

## OBSTACLES TO IMPLEMENTING INCLUSIVE EDUCATION IN PRIMARY SCHOOLS: A CASE STUDY IN THE FIER DISTRICT OF ALBANIA

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**Abstract.** The study aimed to develop a set of practical recommendations for primary school teachers to counteract the main obstacles to teaching in inclusive classrooms. The research methodology included the validation of criteria and the development of valid instruments to study teacher-parent interaction in inclusive classrooms in primary schools belonging to the Fier District Education Department. The criteria for characterising learning in inclusive classrooms were combined into a group of pedagogical organisations and a group of parental support for inclusive education. The diagnostic methodology consisted of two simultaneously applied forms of questionnaires: for teachers and parents. The survey determined that a high level of awareness better determines the needs of children and improves interaction with teachers and school administrators. A weak positive correlation was found, suggesting a possible link between parental awareness and a quality culture of cooperation. There was also a significant correlation between the level of parental awareness and the development of inclusive practices in education. Additionally, a strong correlation was identified between parental knowledge of inclusion and their level of involvement in the educational process. The direct proportional dependence of the effectiveness of student education with adapted teaching materials on parental awareness of teaching methods in inclusive classrooms is substantiated. Thus, the ways of improving inclusive education with the help of modern technologies and teaching methods were clarified. A set of practical recommendations for primary school teachers in inclusive teaching was created, which covered the aspects of parental involvement, awareness of inclusive education, and support for inclusive initiatives.

**Keywords:** inclusive education, primary students, teacher-parent interaction, parental involvement, education policies.

### 1. INTRODUCTION

The inclusion of students with special needs in primary education is relevant because it ensures equal access to quality education for all children, regardless of their capabilities. This is especially relevant in the context of the widespread public awareness of the potential of inclusive education to promote social integration, tolerance and mutual understanding. Given the growing number of children with special educational needs, there is a need to develop effective strategies and methods that would facilitate the successful learning of these students in general education schools (Francisco et al., 2020). The development of inclusion in education has become an important aspect of ensuring equal opportunities for all children, regardless of their physical, psychological or social characteristics. Despite legislative support, the implementation of integrated learning has faced numerous obstacles in practice.

Thus, research on inclusive education has become important for ensuring the quality of education and increasing social cohesion.

Modern research in the field of education has focused on studying the attitudes of teachers and parents towards individualised educational programmes and on analysing the relationship between the learning environment, quality of education, and social integration of students with special needs. Particularly, Moberg et al. (2019) have noted the existence of persistent barriers to the inclusion of students with severe disabilities in general education classes in primary school, despite the known effective instructional techniques. As determined, these individualised educational programmes were specially designed for a particular child with special needs and were intended to help achieve educational goals. However, they were often difficult to implement. The researchers stressed the importance of addressing the cultural context of child upbringing to develop inclusive programmes. They also highlighted the development of local studies of inclusion and the development of narrowly focused recommendations for specific educational centres. Several scientists, including (Paseka & Schwab, 2019), expressed doubts about the effectiveness of implementing any individualised, inclusive programme if there is no support from the parents and classmates.

Studies of the distance format of inclusive education were covered in detail by (Yazcayir & Gurgur, 2021). The level of support and feedback provided by teachers during distance learning was emphasised, as was the problem of deterioration of the physical, emotional, and mental health of children with special needs in conditions of remote interaction with the social environment. The issue of including additional courses on teaching methods in specially equipped, inclusive classrooms in all teacher training programmes has been raised, as noted by (Crispel & Kasperski, 2019). The authors revealed many publications on the effectiveness of inclusive classrooms in modern secondary and high schools, as well as universities, in the context of how different students with different levels of special needs can be independent in acquiring knowledge. However, the assessment of modern classroom equipment for primary school children in inclusive schools has remained outside the focus of these scholars.

In the area of research on the experience of inclusive classes, discrepancies have been recorded between official data and the actual number of school attendances by children with special needs. Ferri et al. (2023) revealed the importance of transparency of diagnoses of children to optimise their well-being in inclusive classes, which was not always informed by parents and had an impact on regular school attendance. In the context of this issue, some scholars, in particular Zabeli et al. (2021), have substantiated the importance of destigmatising childhood diseases during teacher training, and Hnoievska et al. (2022) attempted to adapt academic subjects to a wide range of special needs, rendering them easier to comprehend for teachers with different levels of experience in inclusive teaching. It is proposed to solve the problems of accessible learning for large classes by dividing tasks into smaller parts and using visual aids.

Rasmitadila et al. (2020) highlighted the fragmentation and insufficient systematisation of knowledge about the problems faced by teachers of inclusive classes in creating favourable conditions for the education of primary school students with intellectual disabilities. Several studies have addressed the issue of parental lack of technological awareness in the context of inclusive education, but have not addressed how to modify student materials to improve their comprehensibility. The issues of professional training of teachers of inclusive education, parental involvement in the school life of a child with special needs, and the role of peers in the process of inclusion of students were studied in more depth by Duraku et al. (2021). However, the adaptation of inclusive programmes and methods to the conditions of specific schools or regions was not sufficiently addressed. Although the results of their pilot studies have shown the importance of local culture as a factor influencing the high quality of education.

The study states the high relevance and insufficient degree of solving the problem of overcoming barriers to inclusive education in primary school. The publications studied do not reveal effective

strategies for overcoming barriers to inclusive education, particularly regarding parental involvement and teacher-parent collaboration. Thus, the study aims to develop a set of practical recommendations for primary school teachers to counteract the main obstacles to teaching in inclusive classrooms in a particular region, namely the Fier District of southern Albania. The problematic issues of the study include the following:

- substantiation of the criteria for a comprehensive description of inclusive education in primary school;
- development of valid tools for studying the interaction of teachers and parents in inclusive classrooms;
- diagnosis of the state of inclusive education in primary schools in Fier District;
- description of the main obstacles in the work of primary inclusive education centres in southern Albania;
- provision of practical recommendations for primary school teachers with different levels of experience in inclusive teaching.

## 2. MATERIALS AND METHODS

The study combined qualitative and quantitative methods and was carried out in two stages. The primary criteria for evaluating inclusive education in primary schools were determined and developed as quantifiable indicators at the first stage. Based on these criteria, two questionnaires were developed: one for teachers and one for parents. Prior to widespread use, these tools were tested on a small group to ensure clarity and dependability. The questionnaires were then given to parents and teachers in the Fier District, who filled them out on their own, anonymously. Ultimately, SPSS software was used to process the gathered data using descriptive and inferential statistical techniques. This procedure allowed for the identification of the primary barriers to inclusive education and the support of useful suggestions.

