



State of Kuwait  
Ministry of Education



Kuwait National  
Commission for Education,  
Science & Culture



International Bureau of Education

# The National Report

Development  
of Education in  
The State of Kuwait

2004 - 2008





International Bureau of Education



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A large, semi-transparent graphic of a globe is centered on the page. The globe is composed of various colorful icons representing different aspects of education and culture, such as a person reading, a globe, a graduation cap, a person holding a book, and a person sitting at a desk. The icons are arranged in a circular pattern around the globe.

**The National Report**  
**Development of Education**  
**in the State of Kuwait**  
**2004-2008**



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In The Name Of Allah, Most Gracious,  
Most Merciful.







**H.H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah**

**Amir of the State of Kuwait**





**H.H. Sheikh Nawaf Al-Ahmad Al-Jaber Al Sabah**

**Crown Prince of the State of Kuwait**







**H.H. Sheikh Nasser Al-Mohammed Al-Ahmad Al-Jaber Al Sabah**

**The Prime Minister**





**H.E. Mrs. Nouriya Subeeh Barrak Al Subeeh**  
**The Minister of Education, and**  
**The Minister of Higher Education**



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# Introduction

All advanced countries in the world set education at the forefront of their priorities for its profound effect on the march of its progress and upgrading in all areas and for its primary role in the development of its nationals by preparing them in such a way that makes them able to face future challenges and develop all facets of life in various fields to achieve a prestigious place among others.

Being aware of the value and the impact of education, the State of Kuwait gives a great deal of attention and seeks constantly, in all its plans, policies and strategies, to develop and modernize its educational systems. Kuwait's recent strategy for the development of education (2005-2025) was a step on the path of development and modernization in which it focused on the importance of meeting the challenges posed by the nature of the age, in the forefront of which globalization and what has been imposed by information and the technological revolution and openness to the world. A number of contemporary issues has been given more interest such as the use of technology in education and due care to democracy, respect for the constitution, respect for the other opinions, pledging allegiance and loyalty and adherence to national identity with an openness to the other cultures and taking advantage of its positive aspects.

In light of this strategy, the Ministry of Education has prepared a number of important projects and began the implementation of what is related to the provision of necessary infrastructure such as providing classes with the modern means and communication networks among schools, qualifying teachers to deal with new technology and using the modern teaching methods in addition to the increasing prospects for development of curricula and the school books, the tendency to take advantage of e-learning and the trend to benefit from international companies specialized in the preparation of educational materials for the curricula. The Ministry of Education has given attention to diversifying education to include general and private education, the qualitative, the university, the professional and the applied education. It also has given attention to trainings to raise the efficiency of workers and developing their expertise and skills. Those with special needs have received the same attention and care given to their normal counterparts, especially in the preparation of efficient and specialist teachers and creating departments in the Faculty of Basic Education responsible for the rehabilitation of workers in special education.

State of Kuwait directs its attention to the Inclusive Education, which provides an opportunity for all children for the right to education regardless of the differences among them, and created a system to realize the integration of students of certain categories of special needs students in regular classes of normal students.

These are just signs and indicators of the educational development in the State of Kuwait. As to the march of development and its movement, it is continuing in various fields.

May Allah bless us all,

**Nouriya Subeeh Barrak Al Subeeh**

The Minister of Education and Minister of Higher Education





**First**

*The Educational System in  
the State of Kuwait*

**(Vision about the educational system with the beginning of the twenty-first century)**





## General Structure of Education in The State of Kuwait

The educational system in Kuwait is organized according to a general organization through which the trends of the didactic and educational process are specified as a prelude to achieving the philosophy and goals of education in Kuwait. The regulatory process carried out by dividing the educational system formal education and non-formal education. This can be explained in the following:

### **First: Formal Education:**

A - Education supervised by the Ministry of Education:

Formal education means education supervised by the Ministry of Education, which is called the pre-university level (general education), which includes:

#### **1- Public (Government) Education: It includes:**

kindergarten, primary, intermediate and secondary stages, The duration of the study is fourteen years and the primary and intermediate are considered two compulsory stages as per the Compulsory Education Law which was issued in 1965, also includes general government education and adult education and literacy.

#### **2 - Qualitative (Government) Education:**

**Includes both:**

Religious education in religious institutions and concentrates on the Sharia sciences and Arabic language along with the subjects of general education.

-- Education at special education schools (with special needs students ).

**3 - Private Education (private): is education carried out in private schools and is equal to the stages of general education.**

B - Education supervised by the Ministry of Higher Education:

Education, which is overseen by the Ministry of Higher Education

#### **1- Kuwait University:**

This type of education includes the subjects taught at the University of Kuwait through the scientific faculties such as science, engineering, medicine, social sciences and management sciences, arts, education and Shariah, in addition to the post-graduate's college which provide special programs in Master's and Doctorate's.

#### **2 - Public Authority for Applied Education and Training:**

The State of Kuwait is interested in developing its wealth and manpower by devoting efforts for Applied Education and Training which is subject to the supervision of the Public Authority for Applied Education and Training. There are two types of education in this regard:

#### **Vocational Education:**

Which is joined by the student who finished the intermediate stage, where he/she joins one of the institutes specialized in one particular type of training such as communications' insti-



tute or secretarial institute or others.

### **Education institutes, Colleges of Education and Applied trainings:**

Joined by the student holding a general certificate of secondary education with both sections scientific, arts, where there is a group of colleges and institutes such as the College of Basic Education, College of Technological Studies, Faculty of Business Studies, Faculty of Health Sciences and the College of Nursing, the Higher Institute of Communications and Navigation, the Institute of Nursing, the Institute of skills for tourism, the Installation Training Institute, Industrial Institute (Shuwaikh), the Higher Institute of Communications and Navigation, the Institute of secretarial and office management, the Institute of Vocational Training, Industrial Institute (Sabah Al-Salem), and others. The student is awarded a bachelor's degree after the completion of four years of study, but in case of completing two years of study, he/she is awarded the Diploma-certificate in one of the specializations .

### **Non-formal education:**

This type of education is overseen by some government institutions and ministries, as well as some private institutions where they provide training certificates, and those who supervise this education are Kuwait University' Center for Community Service & Continuing Education, Public Authority for Applied Education and Training's Department of community service and continuing education, Ministry of Awqaf and Islamic Affairs where the Ministry supervises the role of religious education in the Houses of the Qur'an, as well as the Ministry of Commerce & Industry, which oversees the public institutes of commercial nature, as well as training courses provided by the Public Authority for Applied Education and Training for preparing technicians and assistant technicians.

### **Educational ladder in Kuwait:**

The Ministry of Education concentrated on amending the educational ladder for which the Ministerial Decree No. 76/2003 was issued on 3/3/2003, in this matter to make a 5-year for primary stage, and 4-year for intermediate stage and 3-year secondary stage, and was applied as of the academic year 2004/2005 and thus compulsory basic education in the State of Kuwait became (9) years instead of (8) years.

The alternatives to the educational has been considered , discussed and approved at the National Congress for the Development of Education in 2003 and then the approval of the Supreme Council for Education . The Ministry has headed to amending the educational ladder , thereupon the Ministerial Decree No. 76/2003 dated 3/3/2003 , in this regard , has been issued to become 5 years for the primary stage , 4 years for the intermediate stage and 3 years at the secondary stage. It has been applied with effect from academic year 2004/2005, so that the compulsory basic education in the State of Kuwait has become (9) years instead of (8) years. One of the advantages of the current ladder (5 - 4 - 3) is that it has returned the adolescent students (11 years) to the primary school circle in addition to putting a compromise solution to the issue of feminization of primary schools in boys schools. The ladder has also economic features in providing classrooms and not having to build new classrooms.

Second ,

*Challenges Facing The Educational System In The Twenty-First Century*





# Challenges facing the educational system in the twenty-first century

Education in the State of Kuwait is facing a set of challenges, like all other nations, so it has similar challenges in the general framework but differ in content. These challenges are:

## Political challenge:

Kuwait lies on the Arabian Gulf which is of a globally important strategic location, thus lies in an area of tension and continuing conflict due to the importance. In addition to the wars the region experienced one of which was the liberation war of Kuwait during the last three decades which resulted the emergence of additional political developments as a result of these wars and conditions of the region including multiple political relations and political openness.

Faced with this challenge, the people in charge of the educational system in Kuwait seek to accommodate all the variables and the facts surrounding it, plus what was in the political and social reality. Kuwait is pursuing a democratic approach, and by free elections and has a firm and clear constitution which defines the respective roles of authorities. Therefore, Education is entrenching principles of democracy and respect for the Constitution, laws and regulations through political education, curricula and behavioral practices as in case of elections in schools, the teaching of some articles of the Constitution through the teaching courses , and also seeks to strengthen the education concepts of national unity and strengthen the spirit of citizenship, loyalty and belongingness to the homeland.

## Economic challenge:

The State of Kuwait relies on the basic source of income: oil which source is being depleted. Thus it is permanently looking for alternative sources of income. Foreign investment experience and success is evidence of the value of other alternatives to the source or the specific statute. Therefore , we find that Kuwait imports most of its needs and the majority of all goods, making the local market is also linked to global markets and affected negatively and positively. Educators also do not lose sight of consumer behaviour which constitutes an economic challenge for education.

## Cultural challenge:

The cultural challenge is one of the most serious challenges because it is simply related to thought, the values and trends. We are facing rapid and dangerous changes which we began to feel in our lives regardless of the school. Based on that we seek to create leading and serious curricula about upholding national identity and consolidating all the positive values and the renunciation of negative ones taking advantage of everything that is new and useful in cul-



tures and global developments, because we do not want to be separated from the world , at the same time do not want to lose our identity. So , the Ministry of Education is seeking to absorb this challenge well in order to achieve its educational and humanitarian message.

### **Social challenge:**

The social fabric of the State of Kuwait has formed from groups which formed the Kuwaiti society and became one indivisible society and that was helped by the political unity, its geographical area and the physical independence of each individual because of the economic prosperity and opening areas for work . Thanks to God, before everything, for social security which prevailed life in Kuwait for many decades-Therefore the ministry has worked to eliminate the tension and social conflicts wherever they are by all available means, and developed the lasting sense of patriotism with an emphasis on learning social skills which are considered as one of the most important means of communication and cohesion among members of society.

### **Technological challenge:**

Technological development, happening in the world, is considered a scientific revolution which characterizes this era, but that the pace of development in science and technology in the past few decades exceeds most of the ages and stages of knowledge man has ever passed by.

Education is trying to take advantage of all aspects, technology as technology has become a reality we must deal with, through its introduction in the components of the educational system and the educational and didactic environment. Far beyond that , to be producers of technology and not consumers, alone.

### **Cognitive challenge:**

The information revolution, or the explosion of knowledge, is one of the challenges facing education in our current age. Knowledge accumulation and accelerated scientific discoveries, in addition to severe partial specialties made those in charge of education always searching for how to deal with it, so the Ministry of Education is seeking to take advantage of available knowledge, or make it functional rather than just filling the minds of learners with information .

## **The Order and General Structure and Management of Educational System in the Ministry of Education-The Reality of Education in Kuwait:**

The organizational structure of the Ministry of Education in Kuwait passed by various stages in response to requirements of each phase in the pursuit of realizing the educational objec-

tives. Presently, the organizational structure of the Ministry of Education became as follows:

### **1 - The Organizational Structure Of The Ministry Of Education:**

The organizational structure of the Ministry of Education consists of the Minister's office and the Office of the Under-Secretary, in addition to ten major work sectors each of which is headed by an Assistant Under-Secretary as following :

#### **A- Minister's Office , followed by :**

- Supreme Council of Education.
- Kuwaiti National Commission for Education, Science and Culture, in addition to the Permanent Bureau of the delegation of the State of Kuwait to UNESCO, Paris.
- General Secretariat of the Council of Special Education.
- Public Relations and Education Information Department.

#### **B- Units affiliated to the Under-Secretary :**

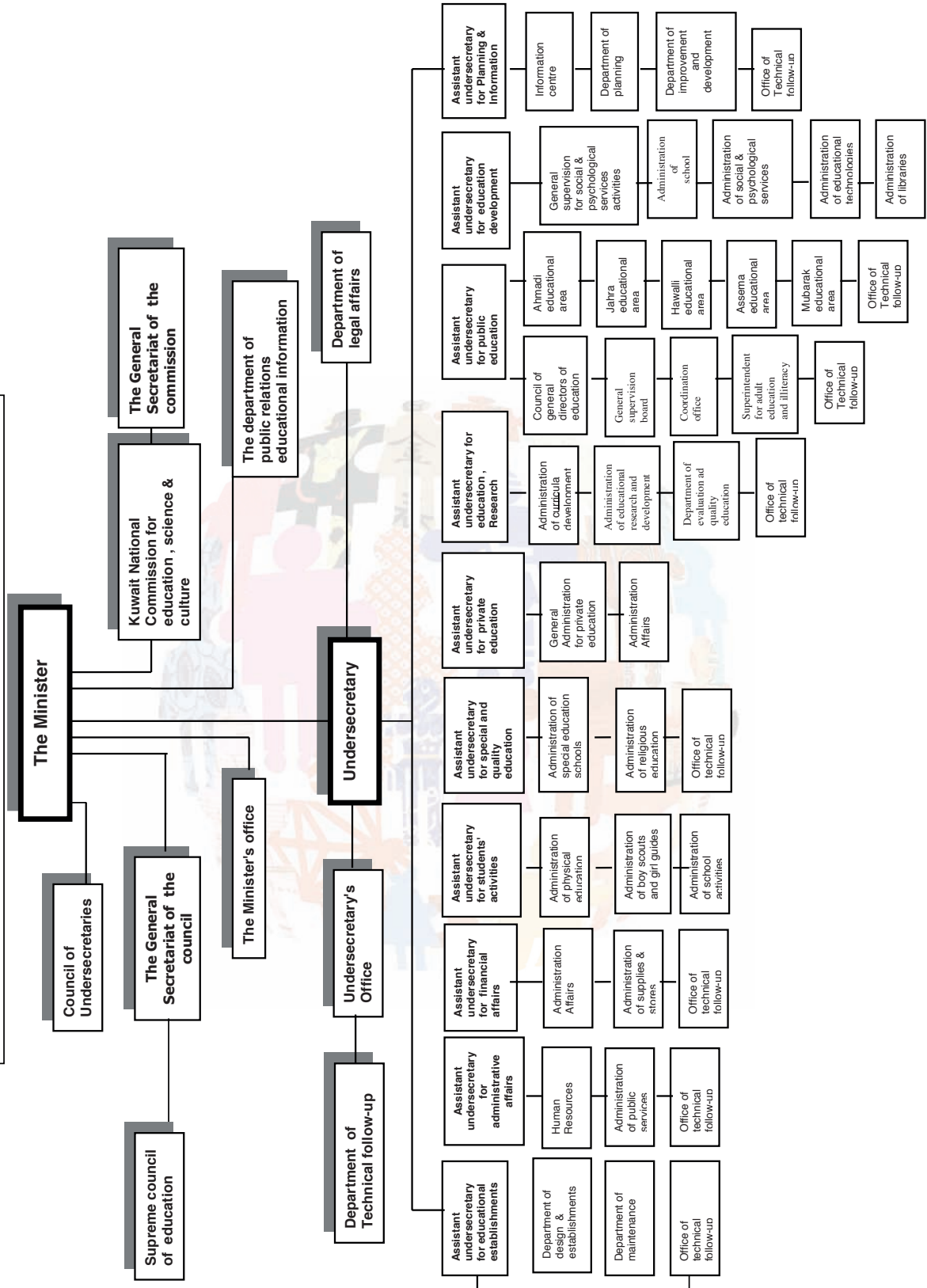
- Legal Affairs' Department.

#### **C - Sectors:**

- The Planning and Information sector .
- The Educational Development sector.
- General Education sector.
- Private Education sector.
- Special & quality Education sector.
- Research and Educational Curricula sector.
- Administrative Affairs Sector.
- Educational Establishments Sector.
- Financial Affairs sector.
- Student Activities sector.



