005). As an assistant to the promising inclusivity education in Bangladesh, this approach is designed to collect extensive and descriptive data from a range of informants using three key tools: an in-depth interview guide, a focus group discussion (FGD) guideline, and an observation checklist for the classroom. The qualitative in-depth interview provides participants the privacy to share their story in detail using interviews as a mode of narrative inquiry (Rutledge & Hogg, 2020). This is consistent with a study that employed an interview guide to dissect notions of existing policies and practices among teachers, as well as parents. The understandings developed during these interviews were particularly valuable in gaining access to the social lives of participants (Rutledge & Hogg, 2020). The interview was semi-structured in nature, comprising both open-ended and closed questions. FGDs were comprised of group meetings, in which researchers led by moderators facilitated focused discussions on activities related to the topic. Teacher and parent FGD guides were used to investigate beliefs, attitudes, academic support in the school and home setting, barriers to

practice, stakeholder involvement communication span as well as participation in school policy making. Observations in the classrooms were made to gather information about teacher-student relations and teaching strategies, student progress in academic achievement and behavior.

Data Process

Data in this study were collected through three methods: namely, semi-structured interviews, Focus Group Discussions (FGDs), and classroom observations. Data was collected from each spot by conducting interviews for 40-60 minutes, FGD for 50-60 minutes, and classroom observation for 30-40 minutes. In the case of teachers' interviews, their beliefs, experiences, classroom teaching and learning strategies, assessment methods, and communication with parents were examined. In the case of parents, interviews were conducted with an emphasis on issues such as barriers to participation in inclusion, communication with the school, and support for students at home. In the case of focus group discussions, three separate meetings were organized with teachers and 3 with parents. During each interview, the respondent's emotions and feelings were taken into consideration, their permission was obtained in advance, and they were also allowed to change their decision at any time if they did not wish to proceed. The entire interview was recorded and taken in Bengali and later translated into English. Three classes were observed: one from a secondary school, one from a primary school, and one from an NGO primary school. Of these, the primary school is located in a rural area, the secondary school is semi-urban, and the NGO-based primary school is located in an urban area.

First, letters were sent to the teachers and parents in advance through the school head teachers, and the selection was made based on their consent. After obtaining their consent, the head teacher informed them of the type, place, and time of the interview. After collecting the data, I will first listen to the audio recording and then transcribe it into English, as the data was initially recorded and gathered in Bengali. We read the answer carefully and repeatedly (BERA, 2011; SERA, 2005, cited in UWS, 2016) so that I could identify the main ideas connected to my topic of study, which will be my codes. By applying these codes to all records, we added new codes for new opinions, categorizing them into themes (Creswell, 2015; Menter et al., 2011). We organized the data collected from the field using tables, columns, and rows. Then we managed these data according to different types, such as interviews, focus group discussions, and document reviews. The data were categorized for

the study, and developing themes were also recognized. In this step, developing themes and quotations were also noted for qualitative clarification. Lastly, the critical process of data analysis was done using the triangulation technique because 'triangulation involves the careful reviewing of data collected through different methods to achieve a more accurate and valid estimate of qualitative results for a particular construct' (Oliver-Hoyo & Allen, 2006, p. 42). The triangulation technique ensures the reliability and validity of data analysis. For this reason, we utilized more than two data sources, including in-depth interviews, Focus Group Discussions, and classroom observations, for data analysis to obtain an authentic answer.

RESULTS

Theme: limited knowledge about inclusive education.

The teacher is only using the lecture method to teach the students in the class, but does not pay attention to whether the students can grasp the material or whether all the students are paying attention, as observed in the classroom. This is because the number of students in a class is large and the size of the school is also large, as emerged from the FGD. However, by adopting different techniques, the attention of the students is attracted, and they feel motivated to complete their lessons. For example, after introducing notebooks and syllabuses in primary school, student participation in the school has increased, as evidenced by the FGD, where students have become more attentive to their academic progress. A primary school teacher said, "We have heard about the inclusive education policy, and its effectiveness is discussed in our various meetings, but when we enter the classroom, nothing is done well when working with so many students." "We have not received much training on what kind of techniques to use in the classroom to teach students according to their needs. We cannot pay close attention to each student among so many because we have limited time, and we are unsure of the techniques we can use to achieve the level of student proficiency. We ourselves often use our own teaching techniques in the classroom, which is not appropriate," said a secondary school teacher. A high school teacher in a semi-urban area said, "In implementing inclusive education, our knowledge about theories and models is minimal, and we are not very familiar with their use in teaching and learning strategies for students in the classroom. Therefore, we do our best with our limited knowledge, but it is not sufficient for implementing inclusive education. Teachers do not pay attention to those students who are relatively weak. If children with disabilities ever come to school, teachers consider them an