Six criteria were identified for the qualitative characterisation of learning in inclusive classrooms, where each criterion is specified through indicators with measurement scales. The content criteria are divided into two blocks and described as follows:

- the criterion of “creating a culture of cooperation” assessed the building of effective communication and interaction between all participants in the educational process (teachers, parents, students and specialists);
- the criterion of “developing inclusive practices in education” measured the level of adaptation and implementation of methods and strategies to ensure equal learning opportunities for students with different levels of educational needs;
- the criterion “development and implementation of inclusive education policies” assessed the creation of strategies that provide equal opportunities for all students, including the adaptation of curricula, physical infrastructure and support at all levels of the school system;
- “involvement in the educational process” characterised parental involvement in the educational process of a child, such as attending school events, meeting with teachers, helping with homework, and participating in inclusive education support programmes;
- “awareness and knowledge of inclusive education” measured parental knowledge of inclusive education, policies and practices that support it, and understanding of the needs of a child with special educational needs;
- the “support for inclusive policies and initiatives” criterion assessed the extent to which parents supported and contributed to the implementation of inclusive policies, such as participation in school committees or inclusive education support groups, as well as their attitudes towards school policies related to inclusion.

The criteria of the first block (pedagogical organisation of inclusive education) assessed the effectiveness of the organisation and implementation of inclusive education in educational institutions

(Appendix A). They were used to determine the level of involvement of teachers, parents, administrators, and other professionals in supporting inclusive practices, as well as to assess how well inclusive policies and initiatives had been implemented to create a favourable learning environment for all students. On the other hand, the criteria of the second block (parental support for inclusive education) were to determine the effectiveness of parental involvement in the educational process (Appendix B). These criteria were used to determine how actively parents interacted with educational institutions and supported inclusive initiatives. This was essential for the successful integration of children with special needs into the general education environment.

The questionnaire for the teachers is presented in Appendix C, and for the parents it is in Table 1. The differentiation was necessitated by the need to investigate the extent of the discrepancy in the assessment of the quality of inclusive education between teachers and parents, as well as the need to identify objective barriers to inclusive education. The development of the questionnaire for parents was prioritised, as the questions were intended to cover both the parents of children with special needs and the parents of their classmates. The diagnostics were based on 12 indicators differentiated by five levels of expression, which was aimed at a comprehensive study of the main barriers to the implementation of inclusive education.

Tab. 1

*Content of questions about parental support for inclusive education*

<b>Criterion "Involvement in the learning process"</b>	
The "Frequency of participation in school events" metric denotes how often parents attended school meetings, meetings with teachers, open classes and other events that support the learning process and child development	The "Level of interaction with teachers and administration" metric denotes how actively parents communicated with the teaching staff to discuss issues related to the education and development of children, as well as to receive feedback
How often do you attend parent-teacher conferences at school? How often do you take part in school events such as open classes or festive performances? How often do you meet with teachers to discuss the progress of your child?	How often do you communicate with teachers to get information about the progress of your children and difficulties encountered? How comfortable do you feel in communicating with the school administration about the education of your child? Do you get enough feedback from teachers about the progress of your child?
<b>Criterion "Awareness and knowledge of inclusive education"</b>	
The "Level of Awareness of the Principles of Inclusive Education" metric demonstrates the extent to which parents are aware of the basic principles of inclusive education, its meaning, goals, and methods of implementation in the educational process	The "Awareness of available resources and support programmes" metric denotes parental knowledge of available resources, programmes and support that could help their children in the educational process in an inclusive environment
Are you familiar with the basic principles of inclusive education? How well do you understand the importance of inclusive education for the development of your child? Do you think inclusive education is effective in your school?	Are you aware of the resources available to support inclusive education in your school? Do you use the support programmes offered by the school to help children with special educational needs? How aware are you of opportunities to support inclusive learning in your community?
<b>Criterion "Support for inclusive policies and initiatives"</b>	
The "Participation in school initiatives and committees" metric denotes how actively parents participated in school initiatives,	The "Promotion of inclusive practices in the community" metric denotes how actively parents promoted inclusive practices in their

committees or working groups aimed at developing inclusive education	community, engaging others in supporting inclusive initiatives and raising awareness
How often do you participate in school committees aimed at supporting inclusive education? Are you involved in any working groups or initiatives that deal with inclusion in your school? What role do you play in initiatives aimed at developing inclusive education at school?	Have you participated in events aimed at promoting inclusive education in your community? How do you promote awareness of inclusive education among other parents and community members? Do you support initiatives aimed at improving the conditions for inclusive education in your community?

*Source: compiled by the author*

The diagnosis of the state of inclusive education was carried out in March-May 2024. It was based on primary schools belonging to the Fier District Education Department and meeting the criteria for the relevance to the research topic. These schools had different experiences in implementing inclusive practices and provided a diverse range of resources to support students with special educational needs. They also actively cooperated with parents and the local community in implementing inclusive programmes. The sample consisted of auxiliary teachers at primary schools and parents of students in inclusive classes, selected according to several criteria. The study involved 177 teachers out of 325 working in the region, aged 30 to 60, with a variety of experience in inclusive education. The sample of parents consisted of 200 people representing different socio-economic groups, having children with special educational needs or children studying in inclusive classes, to provide a comprehensive view of the implementation of inclusive practices in schools. The main elements used were two questionnaires developed for teachers and parents and SPSS version 21 data processing software.

The teacher and parent groups of respondents assessed the quality of inclusive education based on various key aspects. Questions for teachers were aimed at collecting information on the adaptation of curricula, teaching methods and individual approaches to students with special educational needs. They were used to analyse the level of cooperation with teacher assistants, psychologists, and speech therapists. In addition, the availability and accessibility of resources necessary for the successful implementation of inclusion, including training materials and technical equipment, were assessed. Teachers also provided data on their training and professional development in inclusive education. Parents, for their part, provided feedback on the integration of children into the social and educational environment, on progress and satisfaction with learning in inclusive classes, and on communication with teachers and school administrators. Important aspects were the assessment of the support their children received from school staff and the expression of individual visions for improving the infrastructure and conditions for inclusive education. Both groups of respondents shared their views on how to improve existing practices and initiatives.

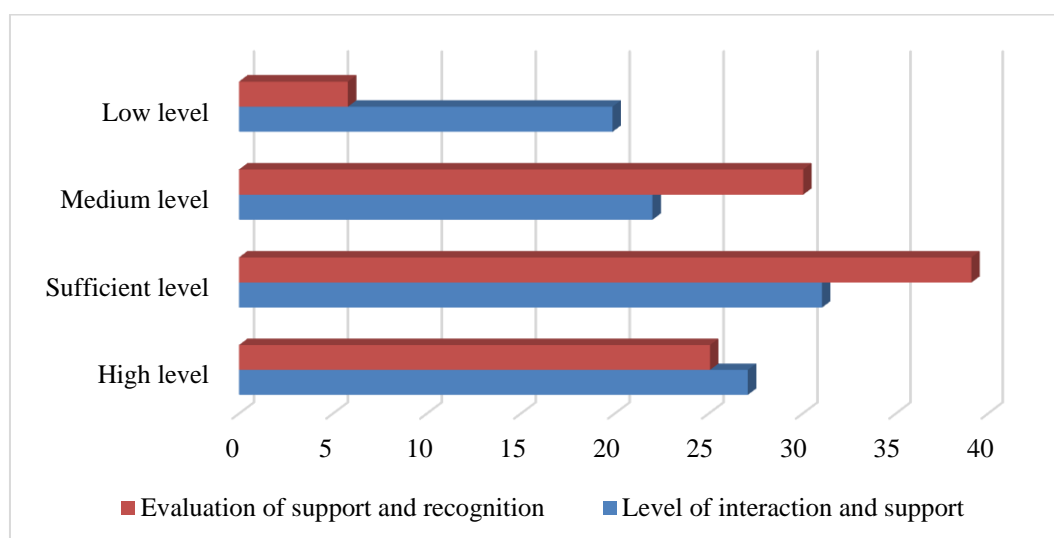
The questionnaires were developed based on previous research and calibrated using a small sample of 15 support teachers and 12 parents of different ages, genders, and experiences with inclusive education. Support teachers were randomly selected from the official list of teachers provided by the regional education department, while parent respondents were recruited voluntarily through an anonymous phone call to the research assistant. The sample was representative and accounted for diversity in terms of gender, age, place of residence (urban or rural), and experience with inclusive classrooms. The questionnaires were distributed to teachers and parents, who filled them out independently, ensuring anonymity. The average time to complete the questionnaire was 15-20 minutes. The collected data were analysed using descriptive and inferential statistics. Correlation and regression analyses were used to identify relationships between variables. Several statistical tests were used, such as the Student t-test, the Mann-Whitney U-test, and the Fisher test to test hypotheses and analyse data. The empirical data were presented in the form of tables, charts, and graphs to facilitate interpretation of