# The Organizational Structure Of The Ministry Of Education



## Aims and Goals :

The aims and goals are considered basic directives of education in the light of which the formulation of strategies and educational plans take place. The Ministry of Education has set of educational objectives which focused on the following aspects:

- Building the ambitious Kuwaiti national who is looking for a better future for himself, community and national development trends affecting the achievement of effective learning for life, the absorption of scientific methods, and applications in various fields needed by the society.
- Adopting the introduction of the electronic book and the discarding of the paper one and achieving a qualitative leap in the curriculums and different educational systems with emphasis on the introduction of the principles and values derived from the provisions of Islamic Shariah , the true Islamic religion and ethics, and deepening the spirit of nationalism and safeguarding the nation's existence and boundaries, its components, traditions and aspirations in the context of the latest scientific methods and modern technology.
- Emphasis on the functional role of the school and the upgrading of supporting activities which serve the educational goals and aspirations and implement educational policies.
- Upgrading the level of the education outputs, and getting them to acquire the necessary skills to cope with the growing radical changes in stages of higher education , the needs of the labour market and interest in this , from kindergarten through the other stages and tracks of education .
- Improving the internal efficiency of education and improving enrolment rates for the Kuwaiti pupils in kindergartens and other levels of education so as to reduce wastage of education.
- Supporting and developing the different educational tracks; governmental and private, religious institutions and adult education centers in a way which suits the capabilities of students , their wishes and needs of the community.
- Care for special needs students and their rehabilitation, according to the inclinations, aptitudes and abilities, and integrating them in the productive structure of the society, and getting them to gain confidence in themselves, and the ability to storm the areas of professional work.
- Eliminating illiteracy and avoiding the reasons and causes, and following -up the education of the illiterates in all areas of Kuwait, and preparing them to contribute along with other members of society in the development of the nation.
- Care for the brilliant students and encouraging the creative and the gifted, refining their talents and developing their abilities and following-up their brilliance.
- Care for the slow learners and upgrading their level of education and eliminating the

cause of impediment to study.

- Paying attention the autistic students and enhancing within them the spirit of dealing with others and developing their motivation to engage in cooperative and creative activities.
- Strengthening the social status of a teacher, and upgrading the scientific, professional, moral and material levels so as to achieve his satisfaction with the profession, and preserves the dignity of the teaching profession and puts it in a distinct social and prestigious place and going towards the apprenticeship education and obliging teachers to obtain a license to practice the profession, and obtain the ICDL certificate.
- The development of education management and strengthening of administrative independence by enabling it to solve problems that impede its progress.
- Transferring certain competencies to the educational areas and developing human resources in the educational sector, raising their efficiency and adopting developing scientific, administrative, professional and technical methods.
- Achieving optimal use of the school building and its facilities and maintaining to prolong its supposedly durational aspect together with the obligation to carry out the required maintenance to be attractive educational environment.
- Rationalizing expenditure on education and take advantage of all the resources available in government and private sectors in the way which does not prejudice efficiency in the educational process.

### **Education Strategy in Kuwait (2005 – 2025):**

Early, in the twenty-first century, the Ministry of Education sought to prepare a strategy of long-term educational teaching specifying it from the period 2005 - 2025 to form the reference methodology of the educational work in line with the requirements of the new century and the needs of society.

The strategic vision embodied in view of the general education system that provides the basis for the preparation of young people in the methodology of achieving the objectives of ensuring the realization of the State's aims and its diversity in the methods provides multiple opportunities for individuals and society.

The strategic targets in the educational system have been shown through the following goals:

- 1 - Contributing to the achievement of interaction with the current age requirement of freedom of thought and response to the dynamics of change without conflict with the cultural identity of the society.
- 2 - Contributing to enhancing the values of faith in the importance of dialogue and respect for human rights among the educated and providing the basis for a sound democratic life.
- 3 – Entrenching the concept of wealth production, the preservation of the environment and the resources of the country.

- 4 – Enhancing the basic requirements for school curricula in general education system to ensure the achievement of the objectives and principles of the state.
- 5 – Bringing about the institutional reforms in general education sector, commensurate with the requirements to achieve strategic goals .
- 6 - Bridging the digital gap between the reality of the current general education requirements and dealing with advanced technology in various fields of scientific, practical public and private life.

It also put forward a set of strategic objectives associated with each of the previous goals as indicators to achieve those ends.

## **Legal Framework (the New Legal Measures)**

### **1 – Establishing a Sector of Students Activities:**

Decree No. (338 / 2008) was issued providing for the establishment of special sector for student activities and it includes three departments:

- Department of Physical Education
- Department of Boy scouts and Girl Guides
- Department of School Activities

### **The tasks of this sector are :**

- Setting policies and plans in the areas of sports , scouting , guidance and school activities .
- Setting systems and programmes to implement policies and plans in the areas of sports , scouting , guidance and school activities .
- Identification of ways and means and possibilities necessary to implement activities according to the characteristics , tendencies and needs of each stage of growth.
- Following-up providing the necessary resources for practicing sporting, scouting, guidance and school activities.
- Coordination with the general education sector, the private sector and qualitative education in the implementation of programmes of activities.
- Setting general policies and determining the special needs for establishments and sports , scouting , guidance and school facilities.
- Setting systems to ensure the preservation and development of the establishments and facilities in sports, scouting, guidance and school .
- Setting a general plan for the programmes of swimming pools , training centres , the headquarters of boy scouts and girl guides and overseeing their implementation.
- Setting plans and programmes of conferences and sports and scouting ,guidance and school festivals.
- Setting plans for the preparation and participation of sporting school selections , scouting

and guidance teams and delegations of school activities.

- Participation in the preparation of physical education curricula and their development
- Proposal of systems and regulations on the use of playgrounds and halls , swimming pools and the headquarters of boy Scouts and girl guides.
- Setting a mechanism for the exchange of visits and meetings between sports and scouting ,guidance teams and delegations of school activities.
- Coordination with youth and sports, scouting, cultural, guidance and delegations of school activities .
- Proposing the courses and training programmes for rehabilitation and preparation of the specialized cadres.

## **2 - The development of sectors of Special Education and Qualitative Education:**

Decree No. 303 / 2008 was issued to provide for the cancellation of the decision to annex the sectors of education and private qualitative sectors and establishing a separate sector for each of them .

### **1 - Reorganization of the Coordinating Bureau:**

Ministerial Decree No. ( 241/2008 ) was issued, on changing the name of the Coordinating Bureau and its reorganization and provides for the change of the name of the Coordinating Bureau to Coordination Department and the follow-up of general education. The management functions are as follows :

- Providing the Board of Directors of the of educational areas with studies, reports and information.
- Preparing for the systematic arrangement of examinations and keeping the documentation of their own.
- Setting the regulations and controls for student affairs and conditions of admission to educational stages .
- Assessing the needs of the educational process of teaching cadres in various stages and disciplines.
- Coordination with college teachers for the preparation of the programs on pre-service educational training .
- Achieving balance between the educational areas and providing their requirements of the educational cadres.
- Monitoring the field educational phenomena and studying them .

### **Educational Reform Programs:**

The Ministry of Education is periodically seeking for ways and means to develop and reform the educational system through studying the most important programmes and visions that drive the march of education forward and of which the reform education programmes are as follows:

### First: The Projects of Education Development:

The Ministry of Education proposed twenty eight projects which were a reflection of the requirements of the educational field. These projects are:

- 1 – A classroom is integrated with all the techniques for all levels of education classes and kindergartens and the smart screen and the white board .
- 2 - Providing Data Show appliance , a computer and a screen for every scientific laboratory, art room and a workshop for all the three educational levels of schools and kindergartens.
- 3 - The introduction of educational games and kinetic hall games in primary schools for both boys and girls .
- 4 - Modernization and development of tools, appliances and means of laboratory experiments for science (of the three levels of instruction + religious institute + special education schools).
- 5 - Modernization and development of the furniture of the school libraries.
- 6 - Establishment of a National Centre for Scientific Olympics.
- 7–Preparation and arranging the Ministry of Education school theatres of all levels of education and kindergartens.
- 8 - Linguistic laboratories for the three stages of education.
- 9 - Book lockers for all levels of education
  - A – Primary stage (locker for each subject)
  - B - The intermediate stage (locker per student)
  - C – The Secondary stage (locker per student)
- 10 - Development of school furniture.
- 11 - Preparing laboratories and instruments, and checking deformities of laboratories .
- 12 - The development of special education schools:
  - Introduction of modern techniques to help students with cerebral palsy.
  - Introduction of alternative communication devices for people with severe communication disorders.
  - Developing Perkins device for the blind.
  - Providing high-tech devices for the blind.
  - Provide camera mouse for people with impaired vision.
  - Software ( sight ) for blind students.
  - Development and modernization of educational workshops.
  - Playing therapeutic programme.
- 13 - Modernizing educational games at the kindergarten stage.
- 14 - The development of sports equipment, tools and the introduction of electric and electronic appliances for physical education halls.



- 15 – First-aid bag.
- 16 - a virtual library of the three stages of education.
- 17 - Modernizing playground games for the kindergarten stage.
- 18- The development and the preparation of art rooms .
- 19 - Providing the requirements for Traffic Awareness course in the secondary stage.
- 20 - Development of practical studies workshop.
- 21 – Providing display screens for schools in the flag yard and theater.
- 22 – Developing of development centres for development.
- 23 – Forming the eastern and the western orchestra bands from secondary school boy students.
- 24 – Preparing the center for kindergarten teachers with the modern techniques.
- 25 - Several programmes are as follows:
  - Professional development program for educational, supervisory and administrative cadres in the Ministry of Education.
  - Training courses for male and female teachers and the employees at the department of religious education and the administrative personnel in the religious institutes
  - Training courses for the employees of the educational areas.
  - Training courses for the new teachers in the Ministry of Education.
  - Professional development programs for male and female science teachers.
  - Training courses to enhance the performance of music teachers.
  - Training courses for the supervisors and female teachers of physical education (girls).
  - Training for staff in libraries (public school).
  - Professional development programs for educational and supervisory cadres of the family and consumer sciences
- 26 - The project of providing furniture for kindergarten classes.
- 27 - The project of providing furniture for teachers and administrative staff.
- 28 - The project of providing photocopier machines and fax machines.

## **Second: The Future Schools**

The Future Schools provide sophisticated vision of the future of education in Kuwait with the aim of improving the output of education by achieving the following objectives :

- 1 – Bringing about educational reforms for the schools of general education commensurate with the requirements of the strategic objectives.
- 2 – Maintaining the quality of general education according to the outputs of global standards.
- 3 – Paying attention to the student as an individual by taking into account individual differences in learning.

- 4 - Infrastructure development of schools of general education so as to ensure continuous improvement of learning environment.
- 5 - Bridging the digital gap between the reality of the current general education requirements and dealing with advanced technology.
- 6 - Activating the role of home and community institutions in supporting education.

### The Characteristics of Future Schools:

- 1 - To focus on the individual student learning in the classroom and the creation of two teachers for basic subjects within the classroom .
- 2 - Easing the weight of the student schoolbag by providing the locker for every student in the classroom to keep textbooks and notebooks, papers and take floppies and worksheets to the house to solve the daily homework and designing books with special educational specifications for students in these schools.
- 3 – Increasing emphasis on educational technologies in preparation for the use of Laptops at the intermediate stage. Local computer network was provided within the annexes of the school and classrooms to enable the educational parties to function education technology .
- 4 – Implementing the LAN for the rapid technological link between the parties relating to the educational process within and outside the school.
- 5 – Increasing the link between home and school.
- 6 - Attractive learning environment.
- 7 – Increasing educational attainment for pupils and checking it through elaborate standard tests.

**Table No.1**  
**on development of future schools ( 2005 / 2006 - 2007 / 2008 )**

Statement		Number of schools	classes	Number of students			Number of teachers		
				K	Non-ku-waiti	total	K	Non-ku-waiti	total
2005/2006	Boys schools	1	12	424	6	430	31	10	41
	Girls' schools					0			0
	Total	1	12	424	6	430	31	10	41
2006/2007	Boys schools	2	30	693	15	708	81	48	129
	Girls' schools					0			0
	Total	2	30	693	15	708	81	48	129
2007/2008	Boys schools	4	74	1722	56	1778	157	120	277
	Girls' schools	2	34	752	14	766	109	28	137
	Total	6	108	2474	70	2544	266	148	414

From the previous chart we note the increase in numbers of schools and classes, students and teachers since the establishment of this type of education and this demonstrates the attention of the ministry for the development of education in the State of Kuwait.

### **Third: The National Conference for the Development of Education:**

A conference was held in Kuwait in February 2008 to develop education; the task was to develop a set of projects and programmes which aim at supporting the efforts of the Ministry of Education in reforming and developing the education system in Kuwait in line with the goals and aims set forth in the strategy of general education in Kuwait 2005 - 2025, through:

#### **-- DEVELOPING THE BASIS FOR A CHANGE IN GENERAL SCHOOLS:**

##### **1 - The 1st Project: The Creation Of The National Authority for Standards and Quality Control :**

The establishment of this body is designed to evaluate and ensure the quality of school education and administration, where the message of the National Authority for the standards and quality control is to ensure and improve the quality of education and outcomes for all students, through the strict, independent process of evaluating of the quality of schools and providing advice based on the evidence, to the Minister of Education to put it in the framework of the Ministry's policy.

The Functions Of The National Authority For Standards And Quality Control:

- 1 - Setting standards and new directions for evaluating job performance.
- 2 - The implementation of quality control process depending on the school's self-evaluation and external check-ups.
- 3 - Examining the possibility of developing a system of awards of quality in education.

##### **2 - The 2nd Project: Reviewing And Updating Curricula And Teaching Methods:**

In the light of the reality of the current curriculum in the state of Kuwait and the content of the strengths and weaknesses, particularly in Arabic, English, mathematics and science, and the experiences of the advanced countries in reforming and developing the curriculum, it became apparent that the process of reform and curriculums development can be done through development based on standards and the establishment of the Centre for Curriculum and Evaluation.

1 - Curriculum development based on criteria:

- The body of educational standards
- Standards and teaching methods
- Standards and evaluation

2 - Establishment of the Centre for Curriculum and Evaluation.

##### **3 - The 3rd Project: Activation of the National Strategy for The Use of ICT In Education:**

The use of Information & Communication Technology (ICT) in the educational process leads to transcending the limits of space and time, taking into account individual differences among the educated and enabling them to complete the learning processes in environments suitable for them, also providing an opportunity for learners to interact electronically with each other immediately on one hand and between them and the teacher on the other hand. In addition to developing the skills of self-learning and enabling the student to receive the sci-

entific subject using multimedia and in the manner commensurate with its capabilities.

#### **4 - The 4th Project: Integrating ( merging ) People With Motor Disabilities In The General Education System:**

The project contains eight axes on the principle of integration for people with motor disabilities as a first step towards a comprehensive integration process for all categories of people with special needs in the general education system in the State of Kuwait are as follows:

Axis I: defining the categories which can be merged in the coming period and initially focusing on motor disabilities.

Axis II: a plan to orient parents to easily access to merger services .

Axis III: a vision to develop the tools of measurement and evaluation of the groups with special needs.

Axis IV: identifying services and programmes to back the merger process and activating its mechanism .

Axis V: developing a plan for rehabilitation and upgrading of specialist psychologists and social workers in the programme

Axis VI: activating the role of the individual educational plan in the integration process and follow-up.

Axis VII: Develop a plan to provide the merging process with enrichment programs to satisfy the needs of the integrated student .

Axis VIII: developing a vision of the list of materials to provide for educational psychology departments to serve and support the merger.

#### **5 - The 5th Project : Developing Programs of Pre-Service Teacher Preparation:**

Developing programs that prepare pre-service teacher is essential to the success of the reform school, and the features of this development depends on:

- 1 - The presence of well-designed admission tests.
- 2 - The presence of a preliminary year for all teacher students.
- 3 - The presence of separate pre-service education programme and the related pre-service education programme.

The project of development programmes, for preparing a pre-service teacher at the Faculty of Education in Kuwait University, the College of Basic Education in the Public Authority for Applied Education and Training, contains two proposals for development:

The first model : admission tests and capabilities for the input teacher training colleges after passing the preliminary year .

Second model : admission tests for input teacher training colleges on the basis of percentages and the well-designed admission criteria and tests capacity of different disciplines before joining the preliminary year .

- To provide direct support to schools:

## **6 - The 6th project: building institutional capacity in support of the development project based on school reform:**

Increasing the efficiency of strategic and tactical planning for the application of the development project based on school reform.

## **7 - The 7th project: developing professional development during the service:**

This project aims at developing a modified model for in-service training project which is partially related to the project of school reform in which the directors are responsible for teacher development and preparation of training plans. The new model responds to the needs at all levels including the training needs identified by the school.

## **8 – The 8th Project: The Establishment of Boards of Directors of Schools:**

The project includes establishing a board of directors at each school which requires, at the start, reviewing the current education laws to determine whether the issuance of new legislation is required. The first stages, in this respect, is working with the directors and the employees of the educational area for:

- Defining the roles and responsibilities of councils in guiding and supporting the schools.
- Specifying the mentioned roles and responsibilities.
- Developing criteria for selecting council members.
- Developing the selection processes.
- The second stage: Is working with managers to create awareness campaign and awakening members of the community.

