INKLYUZIV TA’LIM

PARENT EDUCATION AS A COMPONENT OF INCLUSIVE EDUCATION: INTERNATIONAL EVIDENCE AND IMPLICATIONS FOR UZBEKISTAN

Abdurakhmanova Muazzam Bakhtierovna,
M.Ed.in Special Education, Primary
Special Education Teacher, Akron Public Schools,
Akron, Ohio, United States
mabdurak@apslearns.org
ORCID: https://orcid.org/0009-0001-1572-2802

This article examines parent education as a component of inclusive education and considers its relevance to Uzbekistan. A narrative review examined 14 international sources on program purposes, delivery, outcomes, and implementation conditions. A document analysis also examined eight Uzbek legal and policy sources. The literature describes workshops, coaching, group programs, and caregiver-mediated interventions, but evidence focuses on autism and early childhood. Uzbekistan’s 2020 policy defines roles for parents and proposes online courses for them. However, the reviewed sources do not show whether these courses were implemented or evaluated. Uzbekistan needs local research before developing or testing a parent education program.

Keywords: *parent education, inclusive education, children with disabilities, family engagement, parent training, caregiver skills, family-centered practice, self-efficacy, cultural responsiveness, Uzbekistan.*

OTA-ONALAR TA’LIMI INKLYUZIV TA’LIMNING TARKIBIY QISMI SIFATIDA: XALQARO TAJRIBA VA O‘ZBEKISTON UCHUN AHAMIYATI

Ushbu maqolada ota-onalar ta’limi inklyuziv ta’limning tarkibiy qismi sifatida ko‘rib chiqilib, uning O‘zbekiston uchun ahamiyati tahlil qilinadi. Narrativ sharh doirasida dasturlarning maqsadlari, ularni amalga oshirish shakllari, natijalari va amalga oshirish shartlariga oid 14 ta xalqaro manba o‘rganildi. Shuningdek, O‘zbekistonning sakkizta huquqiy va strategik hujjati tahlil qilindi. Adabiyotlarda seminarlar, murabbiylik, guruh dasturlari va parvarishlovchilar ishtirokida amalga oshiriladigan aralashuvlar yoritilgan, biroq mavjud dalillar asosan autizm va erta bolalik davriga qaratilgan. O‘zbekistonning 2020-yilda qabul qilingan siyosiy-huquqiy hujjatida ota-onalarning vazifalari belgilangan hamda ular uchun onlayn kurslar tashkil etish nazarda tutilgan. Biroq ko‘rib chiqilgan manbalarda ushbu kurslarning amalga oshirilgani yoki samaradorligi baholangani haqida ma’lumot topilmadi. Ota-onalar ta’limi dasturini ishlab chiqish yoki sinovdan o‘tkazishdan oldin O‘zbekiston sharoitida mahalliy tadqiqotlar o‘tkazilishi zarur.

Kalit so‘zlar: *ota-onalar ta’limi, inklyuziv ta’lim, nogironligi bo‘lgan bolalar, oilaning ishtiroki, ota-onalarni o‘qitish, oilaga yo‘naltirilgan amaliyot, o‘z imkoniyatlariga ishonch, madaniy moslashuvchanlik, O‘zbekiston.*

ОБРАЗОВАНИЕ РОДИТЕЛЕЙ КАК КОМПОНЕНТ ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ: МЕЖДУНАРОДНЫЙ ОПЫТ И ЗНАЧЕНИЕ ДЛЯ УЗБЕКИСТАНА

В статье рассматривается образование родителей как компонент инклюзивного образования и анализируется его значение для Узбекистана. В рамках нарративного обзора изучены 14 международных источников, посвящённых целям программ, формам их проведения, результатам и условиям реализации. Кроме того, проведён анализ восьми нормативно-правовых и стратегических документов Узбекистана. В литературе описываются семинары, коучинг, групповые программы и вмешательства, реализуемые при участии лиц, осуществляющих уход за ребёнком. Однако имеющиеся данные преимущественно относятся к аутизму и раннему детству. В принятом в Узбекистане в 2020 году программном документе определены обязанности родителей и предусмотрена организация онлайн-курсов для них. Однако в рассмотренных источниках не обнаружено сведений о том, были ли эти курсы реализованы или оценены. До разработки или апробации программы образования родителей необходимо провести исследования с учётом местных условий Узбекистана.