the results. Thus, a multidisciplinary approach to assessing the quality of education in inclusive primary school classrooms provides a comprehensive collection of information about the challenges faced by children, teachers and parents.

The main legal materials used for the study were the Convention on the Rights of the Child (1989), the Salamanca Statement and Framework for Action on Special Needs Education (1994) and the United Nations Convention on the Rights of Persons with Disabilities (2022).

### 3. RESULTS AND DISCUSSION

The results of the study on the level of creating cultures of cooperation in inclusive primary school classrooms highlighted the importance of an integrated approach to supporting inclusive education (Figure 1). This approach emphasises the active involvement of all stakeholders and ensures that their efforts are properly recognised. The responses provided by teachers showed that effective implementation of inclusive practices is impossible without regular and constructive communication between teachers, parents, and specialists, as well as without appropriate recognition and support, which was critical to creating a favourable learning environment. As determined, critical elements of support and interaction in the inclusive education system were at an average level. However, irregular or ineffective communication between teachers, parents and professionals could lead to problems implementing inclusive practices. Limited resources and insufficient support from the administration and other external resources negatively affected the level of support and recognition of the teaching staff of inclusive classes. Different experiences and qualifications of teachers, as well as the level of parental involvement, also contributed to differences in levels of support and engagement.



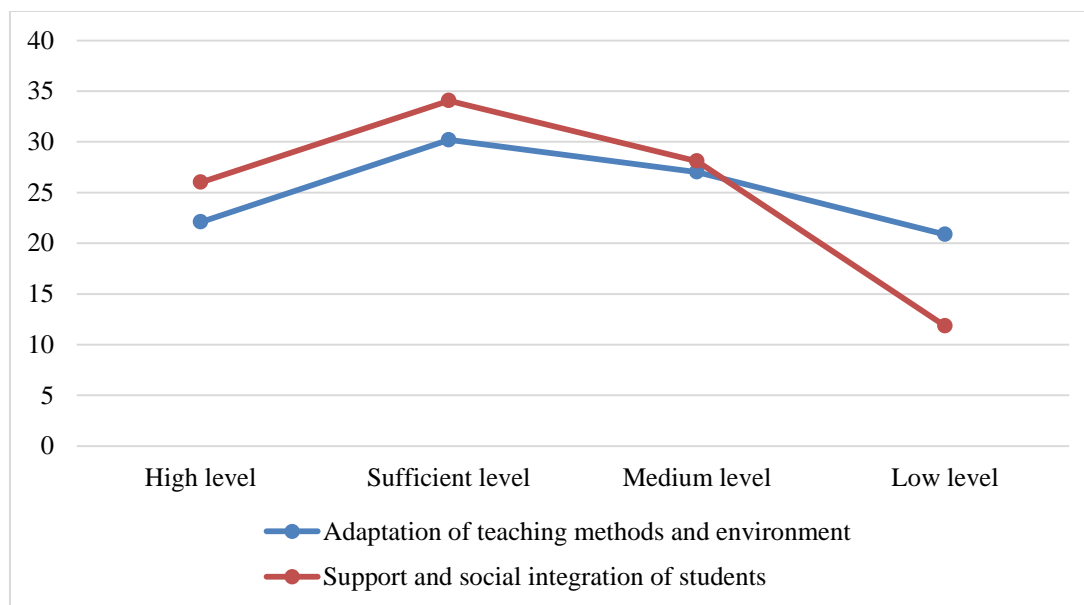
*Fig. 1. Level of creation of cultures of cooperation in inclusive primary school classes*

*Source: compiled by the author*

Thus, the obstacles to inclusive education in the context of creating cultures of collaboration included insufficient interaction and communication, as well as limited recognition of the efforts of teachers and support teachers. Insufficient communication significantly hampered the effective implementation of inclusive practices, and teacher efforts that went unnoticed or unappreciated suppressed their motivation and performance.

Determining the level of development of inclusive practices in primary school education established that effective implementation requires not only structural adaptations but also the creation of a supportive environment for all participants in the educational process (Figure 2). According to the teachers at the studied schools, inclusive education had a positive impact on the overall classroom climate and contributed to the development of empathy and mutual understanding among students.

However, to achieve optimal results, it was necessary to constantly evaluate and adjust support methods, as well as provide systematic training for all participants in the educational process (Koliqi & Zabeli, 2022; Lleshi & Uka, 2023). Many schools in the Fier District have already adapted their teaching methods and environments to meet the needs of students with special needs. However, almost a third of the surveyed schools were at an average level of adaptation, indicating partial or incomplete adaptation. The level of support and social integration of students identified suggested that many schools had a systematic approach to the integration of students with special needs.

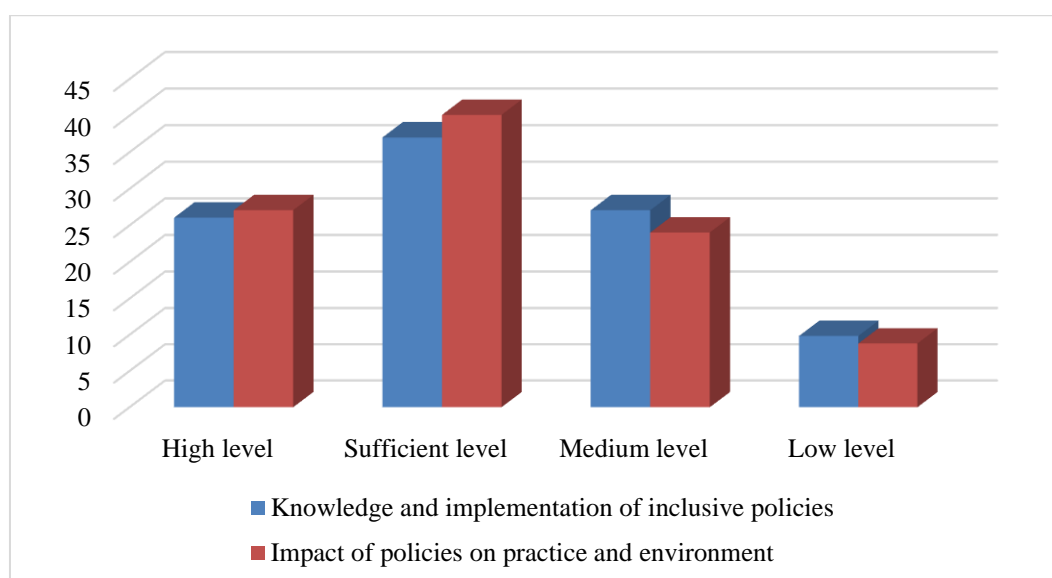


*Fig. 2. Level of development of inclusive practices in primary school education*

