



الملتقى التعليمي لدمج ذوي الإعاقة في التعليم
Educational Forum for the Inclusion of Students with Disabilities

Concept Note

20 - 21 September 2026
Kuwait





Website



Context

At the present stage, the education sector is witnessing increasing attention to the development of policies and practices that ensure equal educational opportunities for all learners, particularly students with disabilities, in a manner that supports their right to access quality education and to participate actively in supportive and safe learning environments. Rapid global transformations in educational thought, along with the growing societal and professional awareness, have contributed to placing the inclusion of students with disabilities among the priorities for the development of educational systems.

With the expansion of interest in this field, it has become clear that enhancing the inclusion of students with disabilities requires a comprehensive approach that goes beyond providing access to schooling to include the development of policy and legislative frameworks, the improvement of governance, monitoring and evaluation mechanisms, and raising the readiness of educational institutions to implement inclusion policies effectively and sustainably. The success of inclusion is also linked to the ability of the education system to build a positive school culture based on the acceptance of diversity and to activate the role of school leadership in supporting inclusive practices.

At the heart of this system, classroom practices emerge as a decisive factor in the quality of the learning experience of students with disabilities. There is an increasing need for differentiated teaching strategies, inclusive classroom activities, adaptable curricula, and assessment tools that support learning while taking into account the diverse needs of learners. Individualized educational planning also acquires particular importance as a systematic approach that contributes to improving the quality of learning and enhancing students' participation in inclusive classrooms.



On the other hand, digital transformations in education present promising opportunities to support the inclusion of students with disabilities through the use of assistive technologies, digital learning models, flexible learning, and the design of adaptable learning environments. However, maximizing the benefits of these opportunities requires the development of shared professional knowledge on how to select and pedagogically employ these technologies and to link them with support services inside and outside the school in ways that enhance learners' independence and educational participation.

The psychological and social dimensions associated with educational inclusion are also gaining increasing importance, particularly with regard to mental health and the overall well-being of students with disabilities, social interaction in classrooms, and addressing negative attitudes and stigma. This dimension calls for strengthening school practices that foster a sense of belonging and acceptance and support the building of an educational culture based on respect and mutual appreciation, which is positively reflected in students' learning, adjustment, and participation.

Within this multi-dimensional context, the pivotal role of the family and the community emerges as a key pillar for the success of educational and social inclusion through effective partnerships between families and educational institutions, raising societal awareness of disability issues, and activating the contribution of civil society organizations and various community entities in providing supportive environments that reduce stereotypes and promote acceptance and diversity.

Accordingly, there is an increasing need to provide an educational platform that brings together experts, academics, teachers, school principals, and educational researchers, enabling



the exchange of experiences, building a shared understanding of the challenges and opportunities associated with the inclusion of students with disabilities in education, and translating this understanding into educational practices applicable in the field. On this basis, The Gulf Arab States Educational Research Center (GASERC) is organizing this two-day educational forum, which includes plenary sessions addressing the theoretical and policy dimensions of the topic, along with training workshops focusing on classroom practices and practical applications. This contributes to achieving effective integration between vision and practice and to supporting efforts to include students with disabilities in education in a systematic and sustainable manner.

Objectives

The educational forum on the inclusion of students with disabilities in education aims to contribute to supporting educational efforts to develop policies and practices for inclusion by providing a scientific and professional dialogue platform that brings together decision-makers, researchers, and educational practitioners. This will enhance the exchange of experiences and deepen the shared understanding of the challenges and opportunities associated with this field. In this context, the forum seeks to achieve the following objectives:

- Deepening awareness of the policy and legislative frameworks that support the inclusion of students with disabilities in education, enhancing understanding of the roles of official bodies and educational institutions in implementing these policies, improving governance and follow-up mechanisms, and raising the readiness of educational institutions to implement inclusion policies effectively and sustainably.



- Enhancing the capacities of educational leaders and teachers in the field of inclusion through highlighting the importance of teacher preparation and continuous professional development, and the role of school leadership in building a positive school culture based on the acceptance of diversity and in supporting inclusive educational practices.
- Developing classroom practices that support inclusion by reviewing and exchanging experiences related to differentiated teaching and learning strategies, designing inclusive classroom activities, adapting curricula, employing assessment methods that support learning, and strengthening the use of individualized educational planning to improve the quality of learning and student participation.
- Highlighting the role of educational technologies and support services in supporting inclusion by introducing the latest assistive technologies, digital learning models, flexible learning, and the design of adaptable learning environments that enhance learners' independence and expand their opportunities for active participation.
- Promoting attention to the psychological and social dimensions of inclusion, including issues of overall well-being and mental health, classroom interaction, addressing negative attitudes and stigma, and building an educational culture that supports diversity based on respect and mutual appreciation.
- Emphasizing the pivotal role of the family and the community in supporting persons with disabilities, strengthening partnerships between families and educational institutions, raising societal awareness of disability issues, addressing stereotypes, and activating the contribution of civil society in providing supportive environments that improve quality of life and enhance social participation.



Forum Themes

1. Policies and legislation supporting the inclusion of students with disabilities in education

This theme focuses on the policy and legislative frameworks regulating inclusion, related regulations, the roles of official bodies and educational institutions, governance and follow-up issues, institutional readiness, school leadership, teacher preparation and professional development, building a positive school culture based on the acceptance of diversity, and strengthening partnerships with relevant entities.

2. Effective teaching, learning, and assessment strategies for students with disabilities

This theme addresses classroom practices that support inclusion, including differentiated instruction strategies, inclusive classroom activities, curriculum adaptation, assessment for learning, and the importance of individualized educational planning in improving learning quality and participation.