The third phase: the formation of a team to support school boards at the educational area and developing a training programme for them.

- Ensuring the development and performance in all schools and for all students

## **9 - The 9th Project: Development of the evaluation process in the General Education System:**

The project has two axes:

First: the establishment of the Centre for Curriculum and Evaluation.

Second: reviewing and updating models and methods of evaluation at the three levels: at school, national and international levels.

## **10 – The 10th Project: Development of an Institutional Framework for the Efficiency of the Ministry in Policy Analysis and Strategic Planning:**

The programmes and the proposals for school reform process aims at bringing about a shift in the role of the Ministry of Education to become modern “Ministry of policies” in which the school roles concentrate on three things:

- developing a policy for Education and evaluating and implementing it.

- general responsibility for the performance of the educational system (except that the areas will have direct responsibility for performance in the geographical surroundings, and the study subjects )
- providing exclusive information to the Minister about the conditions of the educational system.

**11 –The 11th Project : Strengthening The Educational Management Information Systems:**

This can be done by continuing the work in the programme backed by the World Bank with regard to the project of Educational Indicators.

**12 – The 12th Project : The Project of Establishing the National Center for Educational Research:**

One of the tasks of establishing the educational research center is upgrading the educational research quantitatively and qualitatively and making it an essential source which precedes the adoption of education programmes in the Ministry of Education and in the other educational institutions and authorities for the access to quality education .

**• Planning for the future public schools:**

**13 – The 13th Project: The Creation of Community Partnership for the Development of Education:**

Legal and regulatory framework through which the community contributes to the development of education. The development of legal and regulatory framework of a civil organization established by legal tool (decree) to organize community contributions in the evolution of the educational process and to upgrade the quality is very important.

**14 – The 14th Project : The Involvement of Foreign Private Schools in the Development Of Education.**

**15 – The 15th Project : Re-Considering The Organization and The Overall Structure of General Education which includes :**

- development of the kindergarten stage:

The first initiative: the development of education programmes of basic subjects.

- Arabic language programme for the kindergarten stage
- English as a Second Language Program for Kuwaiti Kindergartens
- The involvement of parents in the educational and the didactic process in kindergartens.
- The mathematics for kindergarten stage of the second level.

The second initiative: compulsory kindergarten stage

- development of primary stage.
- development of the intermediate stage.
- development of the secondary stage: the preparation of a vision for a proposed educa-

- tional system commensurate with the educational variables in the State of Kuwait.
- development of religious education.

### **Kuwait University :**

The idea of the establishment of the College of Education began in 1955 through the recommendation of the Committee for Study of Education in Kuwait, which pointed to the creation of a private college for teachers to prepare them to work in intermediate stage and secondary stage as well. In 1980 an Amiri decree was issued on the establishment of the Faculty of Education and the study began in 1981. The number of teachers joining the college at that time was 399 male and female students.

### **The Structural Organization:**

The structural organization of the Faculty of Education is formed as following:

- 1– Deanship of the College and its council
- 2 – Assistant deanship which includes the following:
  - Academic affairs and post-graduate studies.
  - Consultancy, research and training.
  - Students’ Affairs.
- 3 – Science sections which includes the following sections:
  - Curricula and teaching methods.
  - Educational Psychology.
  - Pedagogy of Education.
  - Educational Planning and Administration.
- 4 - Service centers for Academic Programs:
  - Educational Techniques Centre .
  - Pre-service Educational Centre .
- 5 - Offices of Academic Programs:
  - Orientation and guidance Office.
  - Professional diplomas Office.
  - Post-Graduate Studies Office.
  - Consultancy and training Office.
  - Academic accreditation Office.

## **The Goals of the College of Education:**

The College of Education is seeking to achieve the following goals:

- 1 - Providing appropriate educational services for all categories of learners including the learners with special needs.
- 2 - The preparation and development of the professional manpower required from teachers, specialists, leading educators in accordance with the requirements of academic accreditation standards organizations, through the quality control centres in international education to keep pace with global standards.
- 3 - Directing educational scientific research and investing its results in the development of educational reality and confront the problems facing society and the quest for its prosperity and growth.
- 4 - Partnership with the institutions and bodies related, in particular , with the educational activity and the scientific, social and psychological activities, in general.
- 5 – Developing the required skills to use modern technology in the educational process.
- 6 – Making the college a pioneer in the region in providing anything that might upgrade the educational process.

## **The Principles of the College of Education:**

The professional principles ,which guide education and activities provided by the Faculty of Education, focus on the following :

- 1 - Achieving excellence.
- 2 – Relying on the results of studies and research.
- 3 - Providing learner-centered education.
- 4 - Participation and cooperation.
- 5 - Respect for diversity and taking into account the individual differences among the educated.
- 6 - The use of Information technology (IT) education.
- 7 - Enabling students teachers to get acquainted with field and practical experience.
- 8 – Adopting the principle of lifelong learning for everybody (learners and teachers).

## **Preparing student teachers in the College of Education:**

The College of Education prepares teachers before pre-service and also continues the process of preparing in-service process in addition to persons who are prepared to perform other roles of such as school educational psychologists and library specialists.

The evaluation is carried out according to professional standards such as the ability to acquire knowledge and pedagogical practices and professional skills necessary to help the pupils to learn .The college puts forward nineteen academic programme to prepare teachers for the stages of general education.



**Table (2)**

shows the numbers of students graduating from the academic year 2002 / 2003 to the first semester 2007 / 2008

Programs per type Years	Kindergarten		Primary		intermediate/ Secondary literary		intermediate/ Secondary Science		Total
	male	female	male	female	male	female	male	female	
2002/2003	-	31	24	145	57	264	8	75	604
2003/2004	-	74	31	160	68	210	12	93	630
2004/2005	-	168	3	186	55	222	12	80	726
2005/2006	-	187	-	182	49	232	17	89	756
2006/2007	-	151	-	186	36	206	11	101	691
2007/2008 1st semester	-	56	-	84	8	84	5	29	266
Total	-	667	40	943	273	1218	65	467	3673
Grand total	667		983		1491		532		

### Public Authority for Applied Education and Training:

The authority has prepared its strategy during the coming period to achieve the overall purpose of its establishment, with the following basic elements of the strategy.

- **Future Vision:** an Institute which leads the education sector and training, and oversees the achievement of governmental and private institutions for their role in the process of social and economic development.
- **Strategic message:** is to contribute effectively to restore balance to the process of social and economic development in general, and rebalancing of the labour market in the State of Kuwait in particular.

### The Basic Structure for Applied Education and Training:

The Public Authority for Applied Education and Training has developed its organizational structure to include five sectors as follows:

1. Applied Education and Research Sector
2. Planning and Development Sector
3. Training Sector
4. Sector for Financial and Administrative Affairs
5. Sector for Academic Support Services

# The Organizational Structure Of The public Authority for Applied Education And

## Board Of Directors

Director General

Standing

- The Secretariat Of The Board Of
- Legal Affairs Department
- The Secretariat Of The Higher Institutes'
- Director General Assistant For
- The Office Of The Director General And Citizen's
- The Technical Bureau
- Public Relations And Information Office
- Quality Control And Academic Accreditation

### Applied Education & Research Sector

- Standing
- Research department
- Scholarships & cultural relations department
- College of basic education
- College of business studies
- College of technological studies
- College of health studies
- College of nursing

### Planning & Development Sector

- Standing committees
- Planning & follow-up department
- Administrative development department
- Graduates' follow-up & labor market department
- Decision support centre
- Curricula development centre

### Training Sector

- Standing
- Ibn Al-Haththam centre for in-service training
- Trainees' admission & registration administration
- Nursing Institute
- Skills Institute for tourism and beauty
- Construction training Institute
- The industrial institute (Shuwalikh)
- Special courses co-ordination department
- Higher institute for communications & navigation
- Higher institute for energy
- Secretarial & office management Institute
- Vocational training Institute
- The industrial institute (Subah Al-salem)

### Financial & Administrative Affairs Sector

- Administrative affairs department
- Teaching staff members & training affairs department
- General services department
- Maintenance & Engineering department affairs
- Financial affairs department
- Stores department
- supply department
- Workers' club

### Supportive Academic Services Sector

- Libraries deanship
- Community service continuing education deanship
- Activities & students' care deanship
- Admission & registration deanship
- Information technology & computer centre
- Measurement & assessment

## The Strategic Goals :

Public Authority for Applied Education and Training seeks to achieve the following goals:

- 1 – Restructuring the institutions of Applied Education and Training, its programmes and development continuously so as to achieve educational quality and technological development standards.
- 2 - Encouraging and supporting the private sector to set up institutions for Applied Education and Training in the framework of the strategy adopted for this sector.
- 3 - Developing a comprehensive system of the Department of Applied Education and Training both government and private sectors.
- 4 – Designing a national system for professional Kuwaiti qualifications to adjust systems of employing and employment, education and training and linking them to each other.
- 5 – Directing Kuwaiti youth towards application and technical professions, free activity and employment in the private sector so as to help restore balance to the labour market.
- 6 –Developing of general education curricula to include some of the areas of vocational education and training.
- 7 - Equalization of opportunities for those who wish to join the Applied Education and Training in various stages of their study and scientific lives.
- 8 – Diversifying the sources of funding for government institutions working in the field of applied education and training.
- 9 – Developing scientific research in application and technical areas commensurate with the requirements of dealing with the problems of social and economic development.
- 10 –Raising levels of efficient use of resources allocated to educational institutions and applied training.

## The General Policy:

In the framework of its strategy, the Authority has prepared its general policies in key areas of the Authority's activities which are as follows:

- **Admission** : the Authority's policies concentrated, in this area, on responding to the needs of the labour market and guiding young people towards the specializations required by the development plans in the country.
- **Software development** : the policy certainly focused on the right of each trainee's access to education and good training, and introducing elements to encourage young graduates to join the activities of productivity and good service.
- **Interaction with the community** : the policies focused on the development of the sense of nationalism among students and trainees and linking the concept of nationalism to the participation of graduates in addressing the problems of employment and develop-

ment in the country.

- Activating the role of the private sector in Applied Education and Training: the policies focused on providing technical support for education and training institutions and distribution tools between them and educational institutions and government training to prepare and qualify manpower of citizens .
- **Institutional development** : the policies focused on consolidating institutional structures supporting for Applied Education and Training, and the use of technology. Commitment to scientific and institutional planning, care and the development of performance in different parts of the Authority. The Authority's policies, in the field of internal culture for organs and personnel of the Authority , highlighted achieving homogeneity of institutional performance of the organs of the Authority, and spreading the system of institutional values among workers that differentiate them from others.
- the policies focused on the development of the Authority's Development of financial resources own procedures for its institutions and intensifying cooperation with regional and international institutions that contribute to the State budget to invest these contributions to the development activities of the Authority .

### **The General Framework of Legislation and Regulations Governing Work at the Authority :**

The work at the Public Authority for Applied Education, in its entirety, concentrates on a group of legal legislative frameworks, the most important of which are :

- The establishment of the Authority Law No. 63 in 1982.
- Laws and the civil service system.
- Decisions and regulations of the board of directors .
- Cabinet decisions and the Civil Service Council regarding the organization of training and the appointment of the outputs of Applied Education and Training and the circulars of the Civil Service Commission on employment.
- Decisions, in force, at the state level in the field-missions and study leaves .
- Authority's financial regulations and procedures governing the disbursement of some budget lines within the appropriations available and in accordance with the rules established. The most important of these regulations governing the disbursement of those special bonuses for those teaching and training, and rewards of teaching and training in the programs of community service and continuing education, and rewards of those participating in research, applied studies in addition to the rewards the visiting professors, lecturers and experts, as well as the rewards of authoring, translation and publishing, as well as laws and decrees issued on educational institutions in Kuwait in general, and the Public Authority for Applied Education and Training, in particular .

## **The Most Recent and Future Changes In The Public Authority For Applied Education And Training:**

The consideration to the “inclusive education” as a way to transform and reform of educational systems and create new educational environments respond to the diversity of learners, in line with the amendments to the educational systems and developed and track accomplishments and tangible results since in 2004 we find that the Commission carried out a significant development in this area and is evident through the following:

### **1. The Area of Administrative organization :**

Given the evolution of the future vision of the authority and the comprehensive tendencies of education for development, in order to fill the needs of the labour market with the skills and experiences , decree No. 479 of 2005 issued on February 22, 2005 on the formation of a committee to study the organizational structure of the authority .

The efforts of the Commission culminated in 2008 in a new organizational structure which has been adopted by the Civil Service Commission and is being activated. Comparing statistics between the regulatory bodies in the old structure and the extent of interest for Special Needs with the new structure, there is a “specialized office for people with special needs.”

### **2. Quantitative development in the interest of Special Needs:**

#### **A. In the field of preparing of qualified teachers in the fields of various types of disabilities.**

In addition to putting forward special education courses in each section of the College of Basic Education in charge of preparing teachers for basic education levels, the Authority approved its programme for the preparation of special education teachers qualified in different areas of disability. The programme aims at preparing the teachers qualified academically and professionally to meet the needs of Kuwaiti society for teachers and specialists to work in special education schools and institutions. These aims are summarized as follows:

- Preparation of qualified human cadres to work in schools and institutions concerned with the welfare of children with special needs and their education.
- To contributing to community service programs through symposiums , lectures, conferences, workshops and training courses for parents and workers in the area of care of children with special needs.
- Contributing to the development programmes of special groups and offering advice to the relevant institutions by cooperating with the concerned bodies .
- Proposing projects and research in the field of education and contributing to their implementation and evaluation.
- Contributing to the informational and educational awareness and upbringing of children with special needs.

## Description of the graduate of the special education programme:

The philosophy of special education programme is based on preparing and graduating qualified specialists in various types of disabilities to meet the needs of the labour market. The graduates of the Special Education section are qualified to work in special education schools affiliated to the Ministry of Education or the Ministry of Social Affairs and Labour, or the Ministry of Information (for graduates of aural disability) in addition to private schools, which looks after individuals with special needs.

(Table 3)

### The numbers of the enrolled in the Faculty of Basic Education specialized in special education (2004 / 2005 - 2007 / 2008)

College of basic education	specialization	2004/2005			2005/2006			2006/2007			2007/2008			Grand total
		1st semester	1st semester	Summer course	1st semester	1st semester	Summer course	1st semester	1st semester	Summer course	1st semester	1st semester	Summer course	
boys	Maths	13	12	10	10	10	10	9	3	2	1	0	0	80
	science	38	36	32	33	29	33	30	15	6	6	5	3	266
	Arabic	5	5	5	5	5	5	5	4	3	1	1	0	42
	Civics	44	44	40	42	37	42	42	32	23	13	6	4	369
	Religion	25	25	24	25	24	25	25	22	9	7	3	0	214
Total		125	122	111	115	105	115	111	76	43	28	15	7	973
girls	Maths	12	12	11	12	10	12	11	12	8	7	2	1	110
	science	50	50	50	50	41	50	37	22	14	7	4	2	377
	Arabic	10	10	9	9	8	9	9	9	8	5	2	1	89
	Civics	54	54	53	53	45	53	46	36	27	19	6	2	448
	Religion	22	22	20	21	19	22	20	18	16	14	5	2	201
Total		148	148	143	145	123	146	123	97	71	52	19	8	1223

### B. In the area of disseminating the culture of merger with the disabled and merging with the disabled:

Through the administration of community service and continuing education, the authority presented, to all individuals of the Kuwait society, the programme “ signal language,” and divided its courses into four levels. The following tables show the relative weight of the courses through years of the report.