Ключевые слова: *образование родителей, инклюзивное образование, дети с инвалидностью, участие семьи, обучение родителей, навыки лиц, осуществляющих уход, практики, ориентированные на семью, самоэффективность, культурная адаптивность, Узбекистан.*

Introduction. Discussions of inclusive education often focus on school placement, teacher preparation, curriculum, and classroom support. These elements are essential, but inclusion also depends on strong relationships between families and professionals. These relationships help them understand a child’s needs and coordinate support. Schools may expect parents to share information, participate in decisions, communicate with educators, use strategies at home, and seek services when concerns arise. Information alone does not always prepare parents for these roles.

In this article, parent education means structured learning that helps parents or other primary caregivers build knowledge, confidence, and practical skills related to a child’s development, education, participation, or support. It may include workshops, coaching, guided practice, group programs, online modules, and caregiver-mediated interventions. This definition does not include routine school announcements or written information alone because these activities do not necessarily provide a planned learning process.

The World Health Organization’s Caregiver Skills Training program is one international example. It serves families of children aged two to nine with developmental delays or disabilities. The program combines group sessions with individual support to help caregivers promote communication, engagement, positive behavior, and daily living skills [1]. Other programs focus on parenting practices, advocacy, family well-being, or disability-specific strategies. Because their goals and methods differ, parent education should not be treated as a single, uniform intervention.

This article examines parent education as a component of inclusive education for children with disabilities. It asks four questions: What purposes does parent education serve? How do programs deliver it? What outcomes do studies report? What conditions affect implementation? The article also examines how Uzbekistan’s legal and policy framework describes parents’ roles and what local evidence would be needed before designing or testing a structured program. It does not select a foreign model for adoption. Instead, it separates supported findings from questions that remain open.

Materials and methods. The object of this study is structured parent education related to the education, development, and participation of children with disabilities. The study also considers Uzbekistan’s legal and policy framework for inclusive education. The author conducted a purposive, focused narrative review rather than a new exhaustive database search. The review began with sources collected for an earlier study of parent learning, family engagement, cultural adaptation, and disability support. The author screened these sources again for the questions in this article. A separate document analysis examined national laws, policy documents, and situation analyses. It identified stated parent roles, commitments related to parent learning, and available evidence of implementation.

The international evidence set included 14 sources published from 2007 to 2025: 12 peer-reviewed journal articles, one official international program guide, and one book on adult learning. The author included sources that described or synthesized structured parent or caregiver learning, educational or caregiver-mediated interventions, family-centered practice, parent self-efficacy, or cultural adaptation relevant to families of children with disabilities. The review prioritized work from the last 10–15 years. It retained one earlier synthesis because it provides a foundational account of capacity-building practice. The author excluded studies that addressed only clinical treatment and did not include parent learning. The Uzbekistan evidence set included eight sources: the 2020 Law on Education, two presidential resolutions, one Cabinet resolution, a national situation analysis, a country brief and country report based on that analysis, and a UNICEF press statement. The author accessed legal texts through LexUZ and the other documents through the publishers’ websites.

Before drafting, the author organized and compared the selected sources in four categories: program purpose, delivery form, reported parent or child outcomes, and conditions affecting access or relevance. The author then examined recurring patterns and important differences across reviews, program descriptions, feasibility studies, and intervention studies. The review did not include an exhaustive database search, formal risk-of-bias scoring, or meta-analysis. Therefore, the source set may be incomplete and subject to selection bias. The results describe patterns in the selected sources rather than estimate an overall intervention effect.

Results. Purposes and delivery forms

The literature gives parent education several overlapping purposes. Some programs increase knowledge about disability, development, services, or intervention strategies. Others teach practical skills that caregivers can use in daily routines. Another group builds parents’ confidence, self-efficacy, communication, or participation in decisions. Reviews of support for immigrant parents also address parenting practices and family well-being. Therefore, a program may mainly benefit the parent, the child, or the family relationship [2]. These differences matter. Researchers should not evaluate a program about

services only through changes in child behavior. They also should not assume that a caregiver-mediated intervention prepares parents for educational decision-making.