*Source: compiled by the author*

Overall, the results indicated that many schools have taken positive steps towards adapting teaching methods and social inclusion of students. However, areas for further improvement were identified where inclusive practices were not yet fully universal and additional efforts were needed to ensure equal access and support for all students. A lack of knowledge and skills among teachers reduced the level of adaptation to teaching methods. The lack of material and technical resources affected the adaptation to the school environment, and different levels of support from parents, professionals, and school administrators affected the results of social integration (Bhroin & King, 2019; Mykhailenko, 2024). Thus, among the issues of inclusion in the examined inclusive primary school classes were insufficient adaptation of teaching methods and environment, as well as limited social integration. Approximately 48% of schools had limited opportunities to adapt learning materials and the school environment, which created barriers to effective learning for students with special needs. Although most schools demonstrated a sufficient level of support, almost 40% of students reported difficulties in social integration due to insufficient systematic integration measures or lack of resources.

The results of the study of the level of development and implementation of inclusive policies in education showed that successful implementation of inclusive policies required actively supportive conditions in addition to knowledge and understanding of the policy mechanisms (Figure 3). Inclusive education policy integration into all aspects of the educational process and reception of ongoing administrative support were noted to be of the highest priority. The effectiveness of such policies, according to teachers, was often determined by the extent to which they were systematically implemented and supported at all levels of education.



*Fig. 3. Level of development and implementation of inclusive education policies*

*Source: compiled by the author*

More than a quarter of the teachers who took part in the study had in-depth knowledge and effectively implemented inclusive policies, which showed a positive trend towards the implementation of inclusive practices. Most respondents were familiar with inclusive policies specific to southern Albania and applied them in their practice, although implementation could be partially limited or not always systematic enough. The availability of knowledge and skills among teachers significantly influenced the effectiveness of inclusive policies and their impact on the environment. Meanwhile, the availability of resources and administrative support determined how well the policies were implemented and how they affected the learning process (Qejvanaj, 2021; Sota, 2021). However, factors that hindered inclusion in the educational space of primary school were identified, namely insufficient effectiveness of policy implementation and limited impact on the learning environment. Although most respondents had knowledge of inclusive policies, their implementation was not systematic or was limited, which affected practice. Inclusive education policies had a limited or irregular impact on the learning environment, which may have resulted from insufficient integration and support.

The study of the level of parental involvement in the inclusive education process determined that a high level of involvement was critical for the successful implementation of inclusive practices. There was notable variation among respondents, indicating only 5.1% of parents reached a high level of engagement. They actively participated in school activities, maintained close communication with teachers, and contributed to the educational process. Although not consistently, a greater percentage, 37.3%, attained a sufficient level of involvement by attending the majority of events and interacting with teachers. 35.2% of participants had a medium level of participation, which suggests sporadic attendance at school functions and little staff interaction. Lastly, 22.4% of parents demonstrated a low level of involvement, rarely participating in school events and communicating with teachers and administrators.

The involvement of parents and students in the educational process not only increased the effectiveness of inclusive practices but also contributed to the creation of a supportive learning environment. Challenges in this area, according to the parents interviewed, were often related to insufficient communication and organisational support, highlighting the need to develop strategies to improve engagement and interaction.

The low levels of interaction of some respondents could indicate communication problems or insufficient support from teachers and administrators. The level of involvement was most often influenced by the personal motivation of students and parents, as well as the availability of support from the school (Saloviita, 2019; Syla, 2023; Zaçellari & Miço, 2020). Insufficient organisation of events or



lack of information led to a low level of participation and interaction. Thus, the diagnostic study identified obstacles to inclusion in the form of low levels of parental involvement in school activities and limited interaction with teachers and administrators. Such issues could be caused by insufficient motivation or a lack of effective strategies to engage students and parents in school activities. The identified barriers to inclusion in primary schools highlighted communication problems or insufficient support from the school, which made it difficult to implement inclusive practices effectively (Vovchenko, 2021; Nikolenko et al., 2023).

The “Parental awareness and knowledge of inclusive education” metric is notable, as a high level of understanding made parents aware of the needs of their children and the subsequent necessity to cooperate with teachers and school administrators in creating favourable conditions for learning. This, in turn, contributed to the successful implementation of inclusive practices and policies for equal opportunities for all students, regardless of their individual needs. According to the survey, 13.05% of parents showed superficial knowledge of inclusive education, were not aware of available resources to help their child and had a low level of awareness and knowledge of inclusive education. For a more detailed study of this aspect, a correlation analysis was conducted for this criterion in relation to the others (Table 2).

Tab. 2

*Correlation of parental awareness with other criteria*

Criteria	Student t-test (p-value)	Mann-Whitney U test (p-value)	Fisher test (p-value)
Creating a culture of cooperation	0.04	0.06	0.05
Development of inclusive practices in education	0.02	0.03	0.01
Development and implementation of inclusive education policies	0.08	0.07	0.09
Parental involvement in the learning process	0.01	0.02	0.03

*Source: compiled by the author*

An insignificant positive correlation was determined, indicating a possible correlation between parental awareness and a culture of cooperation. Additionally, there was a significant correlation with the level of development of inclusive practices in education and a high correlation with the level of parental involvement in the educational process. It was assumed that parental awareness influenced the quality of adaptation of learning materials and increased parental involvement in the learning process. In this context, the list of issues in inclusive primary school classrooms includes a low level of parental awareness and insufficient support for the parents’ adaptation of teaching materials. According to parents, the low level of awareness led to insufficient support for their children at home and complicated the process of communication and cooperation with teachers and administrators. Parental lack of knowledge about inclusive education may also have prevented them from actively participating in the development of individualised educational programmes for their children. Without the active involvement of parents in this process, it was difficult to provide the appropriate level of support for these students (Dudar et al., 2024). In addition, low awareness reduced the overall activity and involvement of parents in the educational process, which worsened the effectiveness of implementing inclusive practices in schools.

In addition, in the context of supporting inclusive policies and initiatives, two main obstacles were identified, namely, insufficient parental involvement in the implementation of inclusive policies and limited support from school administrators and teachers. Parents were not sufficiently involved in supporting and implementing inclusive initiatives in schools, possibly caused by a lack of information, resources, or motivation. According to the survey, without active parental involvement, it was difficult to ensure the full implementation of inclusive policies, which in turn limited the ability to create a

favourable learning environment for children with special educational needs. Even if parents embraced inclusive initiatives, without adequate support from school administrators and teachers, their efforts were ineffective. Insufficient staff training, lack of resources, or lack of clear strategies for implementing inclusive policies could hinder the successful integration of children with disabilities into mainstream education. Summarising the findings of the diagnostic, a set of practical recommendations was developed for primary school teachers to address the main obstacles to teaching in inclusive classrooms in the Fier District (Table 3).