**Table (4)****The numbers of the enrolled in the programmes of community service and continuing education**

Total of programs	Year	2004/2005			2005/2006			2006/2007		
	Nationality	K	Non-Kuwaiti	Total	K	Non-Kuwaiti	Total	K	Non-Kuwaiti	Total
Technological sciences	males	227	44	271	141	26	167	420	28	448
	Girls	-	-	0		-	0	3	10	13
	Total	227	44	271	141	26	167	423	38	461
Commercial sciences	males	73	37	110	125	67	192	63	47	110
	Girls	86	29	115	167	45	212	118	26	144
	Total	159	66	225	292	112	404	181	73	254
Health sciences	males	21	1	22	33	2	35	60	4	64
	Girls	240	11	251	218	42	260	301	17	318
	Total	261	12	273	251	44	295	361	21	382
Computer	males	80	54	134	45	39	84	49	52	101
	Girls	62	14	76	54	27	81	47	10	57
	Total	142	68	210	99	66	165	96	62	158
Arts & Humanities	males	16	9	25	25	9	34	33	26	59
	Girls	262	13	275	130	20	150	276	30	306
	Total	278	22	300	155	29	184	309	56	365
Children	males	127	8	135	122	6	128	68		- 68
	Girls	191	18	209	144	4	148	148	7	155
	Total	318	26	344	266	10	276	216	7	223
Alms House	males	332	64	396	196	46	242	251	35	286
	Girls	41	0	41	62	0	62	132	2	134
	Total	373	64	437	258	46	304	383	37	420
Total	males	876	217	1093	687	195	882	944	192	1136
	Girls	882	85	967	775	138	913	1025	102	1127
	Total	1758	302	2060	1462	333	1795	1969	294	2263

**The most important policies and achievements towards educational reform:****Introduction to Education:**

Based on the firm belief of the teaching profession and place of the teacher who directs the educational process towards its aims and that the teacher's is a distinguished job, prompts us to seriously strive for enriching the profession of education and developing it for the teacher and the profession itself, and then for the student's interest in particular and society

in general. This calls for the serious scientific dialogue on the preparation of the well prepared teacher in the various academic, professional and cultural aspects within the institutions of the teacher preparation during pre-service and training and growing him professionally during the job .This pre-service preparation reflects and during it the educational experiences during which guarantee a high level of performance, professionalism and prevalent ethics, capabilities which enable the teacher to achieving the aims of education in the classroom and outside. The depth and development of the profession also calls from the teacher to be serious and creative interaction with the various data of the new era of information technology and developing his roles so as to utilize these data .

In the light of the educational objectives of the Gulf Cooperation Council, based on the strategy of the Ministry of Education (2005 - 2025), which has given an important priority for education in the State of Kuwait, which highlighted the following items:

- A - Building the correct Islamic faith in the educated so that its principles become a method of thought and style, which develops the preparation of educated with Arab-Islamic heritage and loyalty to the Arab-Islamic identity.
- B - The development of free scientific thinking and critical creative thinking skills, and constant self-learning .
- C - Raising the awareness of learners with the importance of globalization and information technology and modern communication means and its exploitation for the benefit of the individual, society and protection from the negative consequences on the identity and the values of the Kuwaiti society.
- D – Acquainting the learners with the skills of positive interaction with the other cultures, tolerance and coexistence with others.

As the philosophy of teacher preparation stems from the educational system crystallized by the strategic goals of the general education system in Kuwait, thereupon they were concentrated on the following items:

- 1 - Contributing to the achievement of interaction with the current age requirement of freedom of thought and response to the dynamics of change without conflict with the cultural specificity of the society.
- 2 - Contributing to the values of faith in the importance of dialogue and respect for human rights among the educated and provide the foundations of a sound democratic life.
- 3 - Entrenching the concept of wealth production and the preservation of the environment and resources of the country.
- 4 – Confirming the basic requirements for the curriculums of schools general education system to ensure the achievement of the objectives and principles of the state.



5 – Bringing about the institutional reform of the general education sector, commensurate with the requirements to achieve strategic objectives.

6 - Bridging the digital gap between the reality of the current general education and the requirements of dealing with advanced technology in various fields of scientific , practical life, public and private.

For that , the teacher training colleges pursued policies of the commitment to international standards to be met by the teacher preparation institutions, the most important of which are :

A- Bettering the level of inputs of the teacher training colleges in general.

B- Improving the quality of outputs to meet the demands of education.

Therefore, education colleges aims to: -

1. To provide and development of manpower so as to ensure facing shortfalls in technical and national manpower, providing the country with its need from the qualified teachers for the different teaching areas, so as to meet the needs of the labour market in education through their college programs fitting with the capabilities of students, and realizing the functional response to the needs of the society in the areas of educational services and educational aids.

2. Achieving balance in building the student's personality between the scientific and practical aspects and the preservation of society's values and its essential principles , and assisting him to grow fully, morally , intellectually and socially to the maximum extent of his aptitudes and abilities in light of the nature and philosophy of the society in light of the Islamic and Arabic principles so as to ensure a balance between the student's achievement and preparing him for taking part in the constructive participation in society.

## Review of the status quo:

### First: in terms of inputs:

Inputs of the teachers training colleges depend on the general secondary output according to the needs of the labour market and the absorptive capacity of these colleges in accordance with the conditions and criteria set by each college which is represented by the general secondary percentage which ranges between 70 - 75% for the scientific and literary specialties 65 in some applied disciplines - boys, in addition to the aptitude tests which are conducted for some disciplines of applied nature in addition to the personal interviews for all disciplines. The teachers preparing colleges also accept transfer students from other colleges on condition of achieving conversion rate though the general secondary percentage may be reduced for some of the transferred students to 60%.

### Second: in terms of admission tests

-- Admission tests: regulations of the College of Education provide for holding interviews for students nominated by the Coordination and Admission Office for the colleges of education. This is often formally done . The most important thing taken about the current system

of admission is that it lacks objectivity which could ensure the availability of cognitive, emotional and psychomotor characteristics in the students admitted so as to ensure the success of the preparation process. There are also aptitude tests which are held for the students on joining quality disciplines such as:

- Aptitude tests for arts education specialization.
- Aptitude tests for physical education and sports specialization.
- Aptitude tests for music education specialization.
- Aptitude tests for interior design specialization.
- Placement tests of English .

He who passes these tests, will join specialization he desires .

### **Third: in terms of the system:**

The teacher training colleges system depends on the system of hours which specifies the student specialization on joining the college. The system consists of eight classes in four years, and the eighth semester is devoted to the pre-service educational training, namely after student meets the basic requirements of the credits . The student can pass college years at an estimated period of time of about three and a half years through the registration in the credits to be put forward in the summer course .

A student can transfer from one specialization to another after meeting the conditions of transfer.

### **Fourth: in terms of program**

The Public Authority for Applied Education and Training in Kuwait is considered as one of the important institutions for the teacher preparation. It contains (15) specializations, in addition to 4 different specialties on special disabilities. Therefore the largest source of the outputs that nourish the community with its needs based on the College

the fixed ( vision ) towards the service of the society in the developmental domain ( The project of strategy of developing the Basic College of Education 2006).

### **Fifth: in terms of evaluation : the Student's grades are distributed as follows:**

- 1) allocating 50% of the total mark for on-going assessment through the semester.
- 2) allocating the remaining 50% of the mark for the exam to be held at the end of the semester.

The system may amended after the approval of the Committee on Scientific Affairs in the college.

The distribution of marks differs according to the variation courses .Applied courses which are allocated 60% for the on-going assessment during the semester and 40% for the final exam .

### **Sixth: in terms of field training (pre-service training ):**

**Pre-service training Education realizes its functions by adopting the package ele-**

## ments such as :

- 1 - Objectives: means the behavioural patterns student teacher is intended to acquire after the practice of Education .
- 2 - Time Plan: means the number of the realistic periods the student teacher is trained and the time plan for the programme of 12 weeks.
- 3 - Content: The teaching skills and competencies acquired by students during the period of training.
- 4 - Training methods: the methods used in training such as watching and criticism and the individual and collective feedback of the seminars.
- 5 - Models: the type of training whether continuous or separate. Despite the importance of these elements in achieving the goals and functions of education training . The model used plays a significant role in achieving those goals.

## Registration requirements in the process of Education decision:

- 1 - completing 102 units in the College of Basic Education.
- 2 - passing the Teaching course (1), and teaching course (2) The course of communication and technology education in addition to the requirements of the pre-service education as a condition of joining education programmes.
- 3 – non- registration in any course which is contrary to the pre-service education programme.

## 1 – The Training programme at the Education College Training Centre of the Basic Education College which includes three programmes as follows :

### The first programme:

For the students enrolled in the college from general secondary, and in this program the student teacher attends the college for five days from Sunday to Thursday, weekly during training, for basic education college students.

### The second programme:

For graduates of teacher education institutes (Diploma) enrolled in the college, and in this program the student teacher attends one whole day for students of basic education college.

### The third Programme:

For Students obtaining the license or bachelor this year , and are enrolled in college to get a the Educational Preparation Diploma and , have experience in teaching. Those student teachers attend the college on Monday and Wednesday during the weekly training. The students who have never had any teaching experience are subject to the application of the first programme especially students of educational grants and scholarships (related only to University of Kuwait).

## Seventh: in terms of supervising the student teachers



- 1 - The university supervisor : This is one of faculty members at the college, who is assigned the task of supervising the trainee students and visiting them during the pre-service training, observing their behavior, meeting with them and guiding them. Moreover ,he acts as a mediator between them, and taking the necessary measures to achieve the goals and concerns of the parties.
- 2 - The full-time supervisor: is the teacher, at the College of Basic Education, who supervises and guides the trainee student teacher and evaluates him /her through the class visits for observing the educational behaviour of the student, meets with them, guides them , helps them to enhance the positive aspects and avoiding the negative ones and also helps them on how to prepare lessons, using the techniques in addition to evaluating them .
- 3 - The local supervisor (The senior teacher of a school ): This is the senior teacher in the section where students are trained teachers and is formally charged by the teacher preparation colleges and be responsible for teacher in the administrative and technical areas at school and participates in the evaluation process .
- 4 – The delegated supervisor : owing to the need of the training field to two supervisors to be responsible for evaluation and as a result of the increasing numbers of students in certain disciplines, the College of Basic Education and Faculty of Education at Kuwait University resort to recruiting those with teaching experience from the recently retired or recruiting supervisors from the Ministry of Education to supervise the students of pre-service education in addition to his supervision inside the school where he supervises .
- 5– Pre-service education and field training coordinators : this nomination is used only in the College of Basic Education Public Authority for Applied Education and Training. The most important tasks of a coordinator is the follow-up of the progress of the pre-service education programme.

Time- plan for the pre-service education programme : the number of weeks for training in every semester is (12) weeks. They are divided to three essential and important stages in evaluating student teachers.

#### Evaluating student teacher during the pre-service education

College of Education -Kuwait University	Basic College Education in the Public Authority for Applied Education and Training
100 marks is devoted to pre-service education and is divided as follows : 50 marks for the local supervisor 30 marks for the delegated supervisor 20 marks for the school manager	100 marks is devoted to pre-service education and is divided as follows : 45 marks for the local supervisor 45 marks for the delegated supervisor 10 marks for the school manager

In terms of methods of evaluation :

Through this distribution, the important role played by the local supervisor, the delegated supervisor and school management in evaluating the work of a student teacher, in addition to trying to provide an objective criterion - as much as possible in this process.

The estimates for each of the local supervisor and the delegated supervisor are mainly linked to the efforts exerted by the student teacher in the technical work related to teaching and its educational activities, while the estimate of the headmaster is linked to the administrative aspects relevant to the student's performance during the training period.

### **In terms of training schools:**

Schools are selected according to geographical distribution for the accommodation of student teachers and the male/female students will be distributed in small groups of not more than five male/female students at the school for more than one specialization.

### **The proposed vision of the programme of pre-service teacher preparation:**

Development of the system contains:

- 1 -Well-designed admission tests.
- 2 -A preliminary year for all student teachers preparation .
- 3 -A separate pre-service training education programme–the related pre-service training education programme.

The first model of the system : admission tests and capabilities for the inputs of the teacher training colleges after the passage of the preliminary year.

Second model: admission tests for the inputs of the teacher training colleges on the basis of percentages and the well designed admission criteria and tests of different disciplines before entering the preliminary year .

-- The current situation in teacher preparation colleges, including the College of Education at Kuwait University, College of Basic Education and Public Authority for Applied Education and Training in Kuwait have been reviewed, to determine the most important strengths, weaknesses and difficulties that stand in the way of applying the rules.

The various systems in the countries of the pre-service teacher preparation have been reviewed and a discrepancy in the number preparation programme according to education strategies and in the attitudes of the educational philosophies to meet the needs of society and high quality inputs so that education becomes a track to invest in teacher's conscious ability of his message in the age of globalization .

## **Conditions and controls of the preliminary year :**

- 1 - It is a general year attended by all students that to whom the two conditions of admission; the percentage of the total of the secondary education (80% in both colleges) and passing the admission tests: (characteristics personality test, mental capabilities, prefer-

- ences and preparations for the profession)
- 2 - In this year, the transferred, from any other colleges and institutes, are admitted on the condition passing the transfer conditions and the requirement to pass admission tests.
  - 3 - It is two sections, namely (Scientific section), (Literary section) and the student joins the section that in line with his specialization in the G.C.E.
  - 4 - The study system is made up of two semesters classrooms, the preliminary year starts with the beginning of each semester.
  - 5 - Students, in the Scientific section, study 8 compulsory courses and two optional courses in the desired specialization.
  - 6 - The system of study, in this year, integrative and the cumulative rate is calculated at the end of this year but not less than 2.76 - "low very good" to pass this year.
  - 7 - If the student failed two courses or more, (not exceeding two courses), he is entitled to study these courses in the summer course, then the average cumulative rate is calculated after that.
  - 8 - If the student failed in one of the applied courses, he is entitled to choose another course in the specialization courses.
  - 9 - If the student failed in one of the applied courses, he has no right of entering attend the specialist aptitude test of his specialization.
  - 10 - A student is not entitled to be promoted to the second year in case of failing any of the courses in the preliminary year .
  - 11 - No student is entitled to postpone the study of a course or more to any subsequent year as the study in this year (final).

### **Choosing the specializations after passing the preliminary year :**

#### **First: Applied disciplines**

- 1 - Passing the preliminary year with its applied disciplines.
- 2 - Passing the aptitude test after the final year and in the light of the needs of the section, admission is carried out. He who is not fortunate, will be admitted in other disciplines depending on the subjects chosen.

#### **Second: Scientific disciplines:**

In the light of the desire of the student and the score he got in the specialization, he is admitted in the scientific specialization he desires.

#### **Third: literary disciplines:**

Will be subject to the applications of the conditions contained in the scientific disciplines.

The advantages of the proposed system:

The proposed system works to avoid the disadvantages, of the current system, the most

important of which are:

- 1 - Upgrading inputs that meet the duties of the teaching profession.
- 2 - The continuity of the student in the College of teacher preparation according to his abilities, characteristics, and scientific achievement.
- 3 - Allows student to experience modern technological means (workshops – micro-teaching).
- 4 - Limits the waste of educational inputs in the teacher preparation colleges.
- 5 - Allows student the opportunity to purposeful field training over the year through the programme: (a) separate education training (in the third year). This is an early experience of the field training, where the student teacher is involved in the process of teaching and learning, diminishes his own fear and anxiety, which is still one of the most important difficulties faced by student teachers at the beginning of training in addition to preparing them to experience good training during (b) the related field training, in addition to the ability of students to purposeful educational constructive criticism.

Guarantees for the implementation of the proposed system:

- 1 – Unifying the policies of admission to the teacher training colleges.
- 2 - The clarity of the system philosophy and awareness with its objectives, clarity of the special educational message which stems from the educational objectives which copes with the strategic objectives of education in Kuwait (2005-2025).
- 3 – Reconsidering the infrastructure for laboratories and workshops, libraries and modern means of education technology in teacher training colleges.
- 4 – Reconsidering the graduation in consistence with the nature of the proposed modern system.
- 5 – Reviewing of the courses of the teacher training colleges in line with modern educational developments at the global level.
- 6 - Rethinking the teaching methods used in teacher training colleges and upgrading them so as to achieve the necessary teaching competencies.
- 7 - Reconsidering ways of supervision and evaluation of field education programmes.
- 8 – Urging the student teachers to excel.
- 9 - Communication between the society, training of schools and teachers training colleges.
- 10 – Adopting the teacher training colleges the idea of granting graduate students teaching license after a year of graduation.
- 11 – Giving a reward for teachers who obtained teaching license certificate.

### **Intervention in early childhood:**

The Ministry of Education realizes the importance of early childhood in learning, and the impact on the formation of the human identity. Therefore, the national educational efforts

both in the Ministry of Education or associations and other bodies working to always monitor the reality of early childhood in preparation for directing it to the sound destination. The early intervention in Kuwait are as follows:

## 1 - Kuwait Center for Autism

The Centre seeks to provide a better standard of care and the various programmes for upgrading the services provided and achieving better results. It also seeks to top the Arab nations in the caring of the autism category and training and developing the workers in this area.

### One of the objectives of the Centre:

- Sponsoring students and their families and those working in this area.
- Providing integrated training programmes to train the families of students, workers and the concerned.
- Spreading awareness among the local community and various foreign media.
- The application of quality management system (2000-9001) and working to maintain and develop it continuously.

### Programmes offered by the Center:

- Structured learning
- Behaviour modification
- Speech therapy
- Developing communication skills through the available communication devices
- Occupational therapy
- Intense positive training for behavior
- Other educational and recreational academic programmes

## 2 - Kuwaiti Society for Dyslexia:

Based on its objectives and its role in the care of male /female students of special needs male/female students who suffer from specific learning difficulties (Dyslexia), the Kuwaiti Society for Dyslexia in collaboration with the Ministry of Education in Kuwait embarked on the following phases:

First: Conducting a survey-study in 2002 to identify the dyslexia rate in the country, where the study covered all areas of Kuwait and the results showed that the rate of dyslexia in Kuwait is up to 6.29% and this means that there are approximately (30000) male/female students suffering from Dyslexia in government schools in Kuwait.

