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Inclusive Education Indicators for Kuwait: Development and Proposition

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Abstract

This study proposes a set of 30 inclusive education (IE) indicators tailored for Kuwait, organized into five dimensions: Teacher awareness, preservice and in-service teacher education, educational practices, educational support, and governance, inspection, and supervision. These IE indicators were derived and developed using international frameworks for IE indicators (EASNIE, Pacific-INDIE, and KHDA) and assessed through a survey of 161 special education teachers in Kuwaiti public elementary schools. Results indicate strong teacher awareness, with educational practices scoring the highest and teacher awareness the lowest. The proposed IE indicators align with Kuwait's policies and address UNCRPD (2019) gaps. Recommendations include KMOE adoption, enhanced teacher training, longitudinal research, and regional expansion to GCC countries, fostering equitable IE implementation.

Keywords: Inclusive Education, Indicators, Special Educational Needs, Kuwait