Programs deliver parent education in several ways. The selected literature describes group courses, individual coaching, home practice, facilitator feedback, printed or digital materials, and combinations of group sessions and individual visits. For example, the WHO program includes nine group sessions and three home visits. It also provides separate guidance for facilitators, participants, and program adaptation [1]. Online and hybrid formats may expand access, but the format alone does not make learning clear, relevant, or useful.

Reported outcomes and evidence boundaries. Reported outcomes also vary. A systematic review of parenting interventions found improvements in parental self-efficacy, although the size and consistency of the effects differed across studies [3]. A review of parental activation interventions for families of children with special health-care needs found promising approaches, but the interventions and measures varied considerably [4]. Research on family-centered practice links capacity-building approaches with parents’ beliefs, self-efficacy, and well-being [5, 6]. These findings support measuring parent outcomes directly instead of using child outcomes as the only measure of program value.

Disability-specific studies provide more concrete examples. A feasibility trial of the Incredible Years program adapted for autism and language delays examined a structured group intervention for parents [7]. A systematic review and meta-analysis of training for culturally diverse caregivers reported benefits related to reducing children’s challenging behavior, while also drawing attention to the cultural and linguistic characteristics of participants and interventions [8]. A pilot of WHO Caregiver Skills Training with Eritrean and Ethiopian immigrant mothers of autistic children reported pre- and post-program changes but used a small, single-arm sample, so the findings should be read as preliminary rather than causal proof [9].

These studies illustrate several forms of structured parent learning, but they also show the limits of the evidence base. Much of the stronger intervention research focuses on autism, developmental delay, behavior, or early childhood. This research alone cannot establish whether a cross-disability parent education program would be effective in inclusive schools. A program focused on educational participation may cover different content, such as understanding supports, communicating concerns, preparing for meetings, and coordinating action between home and school. Researchers must evaluate these purposes directly.

Conditions affecting implementation. Structured learning differs from information provision because it includes a learning goal and an opportunity to apply knowledge. A handout may be useful, but a program becomes educational when parents can discuss, practice, receive feedback, or connect information to a decision or daily situation.

Second, programs differ in their immediate target. Some build parental knowledge or confidence; some teach strategies intended to affect child communication, behavior, or participation; and others address family well-being. These targets may be related, but they should not be combined into a single claim of effectiveness. Clear program aims are necessary for selecting appropriate measures.

Third, family-centered delivery is not simply a friendly style. Capacity-building practice emphasizes family priorities, informed choice, existing strengths, and the parent’s active role [5]. Research on family-centered practices also suggests that self-efficacy may be one pathway connecting professional support with parent well-being [6]. This supports programs that position parents as learners and decision-makers rather than passive recipients of expert instruction.

Cultural and linguistic adaptation involves more than translation. A systematic review of evidence-based parent training found wide variation in how programs included culture and documented adaptations [10]. Research with refugee families also shows that facilitators may need to adjust examples, interactions, expectations, and program procedures while keeping the intervention’s essential elements [11]. A recent review of caregiver-implemented autism interventions found that studies still report and evaluate cultural adaptations inconsistently [12]. Program developers should plan, document, and evaluate adaptations rather than rely only on translated materials.

Access also depends on implementation conditions. Scheduling, language, literacy, technology, childcare, transportation, trust, and facilitator preparation may affect whether families can participate. Programs for immigrant families show potential, but differences in populations and study designs limit broad conclusions [2]. A culturally informed review of autism interventions also shows why researchers should examine whether program assumptions fit families’ priorities and contexts [13].

Parents in Uzbekistan’s inclusive-education policy. Uzbekistan’s Law on Education (2020) defines inclusive education as a form of schooling for children with physical, intellectual, sensory, or other impairments. It also gives parents formal rights and responsibilities. These include consenting to a child’s admission based on the conclusion of a medical-psychological-pedagogical commission, accessing

educational records, and participating in discussions about school management [15, Arts. 38, 51]. Presidential Resolution PQ-4860 (2020) and the accompanying Concept for the Development of Inclusive Education in 2020–2025 added more specific roles.

Table 1.