Second: The establishment of the Higher Committee for Dyslexia in government schools in 2004 to be an administration to address the phenomenon of Dyslexia in government schools in cooperation with the Ministry of Education and the Kuwaiti Society for Dyslexia.

Third: The application of the friendly-school for Dyslexia applied by the British Ministry



of Education in the schools to be applied in the Kuwaiti government schools, based on the idea of therapy through merging and non-establishing of special schools for this category.

The Kuwaiti Society for Dyslexia is still working hard to consolidate work with the Ministry of Education until the screening of all students in schools in Kuwait and the treatment of those who suffer from Dyslexia at an early age.

### **3 – Child Evaluation & Education Centre:**

The Centre is exerting great efforts at the local, regional and global levels and is interested in exchanging information on scientific grounds set out in Arabic and English languages with many of the bodies to achieve its objectives in increasing awareness and preparation of specialists in the (learning difficulties). The exchange of experiences to reach the best ways for diagnosis and education and providing support to individuals to enable them to contribute fully and actively in building society.

The Centre, since its inception, is still providing all services through the affiliated sections and units:

- In the area of training, the centre organizes training courses in Arabic and English.
- The organization of workshops specialized in learning difficulties.
- Holding lectures and symposia in the required area.
- Attending external conferences

#### **The future aspirations of the Centre:**

- Upgrade the position through automating the special data on cases diagnosed to facilitate the study.
- Centre aspires to increase the number of specialists because of the growing demand for diagnostic services.
- Expansion in the service of behavioral therapy and speech therapy.
- Beginning to develop screening tests for children exposed to the risk of dyslexia (from the age of kindergarten to seventh).
- Establishment of a library of audio-visual materials, processing with broadcasting and reading.

### **4 - Regional Centre for Child and Motherhood:**

- Regional Centre for Childhood and Motherhood, since its inception in 1996 until the current year 2008, organized several training courses, projects, cultural projects, providing free educational counseling and distributing many of the printed materials.
- The Centre provides educational Consulting directly on request, locally, also through the mail services as well as through e-mail.
- The center answers all queries and questions about education and ways of dealing with children and modern theories of upbringing, the reasons for academic failure and ways

of treatment and prevention in addition to providing free consultancy on family problems.

## **5 - Kuwaiti Society for the Advancement of Arab Children:**

The Kuwaiti Society for the Advancement of Arab Children, established in 1980, is one of the bodies which cared for childhood as it aims to provide special knowledge of early childhood development in the Arab world, in addition to the development and preparation of scientific research on children together with the governmental and educational institutions in education.

### **The society has prepared a series of projects including:**

- The “preparation and legalization of test evaluation for the pre-school child “ project.
- The project of establishing the regional centre of educational measurement and evaluation in the Arab Gulf states.
- The project of “legalization of testing and Kessler on the intelligence of pre-school children “

### **The aims of society all these projects are:**

- 1 - Prepare a test to evaluate the pre-school child to measure the various aspects of growth (cognitive, language skills, self-social and behaviour compatibility).
- 2 - Interest in early detection of children with special needs or problems
- 3 – The calibration of the sub-standard items to test the evaluation of the pre-school child using models of modern measurement especially, Rasch model.
- 4 - Preparation of standards for the Kuwaiti child development in the various aspects.

## **6 - Private Nursery Schools:**

Private nursery schools represent one of the important ways to help the family to create a safe environment for the child for educational and healthy care through the curricula and programmes in private nursery schools, which suit the child in pre-kindergarten, and prepares child psychologically and socially to the stage of kindergarten owing to the importance of this age (pre-kindergarten level).

The Ministry of Social Affairs and Labour’s belief in the importance of private kindergarten, led to the ministerial decree (1994), which was issued on private kindergarten and their work. The following up of this decree will be shouldered by the Department of Women and Childhood. The total number of the licensed kindergartens till 2008 is 131 kindergartens especially in the various areas of Kuwait with an increase 22 private kindergartens in 2006.

### **Future aspirations:**

- 1 - Upgrading the levels of research and searching for ways to intensive training courses.
- 2 - Increasing the number of trained female employees to work in the area of inspection and social research.

- 3 - Providing an information network on the role of kindergartens for the exchange of information and keeping all their relevant data.
- 4 - Quickly issuing a law on private kindergartens currently for discussion before the National Assembly for approval.

The Public Authority for Applied Education and Training pays attention to the intervention in early childhood, through the allocation of a special division of kindergartens. The following table shows the number of graduates of this discipline during the period 2004 / 2005 - 2007 / 2008:

**Table (5)**  
**Numbers of students graduating from colleges' authority of**  
**a Kuwaiti academic year (2002-2003) to (2007-2008)**

College	Specialization	Graduation Semester	Sex	Total
College of Basic Education	Kindergarten	2002-03/1	female	61
		2002-03/2	female	39
		2002-03/3	female	14
		2003-04/1	female	28
		2003-04/2	female	26
		2003-04/3	female	3
		2004-05/1	female	58
		2004-05/2	female	63
		2004-05/3	female	7
		2005-06/1	female	72
		2005-06/2	female	66
		2005-06/3	female	19
		2006-07/1	female	86
		2006-07/3	female	27
		2007-08/2	female	76

### Learning outcomes:

The process of evaluation is the outcome of the information, skills and knowledge gained by the learner during his learning at school is an important indicator for the success of the educational process. It is the standard tool for following-up his performance and the level of achievement. It is not confined to one side of aspects of the growth of learners, but addresses all their activities. It is a cornerstone of teaching, where it's role is diagnostic and directive at the same time. Through it, we can determine what is achieved and the degree of goals achieved, identifies successful ways and methods used in teaching, and the disclosure of the strengths and weaknesses in it, identifies the difficulties faced by the student in the learning process,

and proposes ways of treatment. In the light of this, evaluation is important in the field of education, especially at the primary stage, because this stage is important to a learner because of being a period during which the foundations for many aspects of his personality. Since the modernization and development process is continuous and comprehensive in the framework of developing primary stage and in the context of what is being done by the Ministry of Education to keep pace with the times in educational issues and following up the most up-to-date in the field of evaluation, the Ministry of Education was keen to develop the evaluation for the advancement of pupils to learn with better standard of possibilities, the Ministry started to apply the achievement portfolio in the primary stage in the academic year 2005 / 2006. Through the achievements file for every student which is known as (Portfolio) which includes all activities of a student to achieve educational and cognitive aspects, performing and affective.

The Following tables show the most prominent achievements in the preparation of male / female graduates from the colleges and institutes, armed with skills and cognitive experience qualified to complete the march of progress and prosperity.

**Table No.6**

**Total number of graduate students from the Public Authority for Applied Education and Training 2003-2004**

Colleges		1st semester			2nd semester			3rd semester			Grand Totals		
		Ku-waiti	Non-Ku-waiti	Total	Ku-waiti	Non-Ku-waiti	Total	Ku-waiti	-Non Kuwaiti	Total	-Non Kuwaiti	-Non Kuwaiti	Total
College of Basic Education	males	94	9	103	68	7	75	33	4	37	195	20	215
	girls	287	21	308	264	8	272	91	2	93	642	31	673
	Total	381	30	411	332	15	347	124	6	130	837	51	Total
College of commercial studies	males	184	16	200	93	9	102	186	15	201	463	40	503
	girls	608	49	657	258	23	281	449	42	491	1315	114	1429
	Total	792	65	857	351	32	383	635	57	692	1778	154	1932
College of Health Sciences	males	0	6	6	2	6	8	11	2	13	13	14	27
	girls	47	23	70	36	10	46	67	24	91	150	57	207
	Total	47	29	76	38	16	54	78	26	104	163	71	234
College of technological studies	males	229	20	249	197	20	217	36	4	40	462	44	506
	girls	118	13	131	75	9	84	9	0	9	202	22	224
	Total	347	33	380	272	29	301	45	4	49	664	66	730
College of Nursing	males	0	0	0	0	0	0	0	0	0	0	0	0
	girls	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	males	507	51	558	360	42	402	266	25	291	1133	118	1251
	girls	1060	106	1166	633	50	683	616	68	684	2309	224	2533
	Total	1567	157	1724	993	92	1085	882	93	975	3442	342	3784

**Table No.(7)**

**Shows the total number of the graduate students from the Applied Education Colleges  
2004-2005**

Colleges		1st semester			2nd semester			Totals		
		Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total
College of Basic Education	boys	72	7	79	76	8	84	148	15	163
	girls	260	8	268	336	21	357	596	29	625
	Total	332	15	347	412	29	441	744	44	788
College of Commercial Studies	boys	204	18	222	108	16	124	312	34	346
	girls	597	67	664	370	35	405	967	102	1069
	Total	801	85	886	478	51	529	1279	136	1415
College of Health Sciences	boys	9	13	22	6	6	12	15	19	34
	girls	47	26	73	41	26	67	88	52	140
	Total	56	39	95	47	32	79	103	71	174
College of Technological Studies	boys	233	25	258	246	41	287	479	66	545
	girls	87	8	95	143	23	166	230	31	261
	Total	320	33	353	389	64	453	709	97	806
College of Nursing	boys	0	0	0	0	0	0	0	0	0
	girls	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Total	boys	518	63	581	436	71	507	954	134	1088
	girls	991	109	1100	890	105	995	1881	214	2095
	Total	1509	172	1681	1326	176	1502	2835	348	3183

**Table No.(8)****The Total Number of Graduate Students  
in the Colleges in 2005-2006**

Colleges		1st semester			2nd semester			Total		
		Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total
College of Basic Education	M	84	93	177	126	6	132	210	99	309
	F	313	336	649	350	23	373	663	359	1022
College of Commercial Studies	M	205	236	441	121	27	148	326	263	589
	F	480	548	1028	219	37	256	699	585	1284
College of Health Sciences	M	14	21	35	16	3	19	30	24	54
	F	93	143	236	31	20	51	124	163	287
College of Technological Studies	M	251	312	563	182	39	221	433	351	784
	F	90	109	199	91	23	114	181	132	313
College of Nursing	M	0	1	1	1	0	1	1	1	2
	F	1	4	5	0	5	5	1	9	10
Total	M	554	663	1217	446	75	521	1000	738	1738
	F	977	1140	2117	691	108	799	1668	1248	2916
Total		1531	1803	3334	1137	183	1320	2668	1986	4654

**Table No.(9)****The Total Number of Graduate Students  
in the Colleges in 2006-2007**

Colleges		1st semester			2nd semester			Grand Total		
		Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total
College of Basic Education	M	145	26	171	120	18	138	265	44	309
	F	432	45	477	393	71	464	825	116	941
College of Commercial Studies	M	211	40	251	120	24	144	331	64	395
	F	588	72	660	250	64	314	838	136	974
College of Health Sciences	M	5	4	9	10	3	13	15	7	22
	F	83	38	121	23	13	36	106	51	157
College of Technological Studies	M	244	54	298	186	46	232	430	100	530
	F	87	14	101	91	18	109	178	32	210
College of Nursing	M	0	0	0	3	8	11	3	8	11
	F	1	5	6	7	9	16	8	14	22
Total	M	605	124	729	439	99	538	1044	223	1267
	F	1191	174	1365	764	175	939	1955	349	2304
Totals		1796	298	2094	1203	274	1477	2999	572	3571

**Table No.(10)**

**the total number of graduate students in the colleges in 2008-2009**

Institute		Situation in 2008/04/15			Situation in 2008/06/26			Total		
		1st semester			2nd semester					
		Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total
College of Basic Education	M	139	26	165	146	9	155	285	35	320
	F	473	70	543	427	58	485	900	128	1028
College of commercial studies	Total	612	96	708	573	67	640	1185	163	1348
	M	208	69	277	111	49	160	319	118	437
	F	524	111	635	242	66	308	766	177	943
College of Health Sciences	Total	732	180	912	353	115	468	1085	295	1380
	M	3	11	14	2	0	2	5	11	16
	F	74	29	103	22	12	34	96	41	137
College of technological studies	Total	77	40	117	24	12	36	101	52	153
	M	290	50	340	211	73	284	501	123	624
	F	118	29	147	121	34	155	239	63	302
College of Nursing	Total	408	79	487	332	107	439	740	186	926
	M	1	9	10	0	12	12	1	21	22
	F	12	13	25	5	28	33	17	41	58
	Total	13	22	35	5	40	45	18	62	80
	M	641	165	806	470	143	613	1111	308	1419
	F	1201	252	1453	817	198	1015	2018	450	2468
<b>Total</b>	<b>Total</b>	<b>1842</b>	<b>417</b>	<b>2259</b>	<b>1287</b>	<b>341</b>	<b>1628</b>	<b>3129</b>	<b>758</b>	<b>3887</b>

**Table No.(11)**

**The total Number of Graduate Students  
in Training Institutes and Special Courses in 2003-2004 (boys)**

Institute	statement	1st semester			2nd semester			Total		
		Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total
Communications & Navigation Institute	Specialist technician	118	5	123	134	0	134	252	5	257
	Assistant technician	36	0	36	56	1	57	92	1	93
	Total	154	5	159	190	1	191	344	6	350
electricity & water training	Specialist technician	71	0	71	96	2	98	167	2	169
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	71	0	71	96	2	98	167	2	169
Sabah Al-Salem Industry Institute	technician	0	0	0	223	1	224	223	1	224
	Assistant technician	54	0	54	0	0	0	54	0	54
	Total	54	0	54	223	1	224	277	1	278
Construction training	technician	0	0	0	72	0	72	72	0	72
Al-Shuwaikh Industry Institute	Assistant technician	156	0	156	159	1	160	315	1	316
Secretarial and office management	Specialist technician	0	0	0	0	0	0	0	0	0
Special training courses	Specialist technician	410	0	410	151	0	151	561	0	561
	Assistant technician	54	0	54	628	11	639	682	11	693
	Total	464	0	464	779	11	790	1243	11	1254
Nursing	technician	0	0	0	22	1	23	22	1	23
Vocational Training	Craftsman	0	0	0	1	0	1	1	0	1
	Specialist Technician	599	5	604	381	2	383	980	7	987
	Technician	0	0	0	317	2	319	317	2	319
	Assistant Technician	300	0	300	843	13	856	1143	13	1156
	Craftsman	0	0	0	1	0	1	1	0	1
<b>Total</b>		<b>899</b>	<b>5</b>	<b>904</b>	<b>1542</b>	<b>17</b>	<b>1559</b>	<b>2441</b>	<b>22</b>	<b>2463</b>



**Table No.(12)**

**The total Number of Graduate Students in Training Institutes and Special Courses  
(boys & girls) 2003 / 2004**

Institute	statement	1st semester			2nd semester			Total		
		Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total
Communications & Navigation Institute	Specialist technician	337	10	347	196	2	198	533	12	545
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	337	10	347	196	2	198	533	12	545
Secretarial and Office Management	Specialist technician	0	0	0	0	0	0	0	0	0
	Assistant technician	16	0	16	0	0	0	16	0	16
	Total	16	0	16	0	0	0	16	0	16
Tourism, Cosmetics & Fashion Institute	Specialist technician	0	0	0	0	0	0	0	0	0
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Special Training Courses	Specialist technician	816	3	819	736	7	743	1552	10	1562
	Assistant technician	0	0	0	13	0	13	13	0	13
	Total	816	3	819	749	7	756	1565	10	1575
Nursing	technician	0	0	0	68	2	70	68	2	70
	Specialist technician	1153	13	1166	932	9	941	2085	22	2107
	technician	0	0	0	68	2	70	68	2	70
	Assistant technician	16	0	16	13	0	13	29	0	29
<b>Total</b>		<b>1169</b>	<b>13</b>	<b>1182</b>	<b>1013</b>	<b>11</b>	<b>1024</b>	<b>2182</b>	<b>24</b>	<b>2206</b>

