Inclusive Education Implementation At Primary Level Schools In Qatar: A Comprehencive Review

Sarita Kumari Singh, Research Scholar, Dept. of Education, Nirwana University, Jaipur, India,
E-mail: saritasingh.nuphd@gmail.com
Dr. Nekram, Assistant Professor, School of Arts, Humanities & Social Sciences, Nirwana University, Jaipur, India.

Abstract

We are living in highly advanced science and technology world with rapidly changing time due to Covid-19 pandemic. In this situation, education itself is a challenge worldwide and addition of inclusion in education is even more challenging task for educators. We know that education signifies the potential of any country not only in present but also in future. It is a challenge for education professional to shape the development of new generation in inclusive society. Inclusive education in its general sense is including all students with their limitations and full potential. Inclusive education develops students of special needs education through the daily hassles faced by them not only during learning process, but also after when they get employed in some organization. The study will help to identify the approaches and opportunities in inclusive school in Qatar. The study will also bridge the learning of inclusive education in Qatar and at workplace. This article is related to the detailed description of inclusive education in primary level school at Qatar. It covers the research related to the inclusive education of last 25 years of different countries. Need, Challenges and impacts of inclusive education at primary level school also covered in this paper. The findings are obtained in terms of different challenges and impacts in implementation of inclusive education at primary level schools at Qatar.

Keywords: Inclusive Education, Primary Level Schools, Qatar Education, Education policy, Educational inclusion, Social inclusion, Educational resources.

I. INTRODUCTION

The goal of inclusive education is to provide a supportive and nurturing environment in which every student feels valued and included. It's not just academic achievement; it is also about developing social skills, empathy and a sense of belonging for all students. Inclusive education recognizes that diversity enriches the learning experience for all and prepare students for life in a diverse and inclusive society.

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Principles of Inclusive Education:

The idea of inclusion, which is the foundation of inclusive education, maintains that all people are equal members of society and have the right to remain in and not be excluded from the general educational system. The fundamental tenet of the inclusion philosophy is that all people have equal rights in society and should be treated equally, respectfully, and with dignity regardless of their personal or mental history, aptitude, or temperament.

Based on the inclusion philosophy, inclusive education adheres to a few core principles, which are as follows:

• That every student has an inalienable, equal opportunity right to an education.
• No student will be denied access to education or subjected to discrimination on the basis of their anystatus.
• All pupils have the capacity to study and gain from an education.
• It is the responsibility of schools to adjust to the requirements of their pupils, not the other way around.
• To pay attention to and treat the student's opinions seriously.
• That rather than being an issue, student differences are a source of diversity and enrichment. That a wide range of adaptable solutions are used to satisfy the various demands and learning styles of the pupils.

II. RELATED RESEAERCH

Hira Amin.et.al (2023) Qatar has been in a struggle between reforming its education system, this paper examines underestimated recent structural changes, then examines the intended and unintended effects that affected policy change. It provides a background of education policy followed by a historical overview of the education system depending on Using quantitative longitudinal analyses, it aims to examine the impact of these post- 2011 policies on school size, students, gender and population in public and private schools. The data show how simple, linear private schooling did not take place and substantial demographic shifts between public and private schools. In this cultural values diversity, socio economic status, higher education options and employment opportunities.

Al-Hendawi.et.al (2023) United Nations (SDG-4) calls for the establishment of an this education system. As conflict, persecution and natural disasters displace millions of people worldwide, the challenges of migration situations have made the long-term status of refugees increasingly difficult, necessitating that individuals affected by the event they seek protection in other countries. As a result, international laws and policies have taken into account to promote.The evaluation showed significant differences in how well each organization adhered to the principles of the 4-A Plan.

Natalia Trivino.et.al (2022) Amigo Inclusive education is one of the main goals of the curriculum to provide students with equal opportunities. To examine teachers' perceived readiness for inclusive education and to identify differences between elementary and secondary education. Methods using A total of 961 active teachers from public schools were surveyed, 53.3% from primary education and 46.7% from secondary schools using a questionnaire on teacher perceptions of preparation for inclusive learning and CEFI-R instrument used to analyze the Results were statistically significant differences between the two items of the first questionnaire (question 1: $p = 0.03$; question 2: $p < 0.01$ and question 3: $p < 0.01$) and, for the four CEFI-R dimensions in 3 cases, the main score is higher. This study indicates there is a teachers at both levels of education exhibit positive attitudes.In this sense, public administration has a function.

Michael H. Romanowski.et.al (2022) Established in 2014, Teach for Qatar (TFQ) is a local NGO under Teach for All (TFALL) that recruits and prepare graduates and staff in Qatar's public schools as teaching associates. This research at his qualitative approach used semi-structured interviews to identify TFQ Fellows challenges they faced and identify existing resources in their studies in public schools in Qatar. Research shows that these TFQ colleagues experienced challenges faced by TFALL participants globally and regionally, with unrealistic expectations, and unmotivated and unprepared students perceived TFQ to deliver and comprehensive and valuable support programs that these individuals guarantee that 2 years you to complete. The discussion provides additional insights into the TFQ framework and how these findings can support teacher education programs and programs such as the TFQ.