Analytical dimension	**Recurring pattern in the literature**	**Interpretive caution**
Purpose	Knowledge, confidence, practical skills, family well-being, communication, or child support	Different purposes require different outcomes
Form	Groups, coaching, home visits, guided practice, online or hybrid learning	Format does not guarantee accessibility or relevance
Outcomes	Parent self-efficacy, knowledge, practices, and selected child outcomes	Measures and study quality vary
Responsiveness	Language access, cultural adaptation, relevant examples, and family choice	Translation alone is insufficient
Evidence boundary	Strong examples in autism and early developmental intervention	Findings cannot automatically be generalized across disabilities or school systems

They directed the Ministry of Public Education to organize online courses for parents on educating and raising children with special educational needs. They also provided for one parent or legal representative to serve on the supervisory board of a school introducing inclusive classes and for parents to help develop individual education programs [16, Points 5(a), 7]. Cabinet of Ministers Resolution No. 638 (2021) established admission procedures that require parental consent. It also assigned schools responsibility for providing families with consultation and psychological and pedagogical guidance [17, Points 8, 13]. A 2026 presidential resolution introduced a family-based social support system called “oilabay.” Under this system, social workers provide practical help to parents seeking educational and social services [18, Point 2(a)].

These provisions show policy commitments, not documented outcomes. The reviewed sources did not provide enough evidence to determine whether Uzbekistan implemented or evaluated the online courses proposed in 2020. A situation analysis conducted with United Nations partners found that people still often confused inclusive education with integration and viewed separate classes as more suitable [19, p. 27]. Parents of children with disabilities also described their first experiences after diagnosis as overwhelmingly negative [19, p. 32]. A fuller UNPRPD country report challenged claims that blame parents for placing children in state care. It reported that families often received limited government support and lacked inclusive day care and education options [21, p. 28]. A companion brief identified gaps in early identification and intervention and shortages of specialists, including speech and physical therapists [20]. In September 2024, UNICEF reported that 1,195 children with disabilities had gained access to inclusive education in more than 530 schools [22].

Discussion. The findings support parent education as one component of inclusive education. However, it cannot replace accessible schools, qualified teachers, appropriate services, or respectful relationships between families and professionals. It should also not place the main responsibility for inclusion on families. Its role is more focused: to give parents structured opportunities to build knowledge and skills that help them support and participate in their child’s education.

The review also suggests that future programs should begin by specifying what parents are expected to learn. A program about educational participation may focus on understanding supports, communicating with professionals, preparing questions, making informed decisions, or coordinating strategies across home and school. A caregiver-mediated developmental program may instead focus on communication, behavior, play, or daily living. Both may be valuable, but they represent different educational purposes.

The synthesis suggests several design considerations. Content is more useful when it responds to parents’ specific questions and daily situations. Adult-learning principles emphasize relevance and immediate application [14]. Programs should include practice, reflection, and feedback instead of relying only on explanations. Family-centered practice should reflect parents’ priorities and choices. Cultural and linguistic responsiveness also requires community input, meaningful language access, relevant examples, and clear documentation of adaptations.

Evaluation should match these purposes. Feasibility and acceptability may be assessed before claims about effectiveness. Parent knowledge, confidence, self-efficacy, communication, or use of strategies should be measured when these are direct program goals. Child outcomes may also be relevant, especially in caregiver-mediated interventions, but they should not replace measurement of parent learning. Longer-term research should examine whether learning is retained, used in different situations, and connected to

meaningful participation. Several limitations qualify the analysis. This was a focused narrative review based on a selected source set, not an exhaustive systematic review. Terminology varied across studies, including parent training, parent support, caregiver skills training, family-centered intervention, and parent-mediated intervention. The programs also differed in population, setting, intensity, facilitator qualifications, and outcome measures. Finally, the concentration of evidence in autism and early childhood restricts generalization to other disabilities, age groups, and national education systems.

Implications for Uzbekistan. The international evidence and Uzbekistan’s policy commitments raise an important question: How can an inclusive education system give parents a structured and evaluated role in supporting their children’s education? Uzbekistan’s legal and policy framework already includes functions similar to those described in the international literature. It calls for informing parents, involving them in individual planning, and, through PQ-4860, offering parent learning through courses. However, the framework does not specify the content, delivery method, duration, facilitator preparation, or evaluation of such a program. The sources reviewed for this article also do not provide that information.