unnecessary problem. As a result, their parents do not want to send them back to school," complained a parent.

Theme: Inclusion in principle, pressure of exams in practice.

From the FGD, it is evident that many teachers are familiar with the principles of inclusive education; however, when it comes to classroom teaching activities and exam time, these principles often do not come to mind, and covering exams becomes the primary task. As the exam time approaches, the teaching and learning process also slows down. Students must prepare for the exam by conducting single-lecture class activities. The existing assessment system also hinders differentiation based on students' needs, which is why it is necessary to change and incorporate inclusive education, as identified through FGD. A parent feels, "Teachers consider inclusive education a burden. They think they must invest extra time and effort in it. That is why they want to avoid it strategically." A primary teacher said, "We think inclusive education is essential because it ensures the participation of all children and each child gets services according to their needs. However, when we try to share skills with so many students in the class, the class time runs out." A parent from a semi-urban area said, "Teachers do not see inclusion as a plan for everyone, but as a special adjustment for one/two students, which is an obstacle in implementing inclusive education." Classroom observations also reveal that out of 18 classes, only five students are engaged in individual activities, while six are conducting role-based courses. A primary teacher also admitted, "I cannot always provide consistency, but I try sometimes, but I do not know how to differentiate the whole class because I have not received any training in this regard."

Theme: Parents are interested—but their roles are unclear.

FGD reveals that many parents also support inclusion, but they are unaware of the activities involved and how to assist in this process. Although policies are in place, most parents are unaware of the methodological aspects and implementation, especially among those in rural and semi-urban areas, where the related concept is relatively weak. Classroom observations show that children with disabilities and children from marginalized communities do not come to school often. As a reason for this, a village parent admitted, "I do not send my disabled child to school due to various problems because transportation problems, travel costs, and social prejudices act as obstacles in this regard." "Although there are various circulars in this regard that they must send to the school. However, written circulars are ineffective for many low-literacy parents," said another urban parent. However, when teachers are proactive,

student attendance increases, as observed in class observations. For example, when teachers conduct short and in-depth sessions, some students who previously did not attend have started coming. A parent admits, "I want to help my child in different ways. They do not even bother to read and write daily. However, I do not know how to support their academic development at home because I am ignorant about education." However, experience shows that if parents are used to simple language and have two-way communication, they are more cooperative, and one-way communication creates reluctance among them," admits a secondary school teacher.

Theme: Leadership and peer culture unlock practice.

The principal's leadership can make the school more accessible to all stakeholders, encourage teamwork among teachers, and help foster good relationships with the community. The principal, on the one hand, plans and monitors teachers' classroom activities as an academic leader and maintains contact with parents, as revealed in the FGD. An urban parent said, "When the school contacts me about my child's studies and discusses his/her progress, I really feel encouraged, and I also urge my child to prepare for his/her classes." However, a parent from a semi-urban area said, "There is no communication from the school about my child's studies, or even if they do not go to school often. I am also busy and cannot take proper care of my child." Observations indicate that when the principal plans with colleagues and implements school observations according to the plan, there is increased teamwork, adherence to class schedules, and improved interaction with students. At the same time, when the principal, as a leader, spoke to parents on the phone or in groups, held parent assemblies, and emphasized the importance of home visits, classroom attendance, and follow-up with parents, the results were positive. Students made academic progress as expected. A secondary school teacher said, "If the principal has competent leadership, our work is also much easier. Just as he observes and mentors our work as an academic leader, he also helps to build a bridge between the school and the community by communicating with the parents."

Theme: The marginal reality of cities and villages.