3. Educational technologies and support services for inclusion

This theme highlights assistive technologies, digital and flexible learning models, adaptable learning environments, and the use of technology to enhance independence and participation in line with rapid digital transformations in education.

4. Promoting overall well-being and mental health of students with disabilities

This theme focuses on psychological and social dimensions, including mental health, classroom interaction, stigma, sense of belonging and acceptance, addressing stereo-



types, and building a culture that supports diversity based on respect and mutual appreciation.

5. The role of the family and the community in supporting persons with disabilities

This theme addresses effective partnerships between families and educational institutions, societal awareness, confronting stereotypes and stigma, and the contribution of civil society in providing supportive environments that enhance quality of life and participation.

Forum Activities

The forum is organized over two days and includes an integrated scientific and training program that combines theoretical and policy analysis with practical applications and classroom practices. The program includes:

- Three plenary sessions: two will be dedicated to discussing theoretical and policy-related issues concerning the inclusion of students with disabilities in education. These sessions will bring together leading experts and specialists in the field, contributing to a deeper shared understanding of the conceptual and legislative frameworks involved, as well as the roles of educational institutions, families, and society. The third session will be dedicated to students with disabilities, providing them with an opportunity to present their views, ideas, and aspirations.
- Four training workshops (two held concurrently each day) focusing on developing participants' capacities in classroom practices that support inclusion, teaching and assessment strategies, the use of educational technologies and support services, and promoting overall well-being and mental health.



Participants

The forum targets multiple groups concerned with education, including:

- Experts and academics specialized in inclusive education and related educational policies.
- Educational leaders, including school principals and supervisors.
- Teachers working in inclusive classrooms or providing educational support services for students with disabilities.
- Educational researchers interested in inclusion and evidence-based policy and practice.

Expected Outcomes

The forum is expected to generate a range of scholarly and professional outcomes that will contribute to the development of relevant educational policies and practices. These outcomes include the following:

- A comprehensive final report documenting the proceedings of the forum, including the outcomes of the scientific discussions, key interventions, presented practices and experiences, and a set of recommendations applicable in the educational field.
- Strengthening the exchange of expertise and building professional networks among experts, educational leaders, teachers, and researchers to support sustained cooperation and future initiatives.
- Supporting the development of applied educational knowledge that contributes to improving the quality of inclusive classroom practices and facilitating the transfer of acquired expertise to educational institutions and the field.



Date and Venue

The forum will be held on 20–21 September 2026 at the headquarters of The Gulf Arab States Educational Research Center (GASERC) in the State of Kuwait.

Forum Program



Day One

Sunday, 20 September 2026

Opening Session

- 09:30 – 10:00
- Speech of the Patron of the Forum
 - Speech of H.E. Dr. Mohammed Al-Sharija, Director of The Gulf Arab States Educational Research Center (GASERC)

Plenary Session - Day One

Topic: Policies and Legislation Supporting the Inclusion of Students with Disabilities in Education

10:00 – 11:00

This session addresses the policy and legislative frameworks regulating the inclusion of students with disabilities in education and the roles of official bodies and educational institutions in activating them. It also discusses issues of governance and follow-up, the readiness of educational institutions to implement inclusion policies effectively, and the role of school leadership and teacher preparation in supporting this orientation.

11:00 – 11:30

Break



Day One

Sunday, 20 September 2026

Concurrent Workshops – Day One

Workshop 1: Teaching Strategies for Students with Disabilities in Inclusive Classrooms

11:30 – 14:30

This workshop focuses on presenting a range of differentiated teaching strategies that support the inclusion of students with disabilities in inclusive classrooms. It also aims to train participants to design learning activities that take individual differences into account and to adapt classroom practices in ways that enhance students' participation and improve their learning outcomes.

Workshop 2: Effective Strategies for Assessing the Learning of Students with Disabilities

11:30 – 14:30

This workshop addresses assessment for learning methods that respond to the needs of students with disabilities in inclusive classrooms. It focuses on the use of diverse and flexible assessment tools and the adaptation of measurement methods in ways that improve learning, support students' individual progress, and enhance their participation in the educational process.



Day Two

Monday, 21 September 2026

Plenary Sessions – Day Two

Topic: The Role of the Family and the Community in Supporting Students with Disabilities

09:00 – 10:00 *This session discusses the pivotal role of the family and the community in supporting persons with disabilities and enhancing their opportunities for educational and social inclusion. It also highlights the importance of partnership between families and educational institutions, the role of societal awareness in addressing stereotypes and stigma, and the creation of supportive environments based on acceptance and diversity.*

Topic: “Let Us Listen to Them” — An Open Dialogue with Students with Disabilities

10:00 – 10:45 *This session aims to create a safe and supportive platform for listening directly to the views of students with disabilities and gaining a better understanding of their aspirations. During the session, students will have the opportunity to discuss the realities of the educational environment from their own perspectives, highlight the challenges they encounter, and share their aspirations and visions for the future.*

10:45 – 11:15

Break



Day Two

Monday, 21 September 2026

Concurrent Workshops – Day Two

Workshop 3: Educational Technologies and Support Services for the Inclusion of Students with Disabilities

11:15 – 14:45 *This workshop focuses on presenting educational technologies and support services that facilitate the inclusion of students with disabilities in inclusive classrooms. It also aims to train participants in employing digital learning tools and various assistive technologies and in designing adaptable learning environments that enhance students' independence and active participation in the educational process.*

Workshop 4: Promoting Overall Well-being and Mental Health of Students with Disabilities

11:15 – 14:45 *This workshop focuses on supporting the overall well-being and mental health of students with disabilities within educational environments and on highlighting the psychological and social factors that influence their learning and interaction. It also aims to train participants in supportive educational practices that foster a sense of belonging and acceptance, reduce stigma, and contribute to building safe and supportive classroom environments.*





Website