This gap makes the difference between information and structured learning especially important. Announcing an online course in a policy does not show that the course included practice, feedback, and application. The reviewed sources do not show whether Uzbekistan’s courses met this standard. The disability-specific evidence also requires caution. Many of the strongest intervention studies focus on autism or early developmental delay, while Uzbekistan’s inclusive education framework covers a broader population. Uzbekistan would need to adapt and test any imported content instead of transferring it directly. A program would also need to reflect local languages, cultures, and views of family, disability, and authority. National assessments further suggest that rural-urban differences and specialist shortages may affect access [19–21]. These implications remain provisional. This review did not include interviews, surveys, or observations involving Uzbek parents, teachers, or schools. Therefore, it makes no claims about what Uzbek families currently know, want, or experience beyond the findings in the cited sources. Researchers need local empirical studies to determine whether and how Uzbekistan could develop structured parent education within its inclusive education system. This work should also document what the 2020 policy commitments produced in practice.

Conclusion. The international literature describes many forms of parent education, including workshops, coaching, group programs, home practice, online learning, and caregiver-mediated interventions. These approaches aim to do more than provide information. Structured programs may help parents build knowledge, confidence, communication skills, and practical skills related to their child’s development and education.

The evidence is encouraging but uneven. Outcomes depend on the program’s purpose, population, delivery, cultural relevance, and measures. Much of the strongest intervention evidence comes from autism and early developmental services. Therefore, it does not show that one approach will work across disabilities or educational settings. Parent education can serve as one component of inclusive education when it is family-centered, accessible, practical, and culturally responsive. Future work should involve families in program development. Researchers should test feasibility, acceptability, parent learning, and participation before making broad claims about effectiveness. Uzbekistan’s recent laws and policies give parents formal roles and propose courses for them, but the reviewed sources do not document implementation. Before developing and evaluating a national parent education component, researchers must first answer these questions in the Uzbek context.

References:

1. World Health Organization. Caregiver skills training for families of children with developmental delays or disabilities: adaptation and implementation guide. – Geneva: World Health Organization, 2022. – Available at: https://www.who.int/publications/i/item/9789240048850

2. Hamari L., Konttila J., Merikukka M., Tuomikoski A.-M., Kouvonen P., Kurki M. Parent support programmes for families who are immigrants: a scoping review. // Journal of Immigrant and Minority Health. – 2022. – Vol. 24, No. 2. – P. 506–525. – DOI: 10.1007/s10903-021-01181-z.

3. Hohlfeld A.S.J., Harty M., Engel M.E. Parents of children with disabilities: a systematic review of parenting interventions and self-efficacy. // African Journal of Disability. – 2018. – Vol. 7. – P. 437. – DOI: 10.4102/ajod.v7i0.437.

4. Mirza M., Krischer A., Stolley M., Magana S., Martin M. Review of parental activation interventions for parents of children with special health care needs. // Child: Care, Health and Development. – 2018. – Vol. 44, No. 3. – P. 401–426. – DOI: 10.1111/cch.12554.

5. Dunst C.J., Trivette C.M., Hamby D.W. Meta-analysis of family-centered helpgiving practices research. // Mental Retardation and Developmental Disabilities Research Reviews. – 2007. – Vol. 13, No. 4. – P. 370–378. – DOI: 10.1002/mrdd.20176.

6. Mas J.M., Dunst C.J., Balcells-Balcells A., Garcia-Ventura S., Giné C., Cañadas M. Family-centered practices and the parental well-being of young children with disabilities and developmental delay. // Research in Developmental Disabilities. – 2019. – Vol. 94. – P. 103495. – DOI: 10.1016/j.ridd.2019.103495.

7. Williams M.E., Hastings R.P., Hutchings J. The Incredible Years Autism Spectrum and Language Delays Parent program: a pragmatic, feasibility randomized controlled trial. // Autism Research. – 2020. – Vol. 13, No. 6. – P. 1011–1022. – DOI: 10.1002/aur.2265.