**Table No.(13)**

**the total number of graduate students  
in training institutes and special courses in 2004-2005 (boys)**

institute	statement	1st semester			2nd semester			Total		
		Kuwaiti	Non Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total
Communications & Navigation Institute	Specialist technician	149	2	151	157	3	160	306	5	311
	Assistant technician	6	0	6	0	0	0	6	0	6
	Total	155	2	157	157	3	160	312	5	317
electricity & water training	Specialist technician	89	0	89	125	0	125	214	0	214
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	89	0	89	125	0	125	214	0	214
Sabah Al-Salem Industry Institute	technician	0	0	0	317	0	317	317	0	317
	Assistant technician	115	2	117	0	0	0	115	2	117
	Total	115	2	117	317	0	317	432	2	434
Construction training	technician	0	0	0	80	0	80	80	0	80
Al-Shuwaikh Industry Institute	Assistant technician	184	0	184	185	3	188	369	3	372
Secretarial and office management	Specialist technician	0	0	0	63	1	64	63	1	64
Special training courses	Specialist technician	331	0	331	258	6	264	589	6	595
	Assistant technician	343	5	348	183	6	189	526	11	537
	Total	674	5	679	441	12	453	1115	17	1132
Nursing	technician	0	0	0	16	0	16	16	0	16
Vocational training	craftsman	0	0	0	126	0	126	126	0	126
	Specialist technician	569	2	571	603	10	613	1172	12	1184
	Assistant technician	648	7	655	368	9	377	1016	16	1032
	technician	0	0	0	413	0	413	413	0	413
	craftsman	0	0	0	126	0	126	126	0	126
<b>Total</b>		<b>1217</b>	<b>9</b>	<b>1226</b>	<b>1510</b>	<b>19</b>	<b>1529</b>	<b>2727</b>	<b>28</b>	<b>2755</b>

**Table No.(14)**  
**the total number of graduate students**  
**in training institutes and special courses in 2005-2006 (girls)**

institute	statement	1st semester			2nd semester			Grand Total		
		Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total	Kuwaiti	Non-Kuwaiti	Total
Communications & Navigation Institute	Specialized technician	241	3	244	276	10	286	517	13	530
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	241	3	244	276	10	286	517	13	530
Secretarial and office management	Specialized technician	0	0	0	0	0	0	0	0	0
	Assistant technician	0	0	0	15	0	15	15	0	15
	Total	0	0	0	15	0	15	15	0	15
Tourism, cosmetics & fashion Institute	Specialized technician	0	0	0	0	0	0	0	0	0
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0
Special training courses	Specialized technician	802	18	820	225	0	225	1027	18	1045
	Assistant technician	0	0	0	21	0	21	21	0	21
	Total	802	18	820	246	0	246	1048	18	1066
Nursing	technician	0	0	0	62	0	62	62	0	62
	Specialized technician	1043	21	1064	501	10	511	1544	31	1575
	Assistant technician	0	0	0	36	0	36	36	0	36
	technician	0	0	0	62	0	62	62	0	62
Total		1043	21	1064	599	10	609	1642	31	1673

**Table No.(15)**

**the total number of graduate students  
in training institutes and special courses in 2006-2007 (boys)**

Institute	statement	1st semester			2nd semester			Total		
		Kuwaiti	Non Kuwaiti	Total	Ku-waiti	Non Kuwaiti	Total	Ku-waiti	Non Kuwaiti	Total
Communications & Navigation Institute	Specialized technician	149	2	151	94	1	95	243	3	246
	Assistant technician	61	1	62	10	1	11	70	2	72
	Total	209	3	212	104	2	106	313	5	318
Electricity & water training	Specialized technician	136	0	136	115	0	115	251	0	251
	Assistant technician	21	0	21	0	0	0	21	0	21
	Total	157	0	157	115	0	115	272	0	272
Sabah Al-Salem Industry Institute	technician	0	0	0	363	3	366	363	3	366
	Assistant technician	65	0	65	76	0	76	141	0	141
	Total	65	0	65	439	3	442	504	3	507
Construction training	technician	0	0	0	112	0	112	112	0	112
Al-Shuwaikh Industry Institute	Assistant technician	170	0	170	0	0	0	170	0	170
Secretarial and office management	Specialized technician	62	1	63	74	1	75	136	2	138
Special training courses	Specialized technician	299	12	311	198	14	212	497	26	523
	Assistant technician	233	3	236	132	3	135	365	6	371
	Total	532	15	547	330	17	347	862	32	894
Nursing	technician	0	0	0	26	0	26	26	0	26
Vocational training	craftsman	0	0	0	140	0	140	140	0	140
	Specialized technician	646	15	661	481	16	497	1127	31	1158
	technician	0	0	0	501	3	504	501	3	504
	Assistant technician	549	4	553	218	4	222	767	8	775
	craftsman	0	0	0	140	0	140	140	0	140
<b>Total</b>		<b>1195</b>	<b>19</b>	<b>1214</b>	<b>1340</b>	<b>23</b>	<b>1363</b>	<b>2535</b>	<b>42</b>	<b>2577</b>

**Table No.(16)**

**the total number of graduate students  
in training institutes and special courses in 2006-2007 (girls)**

institute	statement	1st semester			2nd semester			Total		
		Kuwaiti	Non Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total
Communications & Navigation Institute	Specialized technician	208	6	214	107	2	109	315	8	323
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	208	6	214	107	2	109	315	8	323
Secretarial and office management	Specialized technician	42	7	49	233	7	240	275	14	289
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	42	7	49	233	7	240	275	14	289
Tourism, cosmetics & fashion Institute	Specialized technician	0	0	0	20	0	20	20	0	20
	Assistant technician	0	0	0	19	0	19	19	0	19
	Total	0	0	0	39	0	39	39	0	39
Special training courses	Specialized technician	1664	68	1732	748	58	806	2412	126	2538
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	1664	68	1732	748	58	806	2412	126	2538
Nursing	technician	0	0	0	70	2	72	70	2	72
	Specialized technician	1914	81	1995	1108	67	1175	3022	148	3170
	technician	0	0	0	70	2	72	70	2	72
	Assistant technician	0	0	0	19	0	19	19	0	19
<b>Total</b>		<b>1914</b>	<b>81</b>	<b>1995</b>	<b>1197</b>	<b>69</b>	<b>1266</b>	<b>3111</b>	<b>150</b>	<b>3261</b>

**Table No.(17)**  
**the total number of graduate students**  
**in training institutes and special courses in 2006-2007 (boys)**

Institute	statement	1st semester			2nd semester			Grand Total		
		Kuwaiti	Non Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total
Communications & Navigation Institute	Specialized technician	197	14	211	153	0	153	350	14	364
	Assistant technician	0	0	0	24	0	24	24	0	24
	Total	197	14	211	177	0	177	374	14	388
Electricity & water training	Specialized technician	143	2	145	117	0	117	260	2	262
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	143	2	145	117	0	117	260	2	262
Sabah Al-Salem Industry Institute	technician	0	0	0	181	0	181	181	0	181
	Assistant technician	68	1	69	0	0	0	68	1	69
	Total	68	1	69	181	0	181	249	1	250
Construction training	technician	0	0	0	93	0	93	93	0	93
Al-Shuwaikh Industry Institute	Assistant technician	78	1	79	182	0	182	260	1	261
Secretarial and office management	Specialized technician	0	0	0	45	0	45	45	0	45
Special training courses	Specialized technician	359	35	394	275	0	275	634	35	669
	Assistant technician	54	3	57	297	0	297	351	3	354
	Total	413	38	451	572	0	572	985	38	1023
Nursing	technician	0	0	0	34	0	34	34	0	34
Vocational training	craftsman	0	0	0	182	0	182	182	0	182
	Specialized technician	699	51	750	590	0	590	1289	51	1340
	technician	0	0	0	308	0	308	308	0	308
	Assistant technician	200	5	205	503	0	503	703	5	708
	craftsman	0	0	0	182	0	182	182	0	182
<b>Total</b>		<b>899</b>	<b>56</b>	<b>955</b>	<b>1583</b>	<b>0</b>	<b>1583</b>	<b>2482</b>	<b>56</b>	<b>2538</b>

**Table No.(18)**  
**the total number of graduate students**  
**in training institutes and special courses in 2006-2007 (girls)**

institute	statement	1st semester			2nd semester			Total		
		Kuwaiti	Non Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total	Kuwaiti	Non Kuwaiti	Total
Communications & Navigation Institute	Specialized technician	211	11	222	193	0	193	404	11	415
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	211	11	222	193	0	193	404	11	415
Secretarial and office management	Specialized technician	0	0	0	163	0	163	163	0	163
	Assistant technician	0	0	0	0	0	0	0	0	0
	Total	0	0	0	163	0	163	163	0	163
Tourism, cosmetics & fashion Institute	Specialized technician	54	1	55	33	0	33	87	1	88
	Assistant technician	0	0	0	16	0	16	16	0	16
	Total	54	1	55	49	0	49	103	1	104
Special training courses	Specialized technician	559	26	585	1526	0	1526	2085	26	2111
	Assistant technician	36	0	36	12	0	12	48	0	48
	Total	595	26	621	1538	0	1538	2133	26	2159
Nursing	technician	0	0	0	70	0	70	70	0	70
	Specialized technician	824	38	862	1915	0	1915	2739	38	2777
	technician	0	0	0	70	0	70	70	0	70
	Assistant technician	36	0	36	28	0	28	64	0	64
Total		860	38	898	2013	0	2013	2013	38	2911

### Teacher training before and during the service

The academic preparation (theoretical) is carried in addition to practical preparation

(field education) for teachers in teacher training colleges at Kuwait University (Faculty of Education) and the Public Authority for Applied Education and Training (College of Basic Education), with the intention of providing professional knowledge in all scientific disciplines, During which the student teacher receives subjects especially in the following topics:

- 1 - Educational aspects of the origins of educational thought and education administration.
- 2 - Educational Psychology.
- 3 - Curricula and teaching methods
- 4 - Aspects of cognitive educational relevant to the subject of specialization.
- 5 - Field training in educational reality.

**On joining the field of teaching, the teacher, at the beginning, is given courses as follows:**

- 1 - The qualifying course directly before the start of the academic year to prepare the teacher mentally, psychologically and briefing him/her on the organizational and administrative aspects in the educational process.
- 2 - In-service training course, after he/she practiced the target educational process.
  - lifting the professionalism of teachers.
  - providing the teacher with everything that is new in science and educational field
  - promotion to supervisory functions.

The teachers are trained in the areas of education or at the training and development center. One of the teachers' training projects carried out recently in addition to previous courses is the computer literacy project since the project began in 2008 to accommodate the teaching staff at all stages of government public education and qualitative education (religious education and special education), where the cost of education is borne by the Ministry of the teaching the whole staff to contribute fully in computer literacy among teachers.

### **Computer literacy project:**

#### **The overall objective of the project:**

Rehabilitation of all workers in the Ministry of Education and enabling them to use computers in various posts.

#### **Programmes of the project:**

Holding intensive courses and specialized in the most important operation programs of the computer in order to prepare them to deal with both modern hardware and modern techniques that the Ministry of Education intends to introduce to schools in the near future to suit the tendency of the Ministry to shift to e-learning.

### **Future Vision:**

In consistence with the States tendency towards e-government and by adopting this strat-

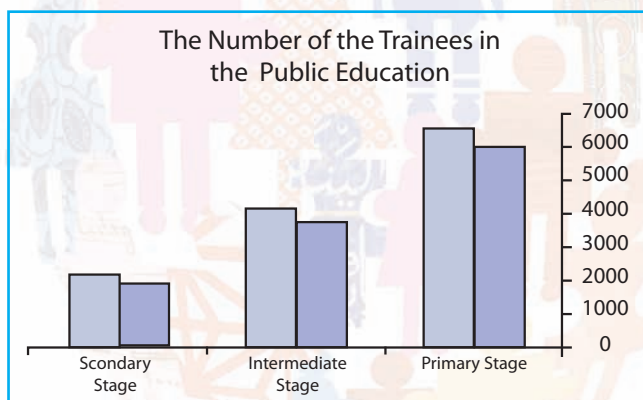


egy, the Ministry of Education embarked on the implementation of the project to develop the capabilities and skills of using computer among all workers in the Ministry, teachers and administrators, in order to keep pace with technological developments and modern teaching methods in the advanced world countries to meet the needs of future generations.

**Table(19)**

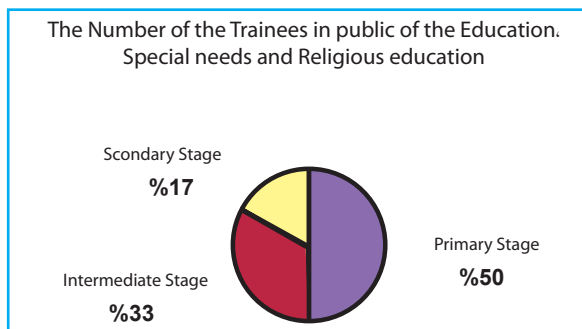
**The number of trainees in computer literacy programs in general governmental education, special education, and religious education**

statement		Primary stage	Intermediate stage	Secondary stage	Total	
Number of male/female trainees	General Education	males	6097	3814	1951	11862
		females	6570	4195	2215	12980
		Total	12667	8009	4166	24842
	Special education and religious education		205	360	72	637
	Total		12872	8369	4238	25479
Number of staff members		1013	1372		2385	



**The number of trainees in computer literacy programs in public education, special education, government and religious education**

statement	Primary stage	Intermediate stage	Secondary stage	Total
Total	12872	8369	4238	25479



## **Training and qualifying teachers to meet the diverse needs and expectations of learners:**

The College of basic education in the Public Authority for Applied Education and Training offers programmes which are designed to preparing teachers qualified academically and professionally to meet the needs of the Kuwaiti society for teachers and educational specialists. The programme aims, in particular, to the preparation of qualified teachers in various types of disabilities to work in special education schools and institutions.

The main objectives are outlined in the following :

- 1 - preparing qualified human cadres to work in schools and institutions concerned with the welfare of children with special needs and education.
- 2 - to contribute to community service programs through symposiums , lectures, conferences, workshops and training courses for parents and workers in the care of children with special needs.
- 3 - contributing to the development programmes of special category and offering advice to institutions in collaboration with relevant bodies .
- 4 - proposing projects and researches in the field of education and contributing to its implementation and evaluation.
- 5 - to contribute to the information and education orientation and upbringing of children with special needs.

### **In-service training for state employees:**

This kind of training is available for staff of state bodies and institutions, and contributes significantly to the process of administrative development and overall development in the country through the development level of performance and enriching the knowledge and skills of workers and to familiarize them with modern methods and the means of production, services. This type of training contains courses in several areas including:

- Programmes in the areas of senior management, middle management and supervisory levels.
- Programmes in the areas of finance and computer.
- Programmes in the field of vocational specialist.
- Programmes in the field of technical specialist
- Others (in training, law, libraries etc.)

This type of training contributes to the upgrading of individuals by creating opportunities for promotion or career change in their respective fields to more productive areas which require comprehensive development plans in the country.

**Table (20)**

**Statement of the participants in  
in-service training programmes during the period (2003/2004 - 2005/2006)**

Domain	2003/2004	2004/2005	2005/2006	2006/2007
Senior management programs	43	-	14	24
Supervisory & Middle management	172	103	107	205
Financial & administrative domain	538	281	353	938
Computer Software	256	138	189	400
Specialist technical domain	266	491	413	470
Vocational specialist domain	113	184	419	392
others	63	126	376	418
<b>Total</b>	<b>1451</b>	<b>1323</b>	<b>1871</b>	<b>2847</b>

**Table No.21**

**shows the numbers of both the teaching staff members and the training staff members participating in courses of assessment & evaluation centre and professional development during the period 2004/2005 to 2007/2008**

Academic year	1st semester	2nd semester
2004/2005	341	312
2005/2006	286	323
2006/2007	347	398
2007/2008	458	415

**Table (22)**

**The specialization of the Computer section, in Basic Education college an infrastructure is formed, capable of generating human energy armed with technology, the ability and the skill, as shown in the number of students graduating, from the authority' colleges during the academic year (2002-2003) to (2007-2008)**

College	Specialization	Graduation Semester	Sex	Total
College of Commercial Studies	Computer	2002-03/1	males	10
		2002-03/1	females	37
		2002-03/2	males	13
		2002-03/3	males	17
		2002-03/3	females	28
		2003-04/1	males	12
		2003-04/1	females	33
		2003-04/2	males	10
		2003-04/2	females	19
		2003-04/3	males	11
		2003-04/3	females	36
		2004-05/1	males	14
		2004-05/1	females	52
		2004-05/2	males	6
		2004-05/2	females	25
		2004-05/3	males	4
		2004-05/3	females	33
		2005-06/1	males	8
		2005-06/1	females	29
		2005-06/2	males	3
		2005-06/2	females	11
		2005-06/3	males	1
		2005-06/3	females	24
		1/07-2006	males	11
		2006-07/1	females	2
		2006-07/2	males	9
2006-07/3	females	6		

## **C - The educational system in the State of Kuwait Contributes to the fight against poverty in general, at two levels namely:**

1. Local: This is evident through the financial assistance/services the Student Fund provides to address the financial problems faced by some students.
2. International: this is through the scholarships State of Kuwait provides to students of some needy countries in all academic levels.