The kind of collaborative environment observed in urban schools when implementing inclusive education is comparatively different from the rural reality. Most of the parents in the villages, who are poor and socio-economically backward, have children who are students in government primary schools. A large portion of them drop out at the primary level. As a result, they cannot attend secondary school, a reality that is largely absent in cities or towns,

as summarized in the FGD. A parent from a semi-urban area said, "I cannot send my child to school regularly because the distance from my home to school is long. Moreover, during the rainy season, there is no option to travel except by boat. Even in summer, we must walk so far. So, I often discourage my child from going." A primary school teacher said, "Our school is far from the upazila. Often, when we have various trainings, we express reluctance to attend. As a result, we are late learning about various new techniques. Moreover, students in rural areas often do not come to school for various reasons. As a result, such irregular attendance makes it difficult for students to achieve marginal qualifications, but such problems are very limited in urban schools." Observations indicate that the tendency to drop out is higher among girls, particularly secondary school girls, and among rural students. They leave school before the prescribed time due to superstition, child marriage, security, economic backwardness, and social reality. The impact of socioeconomic reality is also evident among the parents, but it is very marginal in the case of the city. Most parents feel, "There is a huge difference between the teachers, educational materials, and awareness of the parents in the city schools and the thinking of the village schools and their communities. Therefore, while inclusive education is relevant in the city reality, its relevance to the village stakeholders is minimal."

DISCUSSION

This study found that inclusive education in Bangladesh remains primarily based on policy; however, issues such as the role of teachers in the classroom and large class sizes have hindered its implementation. Most teachers are generally positive, and their teaching and learning strategies benefit students; however, factors such as class size, time constraints, and limited resources can sometimes erode their confidence. As a result, they lose focus when it comes to implementing inclusive education. Research further suggests that a positive environment, defined by small class sizes, engaging materials, and constructive attitudes, increases the confidence of both teachers and students. This, in turn, supports the advancement of inclusive education (Totini et al., 2025; Antoniou et al., 2024).

Parents are also inquisitive about their students' learning progress, but they are often confused about how to help their children improve their academic outcomes. In this case, teacher-parent collaboration can promote inclusive education. Global research (Epstein, 2018) has shown that when communication is easy, visual, and two-way, parent collaboration increases. Strong leadership from school authorities can enhance collaboration, positively influencing

both the institution and student learning outcomes. However, in Bangladesh, communication is often unidirectional and complex, which can lead to parental disengagement and potentially alienate parents. The “virtuous spiral” highlighted in the data is foundational—the efforts of teachers or parents are limited. However, esteeming parents leads them to become more active, drives students attention higher, and motivates teachers to exert themselves.

Geographical problems serve as another serious problem of access to inclusive education in Bangladesh, particularly the transportation system in flood-prone and rural areas, seasonal poverty, gender bias, discrimination against female students, and remoteness from parents. Geographical location, socioeconomic structure, and educational status can impact the communication between teachers and parents (Acharja et al., 2025). This is particularly true in rural and semi-urban areas where illiteracy, access to travel, and stigma associated with disability contribute to poor engagement, which was also addressed in this research finding.

RECOMMENDATIONS

1. Teacher support and confidence building

The primary skill in implementing inclusive education lies with the teacher. Therefore, the authorities need to prepare a platform for sincere efforts from all parties to implement it by developing collaborative plans for teachers in the classroom. It is the era of digitalization, so the authority must introduce it thoroughly to every teacher so that they can utilize the highest facilities from digitalization that can help them apply it in classroom activities. Not only workshops, but the authorities should also provide practical training to teachers on inclusive teaching strategies. Moreover, ensure an adequate supply of low-cost educational materials that are readily available and attractive to children.

2. Reorganization of parental involvement

School authorities are advised to conduct 20-30 minute practical sessions, rather than lengthy meetings, twice a month to accommodate parents' schedules. To enhance the effectiveness of these sessions, it is essential to actively consider parents' input and facilitate collective decision-making using precise language, visual aids, and checklists. Enhance two-way communication with parents by utilizing popular media such as SMS, notebooks, phone calls, and WhatsApp.

