

Inclusive Education in Kuwait: Addressing the Needs of Elementary Students with Disabilities

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ABSTRACT

This research explores the current landscape of special education for elementary students in Kuwait, focusing on inclusive practices, teacher competencies, parental attitudes, and systemic challenges. Although Kuwait has implemented policies supporting inclusive education such as Law No. 49 (1996) and Law No. 8 (2010) data shows a limited number of students with disabilities are enrolled in special education programs at the elementary level. This study investigates the gap between policy and practice, drawing on statistical data, surveys, and qualitative interviews with teachers, parents, and school administrators. The research aims to understand how Individual Education Plans (IEPs), curriculum modifications, and teacher preparedness influence the success of inclusive education in Kuwaiti elementary schools. It also examines how societal and institutional factors affect the integration of students with special needs. Using a mixed-methods approach, the study provides evidence-based insights and policy recommendations to enhance educational equity for students with disabilities. The findings contribute to the regional dialogue on inclusive education in the Gulf and offer actionable strategies for educators and policymakers in Kuwait.

Keywords: assessment; classroom; curriculum; learning; teaching