### **-- Benevolent Fund for the education of the needy students in private Arab schools:**

the Benevolent Fund was established to educate needy students in 2003 under the supervision of the Ministry of Education and the general Secretariat of Endowments and the Executive Committee for stateless affairs. Work of the Fund was re-organized in 2004 and 2007, which aims to:

1. Enabling the needy to cover expenses of educational care.
2. Patronizing the needy gifted and preparing them for important roles in various areas of society.
3. Providing social stability for negative families.
4. Meeting the needy students' needs-the deviation pitfalls of negative behaviour.
5. Achieving optimal staffing of the possibilities that had been privatized by the various public parties in the area of helping the needy, through the couples' grants in the programmes implemented in this area.

**The number of students, whose expenses have been patronized by the Fund, reached 16649 students for the academic year 2006/2007.**

### **Scholarships:**

The State of Kuwait provides several scholarships to some countries so as to reduce the manifestations of poverty and its negative impact on the human right to education. The Kuwait National Commission for Education, Science and Culture is responsible for following-up scholarships through the following:

Following up the academic, behavioral and living conditions of the students in coordination with the concerned parties in the Ministry of Education in coordination with the Department of Religious Education, the Department of Social and Psychological Services and The Special Needs Department schools, and providing the body responsible for their nomination with the study reports immediately.

The Scholarships Section is preparing payments for scholarship students on the basis of absence records received from schools where he students are taught in coordination with the Department of Finance.

Arranging for the annual travel procedures for scholarships students to their countries.

Maintaining data and records of students graduating and strengthening their connections

with the State of Kuwait in addition to facilitating the task of attending the University of Kuwait and the Public Authority for Applied Education and Training.

### **Table No. (23)**

**The following shows the scholarships provided by the State of Kuwait during the academic years 2005/2006 - 2008/2009**

Academic year	Number of countries
2005/2006	66
2006/2007	60
2008/2009	63

### **Kuwait University - Deanship of Students' Affairs:**

The Department of Student Affairs is one of the departments of the Student Affairs Deanship which is responsible for following-up the university students in all different aspects. It also creates the appropriate atmosphere for university student to practice the various activities through student union action within the university and provide advice, consultation and administrative service for students defaulting in their study and address the problems they face in the educational and academic areas with the aim of modifying their academic course and enabling them to continue their academic study without problems or difficulties in addition to honoring outstanding students and encouraging them to study rare specialties to meet the need of the labor market in the future. The department also, through the Department of scholarships, provides comprehensive care and scholarships for expatriate students through the receiving of scholarship applications, preparing financial allocations for them and providing them with travel tickets and everything related to scholarship's students.

**Table (24)**  
**Statistics of the number of scholarships from the University of Kuwait**  
**during 2004-2008**

N	State	Number of Scholarships			
		2004/2005	2005/2006	2006/2007	2007/2008
1	Bahrain	20	20	20	25
2	Saudi Arabia	20	20	20	25
3	Oman	20	20	20	22
4	Qatar	4	4	4	4
5	The Emirates	4	4	4	4
6	Egypt	7	10	11	11
7	Lebanon	5	5	5	5
8	Syria	5	5	5	5
9	Morocco	1	1	1	1
10	Somalia	5	5	5	5
11	Mauritania	1	1	2	2
12	Eritrea	5	5	5	6
13	Ethiopia	3	3	3	3
14	Nigeria	1	1	2	2
15	Tanzania	1	1	1	1
16	Niger	2	2	2	2
17	Guyana	1	1	1	1
18	Zimbabwe	2	2	2	2
19	Senegal	2	2	2	2
20	Djibouti	1	1	1	1
21	Gambia	1	1	1	1
22	Thailand	2	2	2	2
23	Maldives	1	1	1	1
24	India	1	1	1	1
25	Pakistan	2	2	2	2
26	Jordan	4	4	4	4
27	Afghanistan	4	4	4	4
28	Russia	1	1	1	1
29	Iran	5	5	5	5
30	Ministry of Awqaf	14	14	14	14
31	Ministry of Education	17	17	17	17
32	Turkey	1	1	1	1
33	Tunisia	3	3	3	3
34	Guyana	1	1	1	1
35	Algeria	2	2	2	2
36	Bosnia	-	-	-	1
<b>Total</b>		<b>169</b>	<b>172</b>	<b>175</b>	<b>189</b>

## The Role Of Applied Education And Training To Raise The Standard Of Living:

### The most important achievements and modern variables :

In addition to the role played by each of the sectors of the Authority in the development and rehabilitation of national manpower and meeting the needs of development in the country, the two sectors of the Authority, through this role, indirectly contribute to improving employment opportunities for graduates in terms of providing good training and qualification to become more competitive in the labour market, thereby raising the living standard of individuals and families together, and for that, the Authority exercises types of training for different age and educational groups of the society sections, as follows:

### Basic organized training:

This training will be organized by colleges and institutes for the rehabilitation of national manpower in the middle frameworks (except the College of Basic Education, and some outputs of the College of Nursing) enter the job market for the first time. During the period (2003/2004-2005/2006) the number of students who have been admitted to this kind of training (65401) were students/trainees and the number of graduates was (36491), during the same period.

**Table No. (25)**

**The following shows The number of admitted, enrolled and graduated in colleges institutes of the Authority during the period mentioned:**

statement	2003/2004	2004/2005	2005/2006	2006/2007
Admitted	16748	16133	16780	15740
Enrolled	33622	35308	37766	36653
gGraduates	8590	7884	10090	9927

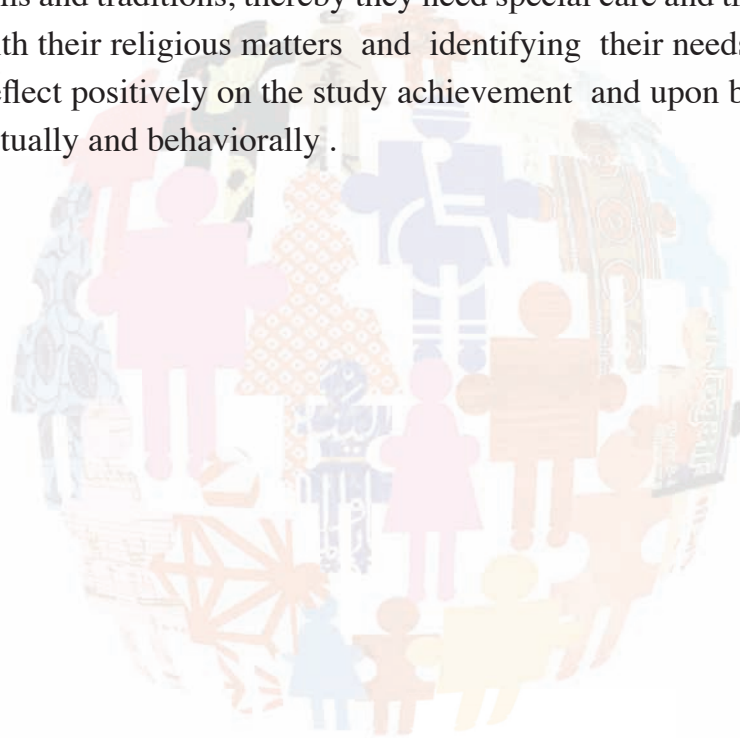
The Public Authority for Applied Education and Training is considered the largest edifice for applied education in Kuwait—within the framework of cultural exchanges between Kuwait and brotherly and friendly countries to provide a number of scholarships to the children of those countries, in addition to the associations and authorities officially approved to receive education in the different colleges affiliated to the Authority. The number of scholarships provided to expatriate students is (1049), of which (631) are for boys, and (418) are for girls of different nationalities (86 nationalities), during the 18 years, (from 1988/1989 till 2007/2008). The authority provides all human potential in addition to providing all types of care necessary for the successful completion of the study, for those students. A number of graduates, from the Authority, (formerly scholarship students), have occupied leading posi-



tions in their countries .This is due to providing the suitable academic environment, all aspects of integrated care, and different activities they need.

The Deanship of Student Activities and Welfare in the Authority play its role in providing care to a scholarship student since his nomination, even after receiving his graduation certificate course and his return to his country. This is due to the recognition of the Authority with the importance of the expatriate student, and work to resolve all his social, scientific, academic and cultural problems.

Because the expatriate students who are studying ,in the Public Authority for Applied Education and Training, belonging to several nationalities, coming from different environments with different customs and traditions, thereby they need special care and treatment and efforts to orientate them with their religious matters and identifying their needs and problems and resolving them to reflect positively on the study achievement and upon building personality of Muslims intellectually and behaviorally .



**Table (26)**

**Numbers of students enrolled from government grants (Non-Kuwaiti) in the Public Authority for Applied Education and Training in the academic years 2004/2005 - 2006/2007**

College	1st Semester	Specialization	Boys / girls	Total	
College of Basic Education	1st 05/2004	Education Technology	Boys	2	
College of Commercial Studies		Library & Information Sciences		2	
College of Basic Education		Administration		1	
College of Basic Education		1st 05/2004	Religion	Girls	1
			English Language		1
			Arabic Language		1
			Computer		1
College of Basic Education	2nd 05/2004	Kindergarten	Girls	1	
		Electricity		2	
		Education Technology		1	
		Computer		1	
College of Technological Studies	1st 06/2005	Education Technology	Boys	2	
		Petroleum Engineering - Exploration and development		1	
College of Basic Education	1st 06/2005	Petroleum Engineering - production and export	Girls	1	
		Home Economics		2	
		Religion		3	
		Mathematics		1	
		Science		3	
		English Language		3	
		Education Technology		4	
		Kindergarten		3	
		Library & Information Sciences		1	
		College of Nursing		2nd 06/2005	Diploma of general nursing
College of Technological studies	Computer engineering	1			
College of Technological studies	Pharmaceutical Sciences	1			
College of Basic Education	2nd 06/2005	Home Economics	Girls	1	
College of Basic Education	2nd 06/2005	Religion		1	
		Arabic Language		1	
		Education Technology		1	
		Library & Information Sciences		1	
College of Health Sciences	2nd 06/2005	Dietetics	1		

College of Basic Education		Interior Design	Boys	1		
		Education Technology		1		
		Computer		1		
College of Commercial Studies		Administration		1		
		Insurance		1		
		Computer		1		
		Accountancy		1		
		Law		1		
College of Technological Studies		Electronics Communications		1		
		Building Construction		1		
		Car Mechanics		1		
		Petroleum Engineering - Exploration and Development		1		
		Petroleum Engineering - Production and Export		2		
		Computer Engineering		1		
College of Health Sciences	1st 07/2006	Pharmaceutical Sciences		1		
College of Basic Education		Home Economics		4		
		Religion		6		
		Art Lessons		1		
		English Language		1		
		Arabic Language		2		
		Education Technology		1		
		Computer		1		
		Kindergarten		1		
		Library & Information Sciences		1		
		Diploma of General Nursing		3		
College of Nursing		Administration		1		
College of Commercial Studies		Banking		2		
		Law		1		
		Computer Engineering		2		
College of Technological Studies		Pharmaceutical Sciences		1		
		Medical Laboratory Technology		1		
College of Health Sciences						
College of Basic Education		2nd 07/2006		Electricity	Boys	1

College of Commercial Studies	2nd 07/2006	Resources Management	Boys	1
College of Technological Studies		Electric Machines		2
		Petroleum Engineering - Production and Export		1
		Computer Engineering		2
College of Basic Education		Girls	Home Economics	1
College of Nursing			English Language	1
College of Health Sciences			Diploma of General nursing	1
College of Basic Education	1st 08/2007	Dietetics	Boys	1
		Education Technology		7
College of Nursing		Computer		1
College of Commercial Studies		Library & Information Sciences		3
		Diploma of General Nursing		2
		Resources Management		1
		Administration		1
College of Technological Studies		Banking		4
		Accountancy		3
		Electronics Communications		1
		Building Construction		1
		Petroleum Engineering - Exploration and Development		1
College of Basic Education		Petroleum Engineering -		2
		Religion		2
		English Language		4
		Arabic Language		3
		Education Technology		2
		Computer		4
		Library & Information Sciences		3
		Diploma of General Nursing		2
	Administration	2		
	Banking	3		
College of Technological Studies	Law	1		
	Electronics Communications	1		
	Pharmaceutical Sciences	1		
College of Health Sciences	Medical Laboratory Technology	3		
College of Basic Education	2nd 08/2007	Education Technology	Boys	1
College of Commercial Studies		Computer		1
College of Basic Education		Accountancy		2
College of Basic Education	2nd 08/2007	Arabic Language	Girls	2
College of Basic Education		Education Technology		2
College of Technological Studies		Family & Consumer Sciences		1
College of Health Sciences		Electronics Communications		1
College of Health Sciences		Medical Records		1



**Third,**

***Inclusive Education  
(Path to the Future)***

**Initiatives and Innovations Related to the Vision of Inclusive Education**





## The approaches, the scope and the content

### The Concept of Inclusive Education

#### (The Current Vision)

##### **The Concept of Inclusive Education:**

Indicates the concept of the whole (inclusive) education, the education that provides an opportunity for all children to obtain the right to education regardless of the differences between them, whether because of race, colour, religion and other humanity differences, so that education in the same environment is provided without discrimination.

##### **Images of Isolation and Exclusion:**

The picture of separation or exclusion of children emerges as follows:

- 1 - Because of lack of access to education due to economic conditions such as poverty, for example.
- 2 - Geographic factors and the related vastness of the State and its position within the areas of deserts or forests and other conditions that impede the learning process.
- 3 - Some children's are exposed to physical disabilities.
- 4 - Children of minority groups living within some countries where deprived of the opportunity of education.
- 5 - Children who exposed to some diseases such as AIDS sufferers.

**The Legal and Legislative Framework for the Inclusive Education: Inclusive based education concentrates on a group of legal and legislative frameworks, which include:**

- 1 - Universal Declaration of Human Rights, article 26, which indicates that the (the right to education for all individuals and it must seek to achieve comprehensive development of the human personality and increasing respect for human rights and fundamental freedoms).
- 2 - UNESCO Convention for fighting Discrimination in Education in 1960.
- 3 - The Convention on the Child's Rights in 1989, which stipulates the right of all children to education without discrimination.
- 4 - World Declaration on Education for All (Jomtien) in 1990.
- 5 - International Conference items on Special Needs Education in Spain in 1994.
- 6 - Literacy standards that have been mentioned at the World Education Forum in Dakar in 2000 which confirmed that all children should have access to primary education by 2015.
- 7 - The United Nations Convention on the Rights of Persons with Disabilities, in 2006 which refers to the educational merging at all levels.
- 8 - Legislations and national laws contained in constitutions and States, legislations as is the case in the Constitution of the State of Kuwait.



## **Challenges facing the Inclusive Education:**

Although some countries sought to achieve political inclusive education yet there are some obstacles that impede the completion of this policy, which constitute at the same time, major challenges, including:

- 1- Educational policies that exclude some children with special needs education.
- 2 - The financial aspects have significant role in achieving inclusive education because it is trying to create a school environment to achieve learning and access to all children, therefore the inclusive education requires considerable financial budgets.
- 3 - The curriculum represents a fundamental pillar of education as they contain aspects of knowledge, skills, emotional and educational experience. Generally, in the inclusive education, curriculums should cover these concepts and fit the idea of merging among the educated and not stereotypes.
- 4 – The inclusive education requires a high professional and educational level on the part of the teachers and this makes academic and professional preparation imperative for all teachers in addition to training programmes before and during the service.

## **The Inclusive Education in the Kuwaiti Education:**

Education in Kuwait is based on providing opportunities for all children without discrimination, where it was explicitly mentioned in more than a law or legislation, and can be seen through the following aspects:

- 1 - Article 40 of the Kuwaiti constitution stipulates that (Education is a right to all the Kuwaitis. guaranteed by the State of Kuwait in accordance with the law and within the rules and ethics, and compulsory education is free in its early stages in accordance with the law).
- 2 - Compulsory Education Law which was issued in 1965 emphasized that the free compulsory education for all children of Kuwaiti males and females from the beginning of primary school until the end of the intermediate stage, and the State is committed to providing school buildings, books and teachers and everything, to ensure the success of compulsory education, from the human and material sources.
- 3 – The Amiri decree issued in 1987 related to general education stipulated that (Education is a right guaranteed by the State to all Kuwaitis) and Article 2 (Education in the Kuwaiti government schools is free of charge.

## **B- General policy for the general education system:**

The general policies are the fundamental principles and conditions governing the planning and implementation process stemming from the strategy, and these general policies are relatively steady, unlike the policies of the programmes and plans that deal with the stages of limited time, the latter type of policies is subject to change in accordance with dictates of the

prevailing conditions in the period of mid or short-term plans .