Tab. 3

*A set of practical recommendations for primary school teachers*

<b>Barriers to inclusion</b>	<b>Practical recommendations for counteraction</b>
Insufficient interaction and communication	Development of communication platforms. Regular meetings and discussions. Training in effective communication
Limited recognition of the efforts of teachers and teaching assistants	A system of incentives and rewards. Public recognition. Professional development
Insufficient adaptation of teaching methods and environment	Development of flexible training programmes. Use of technology. Involvement of specialists
Limited social integration of children with special needs	Organising joint events. Support from mentors. Diversity education programmes
Insufficient effectiveness of inclusive policies	Regular monitoring and evaluation. Involvement of experts. Information campaigns
Limited pedagogical influence on the learning environment	Interactive teaching methods. Professional development of teachers. Engaging students in the learning process
Low level of parental involvement in school activities	Flexible schedule of events. Virtual meetings. Information and invitations
Limited interaction between parents and teachers and administration	Regular meetings and consultations. Accessibility of teachers. Joint projects
Low level of parental awareness of inclusive education	Educational campaigns. Information materials. Training seminars
Insufficient support for the adaptation of educational materials from parents	Explanatory meetings. Joint training projects. Information resources
Lack of parental involvement in the implementation of inclusive policies	Feedback forms. Information sessions. Affiliate programmes
Limited support from school administrators and teachers	Training for administrators and teachers. Creation of working groups. Motivational programmes

*Source: compiled by the author*

In the context of creating cultures of cooperation, the following is proposed:

- establishment of online platforms or mobile applications for the regular exchange of information between teachers, parents and students, which will facilitate the rapid exchange of opinions and problem-solving;
- organisation of regular meetings, seminars and discussions where all participants in the educational process can express their ideas and suggestions;
- organisation of training for teachers and parents to assist in the development of effective communication and cooperation skills;
- introduction of a reward system to stimulate teacher efforts in inclusive practices employment;
- regular demonstration of successful teachership in local media and school press; provision of constant professional development and qualifications for teachers via courses, seminars, and workshops.

The proposed inclusive practices for development include creating adaptive curricula tailored to individual student needs, employing modern technologies to personalise education. These practices also involve collaborating with psychologists and other professionals to devise effective adaptation strategies and environments. Further, it suggests conducting integration activities that encompass all students, irrespective of their disabilities, to foster social skills development. The introduction of a mentoring system, where older students or volunteers aid children with special needs in social adaptation, and the development of programmes that enhance awareness and understanding of diversity and inclusion among students are also recommended.

In the field of development and implementation of inclusive policies in education, it is proposed to introduce systems for regular monitoring and evaluation of the implementation of inclusive policies to identify problems and adjust strategies. Additionally, cooperation with inclusion specialists is essential to develop more effective strategies and their implementation. Information campaigns should be conducted for all participants in the educational process to emphasise the importance and goals of inclusive policies. Furthermore, employing innovative interactive teaching methods can engage students and enhance the learning process. Organising regular training and seminars for teachers will increase their ability to adapt teaching methods effectively. Finally, creating conditions where students can actively participate in the planning and implementation of the learning process is crucial.

The proposed strategies include organising events at varying times to accommodate different parental needs, setting up online meetings for parents who cannot attend in person, and actively communicating all events through various channels like social media, emails, and phone calls. Regular meetings and consultations are also recommended, where parents can discuss their children's progress, alongside providing easy access to teachers through established office hours or online platforms. Furthermore, involving parents in joint projects that improve the learning environment is suggested. In terms of raising parental awareness of inclusive education, organising campaigns, distributing informational materials explaining inclusive education concepts and practices, and conducting seminars are advised. Meetings where teachers explain how parents can assist in adapting learning materials and involving parents in the development of these materials can also foster responsibility. Access to resources that aid parents in adapting learning materials at home is essential. To encourage parental support for inclusive policies and initiatives, several actions are recommended. These include implementing feedback systems for parents to express their opinions and organising information sessions about inclusive policies. Additionally, introducing partnership programs that involve parents in the implementation process is suggested. Conducting training for administrators and teachers on inclusion, as well as organising working groups with administration, teachers, and parents, is also recommended. Finally, incentive programs should be introduced for those actively supporting inclusive practices.

Thus, a description of the main issues in the work of primary inclusive education centres was compiled, and a set of practical recommendations for primary school teachers of different levels of experience in inclusive teaching was created.

The findings of the study demonstrate the importance of creating an inclusive environment in primary school. In particular, the effective implementation of inclusive practices required not only structural adaptations but also the creation of a supportive environment for all participants in the educational process. Many schools in the Fier District have adapted teaching methods and environments to meet the needs of students with special needs, but a third of the schools surveyed were at an average level of adaptation. The study also identified several obstacles to effective inclusion, such as insufficient interaction and communication between teachers, parents, and professionals, limited recognition of teacher efforts, insufficient adaptation of teaching methods and the environment, and low levels of parental involvement in the learning process. The results of the diagnosis demonstrated the importance of a comprehensive approach to the implementation of inclusive education in primary schools, particularly in a specific region in southern Albania, and included the identification of barriers to

inclusion and practical recommendations for teachers. These recommendations aim to facilitate the implementation of inclusive education, ensuring equal opportunities for all students and improving the quality of education. The importance of the study lies in the fact that it provided a comprehensive understanding of the barriers to inclusion in the educational process of inclusive primary school classes and identified areas for further improvement. Raising academic achievement and improving student motivation through teacher-parental collaboration were identified as key aspects of ensuring quality education in an inclusive environment. The results of the study pointed to the need to improve communication and cooperation between all stakeholders in the educational process to achieve success in inclusive education. They also highlighted the importance of adapting curricula and environments to ensure equal access to education for all students, including students with special needs. The results also showed that inclusion requires ongoing support and recognition of efforts by administrators and parents to create a supportive learning environment.

The results of the study are consistent with the research of Doksani (2021), who also noted the existence of persistent barriers to the inclusion of students with severe disabilities in general education classes in primary school. They noted that individualised educational programmes were often difficult to implement, even with effective instructional techniques. (Gega & Petro, 2023) emphasised the importance of addressing the cultural context when developing inclusive programmes, which was also relevant in the context of this study, which emphasised the need to individualise approaches in inclusive education. Moreover, Kart and Kart (2021) and Nilholm (2020) noted the problems of distance learning for students with special needs, which was important for the development of adaptive methods in their studies. Salovitta (2019) and Heyder et al. (2020) pointed out the importance of parental support, which was confirmed by the recommendations of the study on parental involvement. At the same time, Ferri et al. (2023) and Peka (2023) addressed the transparency of diagnoses, which corresponded to the aspects of diagnosing the state of inclusive education in the study.