Elsayed E.A. Hassanein.et.al (2021) In this research suggests that positive attitudes toward this. This study examines changes in preservice teachers' perceptions of inclusive teaching following an inclusive-focused curriculum, incorporating 18 hours of professional work. Using the multi-method Inclusive Education Scale (MATIES), Qatar University, Doha, Qatar, were pre-surveyed course and upon completion. All participants were found to have significantly changed their attitudes towards inclusive education. Results indicated that combining case-based instruction with structured fieldwork experiences could change preservice teachers' perceptions of inclusive education.

Hamid, M. S., & Mohamed.et.al (2021) In this study explores future teachers' perceptions of inclusive education in schools offering themselves in Qatar. A mixed population was selected from Department of Arabic Studies, Islamic Studies, English, Social Studies, Mathematics and Science at primary and secondary level from Qatar University University of Education Questionnaire on attitude towards integration (QAI) has been developed for both gender populations and studies. Statistical analysis is initially performed using t- software. Research

findings show that future teachers express positive attitudes towards inclusive education. However, this concept of special education varies depending on the severity and nature of the disability. Moreover, teachers want to teach children who are very different, such as those with learning disabilities. Furthermore, the findings show no significant differences in future teachers' perceptions of special children's participation in inclusive education by gender or expertise.

Komabu-Pomeyie.et.al (2020) People with disabilities (PWDs) from countries around the world, including Ghana, deserve the right to education, but are often excluded. Data from the 2011 World Report on Disability estimated that the literacy rate among PWDs could be as low as 1%. This topic has been organized around the press two articles together have addressed the issue of IE policy in the Ghanaian context. The first paper, which used and focused on a case study approach, integrated phenomenological inquiry (Creswell, 2012 pp. 76-77) and feminist disability theory into the experiences and perspectives of ten women with disabilities of their educational experience compared to Ghana.

Anuradha Naidu.et.al (2018) Inclusive education is a relatively new concept, which gained international attention after the 2000 Education for All Campaign. In India, the 86th constitutional amendment makes education a fundamental right of everyone and this includes a child with a disability. The subsequent introduction of two progressive legislative frameworks - the Right to Education Act and the Rights of Persons with Disabilities Act - reflect a policy shift from a welfare-based approach to one that emphasizes human rights. Three case studies presented in the article show that children fall through the cracks of a divided system, even though the laws recognize disability as an element of diversity. Some important elements in the goal of achieving quality are differentiated curriculum, instructional innovation, assessment reform, and above all, teacher preparation A culture of collaboration and dialogue among stakeholders across the board - teachers, special educators, administrators, families and people with disabilities.

Anabel.Morina.et.al (2017) Implementing the principles are challenging. This type of eduvation was originally developed for young students, before being implemented in higher education. However, as more students with disabilities complete their undergraduate education, the need to attend inclusive practices in higher education has increased. This article is to provide perspectives on inclusive practices in higher education. A review and discussion of the literature focusing on students and teachers with disabilities in secondary education about how the university needs to move towards an inclusive environment by developing policies, strategies, procedures and practices that will contribute to the success of all students.

Kawser, Ahmed and Ahmed (2016) Barriers to this education were identified in the context of Bangladesh. The sample consists of professionals working in inclusive education. Researchers interviewed employees to identify barriers. Potential barriers to inclusive education were identified such as misconceptions of the public, limited resources, faulty policy formulation and lack of teamwork.

Mphongoshe et al. (2015) It studied the views and experiences of stakeholders on the implementation of inclusive education in South Africa. It was conducted by eleven participants of inclusive education such as six teachers, two members of the management committee, one student with a disability and two students without disabilities, drawn through a purposive sampling method the sample Audio data were collected in unstructured interviews. The findings show that inadequate resource management, untrained teachers, inflexible curriculum and lack of proper strategies to monitor inclusive education negatively affected the implementation.

III. NEED OF INCLUSIVE EDUCATION

The need of inclusive education is paramount for a number of reasons, each of which emphasizes the importance of creating learning environments that accommodate diversity and meet the needs of all students:

A. **Promoting equity and social justice:** Inclusive education ensures equal access to quality education for every student regardless of background, ability or difference. It is consistent with principles of social justice by advocating the right of all students to full participation in educational opportunities.