3. Addressing structural barriers

It is essential to revise the conventional assessment system and incorporate inclusion-supportive measures into the assessment policy. Class sizes need to be reduced so that

fewer students can sit in a larger space. Mobile clinics and assistive devices should be provided for children with disabilities. Although washblocks are being built in schools for children with disabilities, no training is required to use them. Therefore, the school authorities should assign a teacher for this purpose.

4. Building leadership

The leadership of the head teacher can significantly impact the overall environment of the school, as they are the primary points of contact between the school, the school management committee, and the community. For this, he needs to be given inclusion-focused schedules and monitoring training. The authorities should recognize his and the school's small successes, which will increase his motivation for work. Moreover, it is necessary to establish a school-based inclusion committee with proportional representation of parents from marginalized communities in various school activities.

5. Policy level

The national assessment system utilizes both continuous and formative methods. However, these approaches require further development to address issues related to inclusion. Existing policies are not consistently implemented in practice. For this, it is necessary to make inclusion mandatory in the teacher training curriculum and to arrange strict monitoring to ensure its effective implementation in schools. Moreover, it is required to provide long-term support, considering the socioeconomic reality of marginalized communities, and allocate additional resources to the coast/village to ensure geographical equality.

CONCLUSION

The results of this study indicate that the limited effectiveness of inclusive education in Bangladesh is an inevitable reality, the primary reason for which is not exclusion or resistance to it, but rather various limitations. Among the limitations, the additional pressure on teachers to overcome, which they want to avoid, is mainstream work. Additionally, parents are also confused due to a lack of proper knowledge about the policy and its implementation. Therefore, effective communication, cooperation, and structural support are necessary to overcome this challenge.

Policies by themselves are inadequate. Practical strategies are essential for reforming educational leadership, fostering positive attitudes among teachers, and refining assessment methods. These measures are essential for ensuring student accessibility, attendance,

participation, and achievement in schools. Research suggests that positive leadership by school authorities can enhance teacher-parent relationships and increase student engagement in learning. Therefore, school authorities need to build bridges with the school and community with a positive attitude.

Finally, inclusion is not just a policy; rather, it is a relationship-based and ongoing process that is built step by step, where teachers, parents, and students are all connected through trust and cooperation.

ETHICAL STATEMENT

This research adhered to the ethical standards of educational research, and participation was voluntary for all participants. All participants were provided descriptions of the study and gave their informed consent. The privacy of all participants was ensured. The latter was ethically cleared by the Upazila Primary Education Committee, which declared the ethical appropriateness of the academic research procedures.

DISCLOSURE STATEMENT

The authors declare that they have no financial, institutional, or personal conflicts of interest that might inappropriately affect the outcomes of this study. The study did not receive funding. All findings and conclusions based on the data belong to the authors alone (without any prejudice), which helps guarantee the objectivity and academic ethics of the study.

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The authors have only used artificial intelligence (AI) tools for language enhancement, editing, and formatting. Moreover, all ideas, analyses, discussions, and conclusions in the article are the result of the authors' own skills and experiences.




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Appendix: Ethical Certificate

	<p>Government of the People's Republic of Bangladesh Upazila Education Office Habiganj Sadar, Habiganj www.dpe.habiganjsadar.habiganj.gov.bd E-mail: ueosadarhabiganj@gmail.com</p>	
<p>Memo No: 644 Date: 2/2/2025</p>		
<p>Principal Researcher Dijendra Chandra Acharja Upazila Assistant Primary Education Officer Habiganj Sadar, Habiganj, Bangladesh Officer's ID- 06030101004 Mobile- +8801730916826 E-mail- dijen.acharjee@gmail.com</p>		
<p>Title of Research: "Challenges and Practices of Implementing Inclusive Education: A Review of Teachers' Classrooms Preparation and Parental Support".</p>		
<p>Duration: Three Months</p>		
<p>Ethical Clearance</p>		
<p>With reference to your application on the above subject, this is to inform you that the research study has been carried out in accordance with established ethical standards for pedagogical research which has been approved by upazila Primary Education Committee. All participants have been informed about the purpose of the study, and their voluntary participation and confidentiality has been ensured.</p>		
 02.02.2025 (Abdul Munaf Khan) Upazila Education Officer & Member Secretary, Upazila Primary Education Committee Habiganj Sadar, Habiganj Telephone: 0831-62010		