The study confirmed the findings of other researchers, such as (Dukes & Berlingo, 2020), who highlighted the issues of the inclusion of students with special needs and emphasised the importance of support from parents and school administrators for the successful implementation of inclusive programmes. The results of the study coincided with the work of Zabeli et al. (2020) who emphasised the importance of transparency of diagnoses of children to optimise their well-being in inclusive classrooms and focused on destigmatising childhood illnesses and adapting academic subjects. There was agreement with the findings of other researchers who pointed out barriers to inclusion, such as communication gaps, insufficient teacher training, and a lack of resources. For example, studies by Alok (2023) emphasised the ambiguous impact of distance learning on the health of children with special needs, while Dell'Anna et al. (2020) and Demchenko et al. (2021) expressed doubts about the effectiveness of inclusive programmes without proper support. In general, the results of the study were consistent with many publications that pointed out the need for individualised programmes and parental support. Thus, the findings of this study offered a valuable contribution to the field of inclusive education and highlighted the importance of further efforts in this area.

A promising area for future research is to conduct diagnostics with a larger number of participants from different types of educational institutions and regions, as well as with the involvement of primary school students and a detailed study of classroom equipment to obtain more accurate results. It is planned to conduct a longitudinal experiment to study the long-term effects of inclusive education on the academic achievement, motivation, and emotional state of students with special needs and analyse the results in an international discourse to share experiences. Further research could focus on the adaptation of teaching materials and methods for different cultural and social contexts, especially the impact of new technologies on the quality of inclusive education and their integration into curricula. An important area for study is the impact of current challenges, such as the military situation, on the implementation of inclusive education in different regions and the development of tools for diagnosing the adaptability of teaching methods. The study highlighted the importance of systematic training of all

participants in the educational process to achieve optimal results in inclusive classrooms. The study contributed to the understanding of how inclusive education can be improved with the help of modern technologies and teaching methods. It highlighted critical aspects that needed to be improved for the successful integration of students with special needs into the general education environment. This has laid the groundwork for the development of policies and strategies to ensure equal access to education, improve the overall quality of education, and fill gaps in understanding the barriers and opportunities for inclusive education in a particular region. The recommendations can assist practitioners in creating more effective educational environments for students with disabilities.

#### 4. CONCLUSIONS

The study identified the main obstacles to the implementation of inclusive education in primary schools, including insufficient support from parents and the lack of adaptive curricula. The existence of specific barriers to the successful integration of students with special needs into the educational process, such as cultural and social factors that complicate the implementation of inclusive practices, has been established. The importance of developing and implementing comprehensive recommendations for primary school teachers to help overcome the main obstacles to the education of children with special needs is confirmed. It is stated that there is a high level of importance and insufficient effectiveness of existing inclusive programmes, which is confirmed by the need for local research and individualisation of inclusive approaches. Key issues such as insufficient parental support and lack of adaptive curricula are identified. Recommendations for teachers have been developed, including the introduction of online communication platforms, adaptation of curricula, use of modern technologies. Criteria for a comprehensive characterisation of inclusive education have been identified, and tools for studying the interaction between teachers and parents have been developed.

In the context of creating cultures of cooperation and developing inclusive practices in educational institutions, the study determined that it would be advisable to take several measures aimed at improving communication and interaction between participants in the educational process, including creating online platforms for the rapid exchange of information and organising regular meetings to discuss ideas. The survey results indicated that training is beneficial for developing cooperation skills among teachers and parents and that there is a demand for developing a system of incentives for teachers to implement inclusive practices, use modern technologies to personalise learning, work with psychologists, and implement integrative measures for socialising students. To implement inclusive policies, it is recommended to create a monitoring and evaluation system, develop strategies with the participation of inclusion specialists, and conduct awareness-raising campaigns. Based on the responses of teachers during the diagnostic process, the importance of regular training for teachers to increase their ability to adapt teaching and involve students in planning the educational process is stated. To ensure the involvement of parents in the educational process, it is proposed to organise events at convenient times, conduct online meetings, provide active information, and hold parental seminars. These are identified as effective methods for engaging them in adapting educational materials for students in inclusive classes. Motivation programmes and collaborative work in working groups were identified as forms that promote the active participation of all parties in the implementation of inclusive practices. The analysis of correlations has given grounds to highlight the initiative of parents as a significant factor in the quality of inclusive education. Therefore, it is proposed to introduce feedback systems, information sessions, partnership programmes and training to raise their awareness.

Thus, the research goal was successfully achieved by substantiating the criteria for a comprehensive characterisation of inclusive education in primary school and developing valid tools for studying the interaction of teachers and parents in inclusive classrooms. The results obtained highlighted the importance of local research and individualisation of approaches to inclusive education and pointed to the need to create specific solutions to regional problems. The study was limited by several objective

limitations, including the focus on the Fier District, which may not fully reflect the situation in other regions of Albania or other countries with different cultural and socio-economic backgrounds. The study focused on a particular region and did not take into account the diversity of attitudes towards inclusion among teachers, parents and students in other areas. Also, the limited time frame of the study may have missed the long-term effects of inclusive programmes and policies. These limitations were inherent and expected, but consideration of these factors will be addressed in future research.

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Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Project administration, Supervision, Validation, Visualization, Writing – original draft, and Writing – review & editing were carried out by the sole author.

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Сотірі Аїда. Перешкоди на шляху впровадження інклюзивної освіти в початкових школах: Аналіз конкретного випадку в районі Фіер, Албанія. *Журнал Прикарпатського університету імені Василя Стефаника*, 13 (1) (2026), 22-42.

Метою дослідження було розроблення низки практичних рекомендацій для вчителів початкової школи щодо подолання основних перешкод у навчанні в інклюзивних класах. Методологія дослідження включала валідацію критеріїв та розроблення валідних інструментів для вивчення взаємодії вчителів і батьків в інклюзивних класах початкових шкіл, що належать до Департаменту освіти району Фіер. Критерії для характеристики навчання в інклюзивних класах були об'єднані в групу педагогічних організацій та групу батьківської підтримки інклюзивної освіти. Діагностична методологія складалася з двох одночасно застосовуваних форм анкет: для вчителів та батьків. Опитування визначило, що високий рівень обізнаності краще визначає потреби дітей та покращує взаємодію з вчителями та адміністрацією школи. Було виявлено слабку позитивну кореляцію, що свідчить про можливий зв'язок між обізнаністю батьків та якісною культурою співпраці. Також була виявлена значна кореляція між рівнем обізнаності батьків та розвитком інклюзивних практик в освіті. Крім того, було виявлено сильну кореляцію між обізнаністю батьків про інклюзію та рівнем їх залучення до освітнього процесу. Обґрунтовано пряму пропорційну залежність ефективності навчання учнів за допомогою адаптованих навчальних матеріалів від обізнаності батьків про методи навчання в інклюзивних класах. Таким чином, було з'ясовано шляхи вдосконалення інклюзивної освіти за допомогою сучасних технологій та методів навчання. Створено комплекс практичних рекомендацій для вчителів початкової школи з інклюзивного навчання, що охоплюють аспекти залучення батьків, обізнаності про інклюзивну освіту та підтримки інклюзивних ініціатив.

**Ключові слова:** інклюзивна освіта, учні початкової школи, взаємодія вчителів і батьків, участь батьків, освітня політика.