B. **Preparing students for the real world:** Inclusive education reflects real-world diversity and prepares students to live and work in inclusive societies. It gives them the skills, attitudes and values they need to navigate, promote tolerance and advocate for social inclusion beyond the school setting

C. **Addressing stigma and discrimination:** Inclusive education challenges stereotypes, prejudices, and stigma around disability, race, ethnicity, gender, and other differences. By providing an inclusive learning environment that values and encourages acceptance of diversity, inclusive education helps break down barriers and promotes social inclusion.

D. **Complying with Legal and Ethical Standards:** Many countries have laws, policies, and international agreements that mandate or promote inclusive education as a fundamental human right. Implementing inclusive education practices is not only ethically imperative but also legally required to ensure compliance with disability rights and education laws.

E. **Building Community:** Inclusive education extends beyond the classroom to include all members of the school community including parents, families, teachers, administrators, and community stakeholders. By encouraging collaboration and partnership, inclusive education helps build inclusive communities that support holistic development and the well-being of all members.

F. **Building a Better Future:** Inclusive education is ultimately about building a better future for all individuals, where everyone has the opportunity to learn, grow and thrive in a diverse society. By investing in inclusive education today, we can pave the way for a more equal, just and inclusive world tomorrow.

Some of the benefits which is include in classroom environments as shown below;

Fig. 2 Benefits of Inclusive Education

IV. CHALLENGES AT PRIMARY LEVEL SCHOOL

Inclusive education in Qatar, like in many other countries, faces several challenges at the primary level. Here are some of the key challenges

One of the prerequisite conditions is the lack of awareness and knowledge about inclusive education among the participants together with teachers, parents and the network. Behavioural barriers can hinder the adoption and implementation of inclusive practices.

Teachers often lack the necessary training and resources to support many less experienced individuals in inclusive classrooms. Specialized training in inclusive education, differentiated training, and addressing diverse interests and skills is needed.

A few factors, including investment, personnel, and specialized support services, pose far-reaching challenges to the implementation of inclusive schools. Schools can also fight to provide essential lodges, assistive technology, and support groups for staff for students with disabilities or special educational needs.

Physical facilities and facilities in faculties may not be adequately designed to accommodate college students with disabilities. Barriers to access may include lack of access roads, elevators, bespoke bathrooms and adequate classroom facilities.

Adapting curriculum and instructional vocabulary to meet the needs of diverse college students can be challenging. Supplementary learning materials, textbooks, and educational materials may suffer from being in a format accessible to all students. Parent Involvement: Involvement of parents of college students with disabilities or special needs within the school

system practices. However, communication barriers, stigma, and lack of support systems can hinder parental involvement.

Prejudice, stigma and discrimination against students with disabilities or special needs can limit their full participation and inclusion in school and society.

Inconsistencies in policy implementation and implementation, as well as differences in the legal framework for inclusive education, can impede progress. There are clear and comprehensive rules backed by appropriate legislation to ensure that all beginners have equal rights and opportunities. Addressing those complex situations requires a concerted effort by government officials, training professionals, parents and the public at large to sell awareness and provide positive support and resources to encourage inclusive practices in primary schools in Qatar.

VI. IMPACTS OF INCLUSIVE EDUCATION

Inclusive educations have various impacts on primary school education. Some of the most important and valuable impacts are shown in following figure 2.

Fig. 2 Impacts of Inclusive Education on Primary Level School

1. Inclusive education in Qatar is highly desirable for college students with disabilities or special educational needs to have a satisfactory schooling, ensuring their eligibility for school and promoting their overall development.
2. The implementation in the Qatari education system has resulted in improved learning outcomes for all students, as different skills needs are addressed and supported in mainstream school classrooms.
3. Inclusive education in Qatar promotes social inclusion and fraternity by providing opportunities for college students of different abilities and backgrounds to learn and collaborate together, and to share each other's skills appreciation of the.
4. Through inclusive education, Qatar actively sells a dignified, compassionate and inclusive lifestyle, including social stigma and complex stereotypes about disability.
5. The adoption of inclusive principles and practices in Qatar's education system demonstrates the government's commitment to selling human rights, fairness and social justice to all students.
6. Inclusion-oriented training in Qatar helps improve the inclusive and diverse workforce, equipping college students with the talents and mindsets necessary to succeed in a globally inclusive society.

7. By prioritizing inclusive education, Qatar is aligning with global policies and treaties including the United Nations Convention on the Rights of Persons with Disabilities, and reaffirming its commitment to compulsion emphasizing the promotion of inclusion and equality.

8. Inclusive training in Qatar fosters innovation and creativity in the training machine, as teachers adapt their educational strategies and materials to suit the many passions of their students.

9. Through inclusive schooling, Qatar is laying the foundation for an inclusive and sustainable future, where all individuals have equal opportunities to contribute to society and fulfil their potential.

10. The impact of inclusive education in Qatar goes beyond academia, shaping attitudes, policies and practices across sectors to create an inclusive and equitable society for all its members.

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