8. Vargas Londoño F., Lim N., Barnett M.R., Hampton L.H., Falcomata T.S. Training culturally diverse caregivers to decrease their child’s challenging behaviors: a systematic review and meta-analysis. // Journal of Autism and Developmental Disorders. – 2023. – Vol. 53. – P. 2613–2635. – DOI: 10.1007/s10803-022-05564-5.

9. Dababnah S., Zeleke W.A., Chung Y., Antwi Adjei R., Dixon P., Salomone E., WHO CST Team. Outcomes of the World Health Organization’s Caregiver Skills Training Program for Eritrean and Ethiopian parents of autistic children in the United States. // Autism. – 2025. – Vol. 29, No. 12. – P. 2941–2954. – DOI: 10.1177/13623613251351345.

10. Baumann A.A., Powell B.J., Kohl P.L., Tabak R.G., Penalba V., Proctor E.K., Domenech-Rodriguez M.M., Cabassa L.J. Cultural adaptation and implementation of evidence-based parent-training: a systematic review and critique of guiding evidence. // Children and Youth Services Review. – 2015. – Vol. 53. – P. 113–120. – DOI: 10.1016/j.childyouth.2015.03.025.

11. Danbolt A.M.V. Cultural responsiveness in the Incredible Years parenting programme for refugees: a case study. // International Journal of Child Care and Education Policy. – 2020. – Vol. 14. – P. 6. – DOI: 10.1186/s40723-020-00071-5.

12. Lee J.D., Meadan H., Sands M.M., Terol A.K., Martin Loya M.R., Yoon C.D. A quality appraisal of cultural adaptation of caregiver-implemented interventions for young autistic children. // Transcultural Psychiatry. – 2025. – Vol. 62, No. 6. – P. 737–749. – DOI: 10.1177/13634615251372855.

13. Lopez K. Parent-mediated autism intervention through a culturally informed lens: Parents Taking Action and Pivotal Response Training with Latine families. // Healthcare. – 2024. – Vol. 12, No. 23. – P. 2381. – DOI: 10.3390/healthcare12232381.

14. Knowles M.S., Holton E.F., Swanson R.A. The adult learner: the definitive classic in adult education and human resource development. – 8th ed. – London: Routledge, 2015.

15. Republic of Uzbekistan. Law “On Education”, No. O‘RQ-637, 23 September 2020. – Available at: https://lex.uz/uz/docs/5013007 (in Uzbek).

16. President of the Republic of Uzbekistan. Resolution “On measures to further improve the system of education and upbringing of children with special educational needs”, No. PQ-4860, 13 October 2020. – Available at: https://lex.uz/docs/5044745 (in Russian).

17. Cabinet of Ministers of the Republic of Uzbekistan. Resolution “On approval of normative legal acts on providing education to children with special educational needs”, No. 638, 12 October 2021. – Available at: https://lex.uz/docs/5679836 (in Uzbek).

18. President of the Republic of Uzbekistan. Resolution “On additional measures to improve the system of providing educational and social services to children with special educational needs”, No. PQ-292, 4 August 2026. – Available at: https://lex.uz/ru/docs/8375197 (in Russian).

19. Government of the Republic of Uzbekistan, with United Nations agencies. Situation analysis on the rights of persons with disabilities in Uzbekistan. – Tashkent, 2021. – Available at: https://www.unicef.org/uzbekistan/media/5076/file/Situational%20analysis.pdf

20. United Nations Partnership on the Rights of Persons with Disabilities. Situational analysis of the rights of persons with disabilities: Uzbekistan country brief. – 2022. – Available at: https://unprpd.org/new/wp-content/uploads/2023/12/Situation_Analysis_CountryBrief_Uzbekistan-eb2.pdf

21. United Nations Partnership on the Rights of Persons with Disabilities. Situational analysis of the rights of persons with disabilities in Uzbekistan: country report. – Tashkent, November 2022. – Available at: https://globaldisabilityfund.org/new/wp-content/uploads/2023/12/CR_Uzbekistan_2021-635.pdf

22. UNICEF Uzbekistan. UNICEF calls for safe and inclusive schools and applauds Uzbekistan Government’s leadership on a bold inclusion agenda [press release]. – 4 September 2024. – Available at: https://www.unicef.org/uzbekistan/en/press-releases/unicef-calls-safe-and-inclusive-schools-and-applauds-uzbekistan-governments