## APPENDIX

## Appendix A

**Criteria and indicators of pedagogical organisation of inclusive education**

<b>Criterion "Creating a culture of cooperation"</b>
High level. Teachers actively cooperate with psychologists, social workers, parents and other specialists. Regular exchange of information and resources between all participants is present. All stakeholders demonstrate a high level of support and interest in achieving common goals. Teachers and other participants actively innovate and constructively evaluate their work.
Sufficient level. Most teachers receive the support they need from colleagues, parents and specialists. Interaction and information exchange are regular but could be improved. The interaction is constructive but sometimes lacks innovation. There are foundations for building cultures of cooperation that need to be further developed.
Average level. Cooperation is irregular and often depends on the personal initiative of teachers. Support from parents and other professionals may be insufficient or sporadic. Information exchange is limited, which can cause difficulties in implementing inclusive practices. Potential and desire for improvement are present, but clearer strategies are needed.
Low level. Teachers rarely receive external support or feel isolated in their work. Communication between teachers, parents and specialists is sporadic or non-existent. There are significant difficulties in implementing inclusive practices due to a lack of cooperation. Support and information sharing are not structured, which hinders efficiency.
Unsatisfactory level. No cooperation, and teachers receive no support. Lack of communication and coordination between participants in the educational process. Little or no support from parents, colleagues and professionals. The effectiveness of inclusive education is seriously undermined, requiring fundamental changes in approaches.
<b>Criterion "Development of inclusive practices in education"</b>
High level. Teachers actively adapt teaching materials and methods to meet the individual needs of students. The school environment is adapted to support all students, including necessary physical adaptations. A systematic approach to social integration and the development of independence among students is employed. Students with special needs can participate fully in all aspects of school life.
Sufficient level. Most teachers are familiar with inclusive practices and apply them in their work. The school environment is adapted for students with special needs, although improvements could be made in some areas. Regular social inclusion activities are carried out, but their effectiveness could be improved. Constant communication with parents to support students with special needs is present.
Average level. Teachers are familiar with the basic principles of inclusion but do not always apply them effectively. Adaptations to the school environment may not be sufficient for all students. The social integration of students is irregular or insufficiently systematic. Support from parents and other professionals is limited.
Low level. Teachers have limited knowledge of inclusive practices or do not apply them in their work. The school environment is not adapted for students with special needs. Significant difficulties in the social integration of students are present. Interaction with parents and other professionals is not established.
Unsatisfactory level. Teachers either lack the necessary knowledge or are unwilling to implement inclusive approaches. The school environment is fully unsuitable for the education of students with special needs. Social isolation of students with special needs due to the lack of integration measures is present. Lack of communication with parents and specialists leads to critical learning disabilities.
<b>Criterion "Development and implementation of inclusive education policies"</b>
High level. Respondents demonstrate in-depth knowledge of existing inclusive policies and their implementation in the educational process. They actively implement policies and monitor their effectiveness. Inclusive policies have a positive impact on the learning environment and teaching practices, as notable in improvements in the adaptation of teaching methods and interaction with

<p>students. The school provides all the necessary conditions for the effective implementation of inclusive policies, including resources and support from the administration. The school has implemented specific programmes and activities that actively support inclusive education, which ensures high social integration of students with special needs.</p>
<p>Sufficient level. Respondents have general knowledge of inclusive policies and can apply them in the educational process, but their implementation may be partially limited. Policies have a moderate impact on the learning environment and teaching practices, but there is room for further improvement. School provides the basic conditions for implementing inclusive policies but may lack some additional resources or support. There are some programmes and measures that support inclusive education, but their effectiveness and scale may be limited.</p>
<p>Average level. Respondents have a basic knowledge of inclusive policies, but their implementation may be irregular or insufficiently effective. Inclusive policies have a limited impact on learning environments and teaching practices, and their implementation is often challenging. School partially provides the conditions for implementing inclusive policies but may lack the resources or support to fully implement them. There are a few programmes or activities aimed at supporting inclusive education, but they are not systematic or sufficiently influential.</p>
<p>Low level. Respondents have limited knowledge of inclusive policies, and their implementation in the educational process is irregular or inadequate. Inclusive policies have minimal or no impact on the learning environment and teaching practices, often leaving important aspects unaddressed. School does not provide sufficient conditions for the implementation of inclusive policies and lacks the necessary support or resources. There are no specific programmes or measures that support inclusive education, and relevant initiatives are insufficient or non-existent.</p>
<p>Unsatisfactory level. Respondents have superficial or inaccurate knowledge of inclusive policies, and their implementation is absent or unsatisfactory. Inclusive policies do not have any significant impact on the learning environment and teaching practices that negatively affect the learning process. The school does not provide the conditions for implementing inclusive policies, nor does it have any resources or support. There are no programmes or activities that support inclusive education and no initiatives in this area.</p>

## Appendix B

### Criteria and metrics of parental support for inclusive education

<p><b>Criterion "Involvement in the learning process"</b></p>
<p>High level. Parents are actively involved in all school activities and meetings related to the education of their children. They regularly interact with teachers and school administrators, providing feedback and suggestions for improving the learning process. They help their child with homework and actively promote inclusive practices in the educational process. Parents participate in programmes and initiatives that support inclusive education and actively promote these initiatives in the school and community.</p>
<p>Sufficient level. Parents are involved in the main school activities and meetings, but their participation may be irregular. Interaction with teachers occurs, but only occasionally, and may not be sufficient to fully understand the needs of a child. They help their child with homework, but their involvement in inclusive practices may be limited. Parents support inclusive initiatives at a basic level, but their involvement in programmes and activities may be limited.</p>
<p>Average level. Parents rarely participate in school events and meetings but still try to attend whenever possible. Interaction with teachers is sporadic, and parents may have insufficient information about the needs and progress of their children. Homework help is provided irregularly, and support for inclusive practices is minimal. Parents show some support for inclusive initiatives, but their participation in programmes or activities is limited.</p>
<p>Low level. Parents do not participate in any school events and meetings related to the education of their children. Interaction with teachers is completely absent, leading to a complete lack of awareness</p>

of the needs and progress of their children. There is no help with homework and no support for inclusive practices. Parents do not support inclusive initiatives, and there is no participation in programmes or activities related to inclusive education.
Unsatisfactory level. Parents do not participate in any school events and meetings related to the education of their children. Interaction with teachers is completely absent, leading to a complete lack of awareness of the needs and progress of their children. There is no help with homework and no support for inclusive practices. Parents do not support inclusive initiatives, and there is no participation in programmes or activities related to inclusive education.
<b>Criterion "Awareness and knowledge of inclusive education"</b>
High level. Parents have a deep understanding of the principles of inclusive education and actively apply this knowledge in practice. They are aware of all the resources and support available to help their child learn. Parents actively participate in trainings and seminars on inclusive education and share their knowledge with others. They can discuss complex issues of inclusion and promote positive change in their school and community.
Sufficient level. Parents have a general understanding of inclusive education and can support their children in basic aspects of learning. They are aware of key resources and support programmes, but they may not use them regularly. Parents attend some events dedicated to inclusion and apply the knowledge they have gained from time to time. They can discuss inclusive issues with teachers but need additional knowledge to participate more effectively.
Average level. Parents have limited awareness of inclusive education and may not be aware of important aspects of supporting their children. They are aware of some resources, but their use is random and not systematic. Parents rarely attend events dedicated to inclusion, and the knowledge gained is used minimally. They need additional information and support to become more actively involved in the inclusive learning process.
Low level. Parents have superficial knowledge of inclusive education and do not know how to use it to support their children. They are not aware of the resources available and do not use them to help their child. Parents do not attend events dedicated to inclusion and do not seek additional knowledge. They cannot effectively discuss inclusive issues with teachers or other parents.
Unsatisfactory level. Parents do not have any understanding of the principles of inclusive education and are unable to support their children in the learning process. They do not know about the existence of resources that can be useful for the child and do not use them. Parents do not show interest in inclusion education or activities and do not want to acquire new knowledge. They are not able or willing to discuss inclusion with teachers or other parents.
<b>Criterion "Support for inclusive policies and initiatives"</b>
High level. Parents actively support all-inclusive school initiatives and participate in their implementation. They participate in school committees or working groups aimed at developing inclusive education. Parents actively promote inclusive practices in their community and engage others to support these initiatives. They are constantly learning and increasing their knowledge of inclusive education to support initiatives more effectively.
Sufficient level. Parents support the inclusive initiatives of schools, but their involvement may be irregular. They may participate in some school activities but are not active participants in committees or working groups. Parents usually support initiatives in the community but are not the initiators of change. They have basic knowledge of inclusive education and occasionally attend trainings or seminars.
Average level. Parents rarely support the inclusive initiatives of schools, and their participation in events is limited. They do not actively participate in committees or working groups but may occasionally attend meetings. Parents do not promote inclusive practices in the community; their support is passive. They have limited knowledge of inclusive education and rarely attend events related to these issues.
Low level. Parents hardly support the inclusive initiatives of schools, and their participation in events is minimal. They are not involved in any school committees or working groups dealing with inclusion. Parents are not interested in promoting inclusive practices in the community and have little or no support for initiatives. They have superficial knowledge about inclusive education and do

not show any desire to improve it.

Unsatisfactory level. Parents do not support the inclusive initiatives of schools and do not participate in activities at all. They do not show any interest in participating in committees or working groups dealing with inclusion. Parents not only do not support inclusive practices in the community but can also oppose such initiatives. They have no awareness of inclusive education and show no interest in studying it.

## Appendix C

### Content of questions on the pedagogical organisation of inclusive education

<b>Criterion "Creating a culture of cooperation"</b>	
The "Level of interaction and support" metrics are used to assess the interaction between participants in the educational process, as well as the extent to which teachers receive support in their work	The "Assessment of Support and Recognition" metric is used to assess the level of resource provision for teachers from school staff, parents and society
<p>How familiar are you with collaborative cultures?</p> <p>How much help do you receive from the school psychologist/social worker in developing the curriculum?</p> <p>What kind of help do you get from your class teacher in developing the curriculum?</p> <p>How much help do you get from parents in developing the curriculum?</p> <p>Do you cooperate with other specialists, such as therapists, speech therapists?</p> <p>Is there mediation that promotes the school, vocational and social integration of children with disabilities in society, in the classroom or in educational group?</p> <p>Do you follow a parent-teacher collaboration module?</p> <p>How actively do you cooperate with all partners to overcome difficult situations?</p> <p>Are there networks of exchange and continuous learning in your area of teaching practice? (school, community, organisations)</p>	<p>Do you need training to develop an individual study plan?</p> <p>Do you feel supported in your work by teachers and society?</p> <p>How much do school staff value you?</p> <p>How much do your parents value you?</p> <p>How confident are parents of students with special needs about confidentiality?</p> <p>Is your work evaluated against other internal or external professionals to ensure that everyone is performing their duties appropriately?</p> <p>How friendly is the social atmosphere at the school where you work?</p> <p>How actively and constantly do you participate in meetings that provide an individual curriculum for each student?</p> <p>Do you bring a critical and constructive perspective to the team, as well as innovative suggestions in your field of work?</p> <p>To what extent does the school policy reflect a mission to welcome students with special needs?</p> <p>Are you valued as a resource for parents and ordinary teachers?</p> <p>Do you encourage integration?</p>
<b>Criterion "Development of inclusive practices in education"</b>	
The "Adaptation of teaching methods and environment" metric covers the capacity of teachers to adapt teaching methods and the environment for students with disabilities to ensure their access to quality education	The "Support and social inclusion of students" metric covers initiatives to promote the social inclusion and support of students with special needs, including parental involvement and opportunities for self-directed development among students
<p>Do you define and adapt knowledge according to the needs of the learner and the expected school competencies; do you express it in terms of learning objectives?</p> <p>Is the school environment adapted to the education of students with special needs?</p>	<p>How familiar are you with inclusive practices?</p> <p>Do you think inclusive education is effective in your school?</p> <p>Is the time allocated by the medical report (2/3 hours) sufficient for the integration of a student with special needs into the school?</p>

<p>Do you know how to choose teaching methods according to the abilities and limitations of a child?</p> <p>Do you know how to adapt individual teaching techniques to the student (difficulty, rhythm, age) and plan pedagogical solutions?</p> <p>Can you address with children any diagnosis?</p> <p>To what extent does the school assist students with mobility problems when there are activities outside of school?</p> <p>To what extent can you strike a fair balance between adapting the student to the school environment and adapting the environment to the student?</p>	<p>Are there any measures planned for the social integration of students?</p> <p>Are there any plans for practical independence?</p> <p>To what extent do you understand the impact of a limitation of a student on their fatigue?</p> <p>Can students explore, experiment, touch, and learn from their mistakes?</p> <p>Do you plan activities with parents of students with special needs in your school?</p> <p>Are opportunities provided for students to practice self-assessment, develop the necessary tools and promote awareness of their strategies (metacognition)?</p> <p>To what extent are you able to appreciate all possible ways of communicating and expressing yourself in the classroom or group (verbally, non-verbally, gesturing, writing, art...)?</p> <p>To what extent can you ensure that each student with special needs has a place and role in the group or classroom and is valued?</p>
<b>Criterion “Development and implementation of inclusive education policies”</b>	
<p>The “Knowledge and Implementation of Inclusive Policies” metric addresses the knowledge of existing inclusive policies and their implementation in the educational process among respondents</p>	<p>The “Impact of Policies on Practice and Environment” metric assesses how inclusive policies affect the learning environment and teaching practices</p>
<p>Do you know about existing inclusive education policies?</p> <p>Do you think these policies are being implemented effectively in your school?</p> <p>Does the school provide the conditions for implementing inclusive policies?</p> <p>Does your school have specific programmes or activities that support inclusive education?</p> <p>How does the school administration support the implementation of inclusive policies?</p>	<p>To what extent do inclusive policies affect your ability to adapt teaching methods?</p> <p>Do you feel changes in the school environment due to the implementation of inclusive policies?</p> <p>How do inclusive policies affect interaction with students with special needs?</p> <p>Do you think that inclusive policies contribute to the social integration of students?</p> <p>To what extent do inclusive policies affect the accessibility of learning materials and resources for students with disabilities?</p>