The following are the general key policies for the general education system compatible with the content of the strategy:

- 1 - To ensure that the needs of the community from general education are met and to cope with it through the continuing development actions.
- 2 - Continue to work for providing adoptive and community strategy for general education.
- 3 - To give time priority to the process of institutional reform in the sector of general education as a prerequisite for the success in the implementation of the strategy.
- 4 - Encouraging the private sector to shoulder a greater burden of possible investment in the provision of general education services .
- 5 – Adopting scientific research methodology in the implementation of various development work in the general education system.
- 6 – Widening the circle of institutions charged with the process of evaluating curriculums and their development and not be limited to the competent organs in the Ministry of Education.
- 7 – Strengthening the bonds of relationship between the school and the community around it (parents and local organizations).
- 8 – Benefiting from the successful experiences models for the development of general education systems in other countries.
- 9 – Continuing to respond to the recent trends in educational sciences .
- 10 - continue to benefit from the expertise of the international institutions concerned with education.
- 11 - Commitment to indicative scientific planning as a key approach in working to implement the requirements of the strategy and achieving its objectives.
- 12 – Adopting continuous assessment of performance at each stage of the implementation of the strategy.

### **Inclusive Education Issues Related to Education Policy:**

**The experiment of integrating people with special needs was divided into two types:**

#### **Partial integration :**

It is the integration of special needs students in special classes with their regular schools provided that the number of students in these classes does not exceed eight students per class - in addition to providing support service to those students in basic needs.

#### **Inclusive-Holistic integration:**

It is the integration of special needs students in regular classes of students by merging 5 students with special needs with 15 normal students .

This merger did not apply to all disabilities, but applied only to disabilities of (learning

difficulties - and the slow-learning) as to severe disabilities, they are taught in special classes in their schools.

The merger experiment is considered a successful one as we have not received any objection from the schools before applying it – and it should be noted that no serious study has been done to assess the experiment scientifically .

The contribution of private education in special needs education is reflected through the establishment of fully special schools, whether they are Arab or foreign schools .

**Table No. (27)**

**The following shows the distribution of special needs students in special education \* (2005/2006 to 2007/2008)**

Statement		Male			Female			Total		
		K	Non-K	Total	K	Non-K	Total	K	Non-K	Total
2005/2006	Kindergarten	21	1	22	5		5	26	1	27
	Primary stage	83	7	90	38	3	41	121	10	131
	Intermediate stage	48	3	51	24		24	72	3	75
	Secondary stage	47		47	3	1	4	50	1	51
	Special needs	878	87	965	474	56	530	1352	143	1495
	Total	1077	98	1175	544	60	604	1621	158	1779
2006/2007	Kindergarten	30	11	41	10		10	40	11	51
	Primary stage	101	10	111	33	7	40	134	17	151
	Intermediate stage	81	6	87	30	3	33	111	9	120
	Secondary stage	75	2	77	22	1	23	97	3	100
	Special needs	659	66	725	356	50	406	1015	116	1131
	Total	946	95	1041	451	61	512	1397	156	1553
2007/2008	Kindergarten	58	10	68	32	3	35	90	13	103
	Primary stage	339	28	367	205	21	226	544	49	593
	Intermediate stage	248	14	262	113	6	119	361	20	381
	Secondary stage	51	4	55	27	3	30	78	7	85
	Special needs	1041	115	1156	605	62	667	1646	177	1823
Total		1737	171	1908	982	95	1077	2719	266	2985

**Includes students enrolled in classes or merger in independent schools and private special needs**

There is great interest on the part of parents to register their children, with special needs ,in special education schools and this shows the spread of awareness to let their children participate normal students in their classes. This is shown from the previous table where the number of students rose to 1206 student in 2007/2008 compared with 2005/2006

**Table No. (28)**

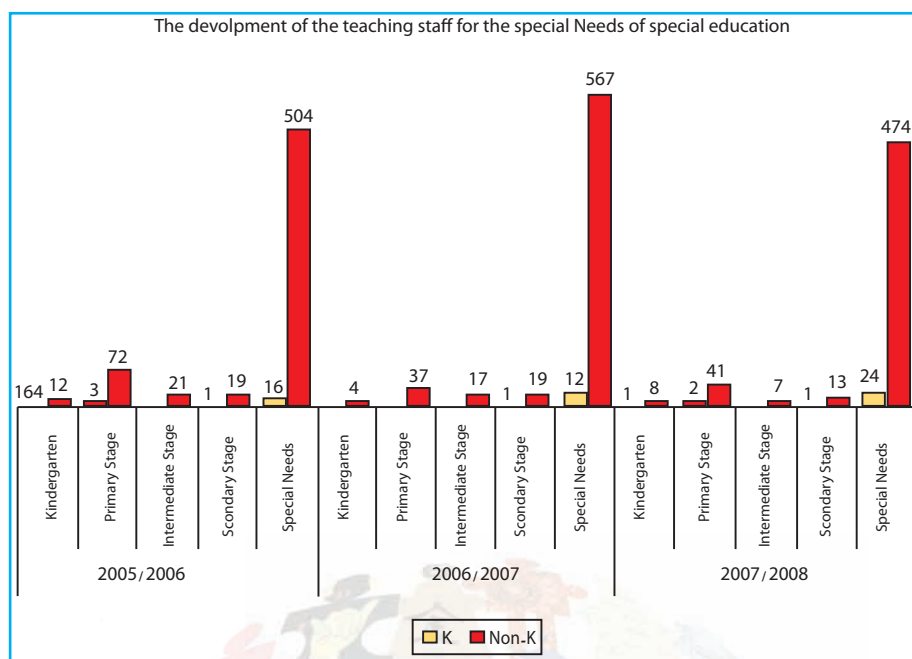
The following shows the development of the numbers of the teaching staff in the special needs of special education \* (2005/2006 to 2007/2008)

Statement		Male			Female			Total		
		K	Non-K	Total	K	Non-K	Total	K	Non-K	Total
2005/2006	Kindergarten				1	12	13	1	12	13
	Primary stage		5	5	3	67	70	3	72	75
	Intermediate stage		4	4		17	17		21	21
	Secondary stage	1	7	8		12	12	1	19	20
	Special needs		115	115	16	389	405	16	504	520
	Total	1	131	132	20	497	517	21	628	649
2006/2007	Kindergarten					4	4		4	4
	Primary stage		6	6		31	31		37	37
	Intermediate stage		3	3		14	14		17	17
	Secondary stage	1	12	13		7	7	1	19	20
	Special needs		134	134	21	433	454	21	567	588
	Total	1	155	156	21	489	510	22	644	666
2007/2008	Kindergarten				1	8	9	1	8	9
	Primary stage		10	10	2	31	33	2	41	43
	Intermediate stage		2	2		5	5		7	7
	Secondary stage	1	8	9		5	5	1	13	14
	Special needs	2	133	135	22	341	363	24	474	498
Total		3	153	156	25	390	415	28	543	571

The integration of Down's syndrome children and slow-learners in general governmental education

### First: the integration of Down's syndrome children

A ministerial decision was issued on 18/5/1997 on opening special classes for children of Down's syndrome in order to provide maximum educational, psychological and social care to these children within the natural environment of their peers in kindergarten and getting them to acquire appropriate skills to help them with self-reliance and strive to make the child a productive force in the future within his/her means and capabilities, and then another ministerial decision was issued on 20/8/2001 on the opening classes of Down's syndrome in the primary stage.



**Table No. (28)**

The following shows the development of the numbers of schools, classrooms and students of Down's syndrome category from 2004/2005 to 2007/2008

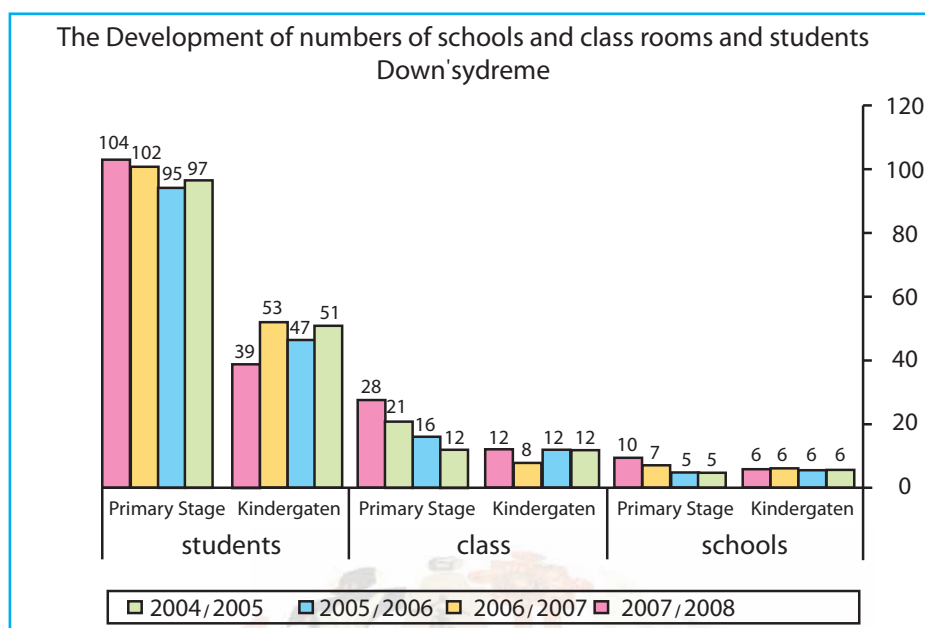
Statement	Kindergarten			Primary stage					
	Schools	Classes	Pupils	Schools		Classes		Pupils	
				Boys	Girls	Boys	Girls	Boys	Girls
2004/2005	6	12	51	3	2	6	6	46	51
2005/2006	6	12	47	3	2	8	8	47	48
2006/2007	6	8	53	4	3	9	12	48	54
2007/2008	6	12	39	5	5	13	15	51	53

**Second: the slow learners**

The ministerial decision was issued in 1996 on opening special classes for this category to serve both the primary and the intermediate stages to provide maximum opportunities for merging them with their normal peers and avoiding their isolation from the regular school environment in addition to seeking to engage them with their peers in ordinary academic and non-academic activities whenever possible.

The provided programmes:

- 1 - Providing appropriate educational means.
- 2 - Training and Rehabilitating the program workers, teachers and psychologists, technical supervisors and schools managers containing this category.
- 3 - Preparing curricula to suit the needs and capabilities of this category.



**Table No. (29)**

**The following shows the development of the numbers of schools classrooms and students category of Down's syndrome from 2004/2005 to 2007/2008**

Statement	Primary stage						Intermediate stage					
	Schools		Classes		Pupils		Schools		Classes		Pupils	
	boys	Girls	boys	Girls	boys	Girls	boys	Girls	boys	Girls	boys	Girls
2004/2005	2	2	5	5	32	41	3	2	14	8	130	75
2005/2006	2	2	5	6	37	49	3	2	14	8	142	80
2006/2007	2	2	6	5	36	35	4	3	15	11	138	77
2007/2008	2	2	5	5	34	25	4	3	16	11	129	80

**The Most Important Challenges to Ensure Social Integration and Inclusive Education:**

The demands have increased after the success of the educational experiment of integrating the categories of learning difficulties, slow learners and Down's syndrome in regular schools which was carried out by the Secretariat of Special Education in past years.

Giving the right to the disabled to integrate with their non-disabled peers in regular schools that belong to different residential areas.

Avoiding the separation of the disabled in special education schools and providing all opportunities to merge to lead normal life.

Educational integration helps to orientate the disabled and their families of their social rights and claim the right to life as the others from the non-disabled.

Unifying the reference of special education teaching and non-duplication between the Secretariat of the Special Education and non-duplication between the Secretariat of Special Education and the Department of Special Education.

As we are still, in spite of being the twenty-first century, facing major challenges in the educational integration of people with disabilities, how can we ask for the educational integration and Kuwait is still, in special education schools established in the fifties and providing educational services for students with disabilities in an isolated school environment. The establishment of special education schools in that era was due to the inability of students with disabilities to complete their education only through isolating them from their peers to receive regular educational programmes to suit their special needs. This is contrary to the appeals by many countries of the developed world on the importance of integration of people with disability because of the capabilities of the students with disability that help them receive education with their peers in regular public schools. Many countries in the area of educational merging have preceded us and had had evolutionary movements since the mid-twentieth century to pass legislation and laws to give the students with disabilities the right to receive education in general schools. Obstacles facing the implementation of the merger:

There are some obstacles that prevent the implementation of integration program in education for students with disabilities, as follows:

- Implementation of renewal project of building schools for the complex special education and re-construction, which includes all disabilities will delay the integration project for two further years.
- Some official educationalists engaged in decision making are not convinced that the time has come for the merger of education and preparing for it.
- The opposition of some people of the non-disabled students in regular schools.
- Fear and hesitation to take such a decision for fear of the future negative consequences and criticism of others.
- The opposition of teachers in regular classrooms and lack of desire to merge and join the disabled in regular classrooms because of the increase of the burden of teaching and teacher's efforts exerted for the disabled students.

Despite the potential existence of the previous obstacles, the accurate implementation of a mechanism will help to alleviate these obstacles and promote the educational process for the disabled.

Legal Framework:

In completion of what the State of Kuwait provides care and attention and distinctive educational services for the children with special needs and gives material and moral assistance to provide a decent life for them.

Based on the provisions of the Kuwaiti constitution and the related laws, the law No. 49

of 1996 was issued :

Where it tackled in its twenty–four articles the definition of the disabled persons and putting this law into force on citizens and non-citizens to provide integrated and continuing services in all areas of life. This law also specified (the rights of persons with disabilities), their rehabilitation and reintegration in the society and admitting them in education and rehabilitation centers and finding the appropriate jobs for them.

The Supreme Council for the Disabled is making general policy for the care of the disabled and approving the requirements and determining their special needs and forming the relevant committees for the study and preparation and submission of proposals, control and follow-up and setting fund management, and determining their disbursement and accepting aids and assistances.

An explanatory memorandum is attached to the draft law No. 49 in 1996, This category won the prime concern and the attention of the State through providing care and facilitate services in the area of education, rehabilitation, employment, health care and providing access to a decent life for them through specialized centers and institutions both private and public and finding ways to integrate them in the society and changing society’s vision towards them as a powerless category .The results of this encouragement clearly appeared the achievements done by the including those with disabilities from the successes and excellence at the local and external level in many programs, activities and local and foreign participations representing the State honorably in all forums.

The Groups which the Current Policies Must Take Into Account:

### **First: People With Special Needs:**

Kuwaiti constitution provides on the human right to education, in response to that issued, laws on compulsory education to cover all categories. Therefore, it can not be said that there had been excluded groups or lack of interest in education and in confirmation of that initiated the education of individuals who suffer from various disabilities, whether audio-visual or physical or mental, through the establishment of the first school of special education in 1955 when Al-Nor school was opened followed by opening the rest of schools, which specialize in the different disabilities until the number of schools reached (16) half for boys and the other half for girls.

The following tables show the interest of Kuwait in this category:



**Table No. (30)**

**The following shows the names of special education schools by type of disability and the available educational levels .**

School name		Established in	Disability	Educational stage
Al-Raga'a	boys	1963	mobility	Primary-Intermediate-Secondary
	girls			
Al-Noor	boys	1955	visual	Preliminary -Primary-Intermediate
	girls	1958		
	boys	1959	hearing	Primary-Intermediate
	girls	1960		Primary
Al-Amal	boys	1960	mental	experiences
	girls			
Special needs pupils	boys	1967	Mental+ hearing	Rehabilitation of special needs
	girls	1968		Rehabilitation of Al-Amal & special needs
	boys	1999	Mental+ hearing	Practical studies based on abilities and readiness
	girls			
Rehabilitating pupils with special needs	boys	1985	Down's syndrome	1st stage -preparation stage -training stage
	girls			Kindergarten-1st stage -preparation stage -training stage
Autistic	boys	1999	Autistic	experiences
Al-Ata'a	girls	2002	Mental+ hearing + visual	Level I +Level II
	boys			

**Table No (31)**

**shows the changes in numbers of schools and classes in special education schools .  
(2004/2005-2007/2008)**

Statement		Al-Raga'a	Al-Noor	Al-Amal	Special needs education	Rehabilitating pupils with special needs Vocational rehabilitation	workshops	Al-Wafa'a	Autistic behaviour	Al-Ata'a	Grand Total
Schools	2004/2005	Boys	3	3	3	3	1	3	1		17
		Girls	3	3	1	2	2	4		1	16
		Total	6	6	4	5	3	7	1	1	33
	2005/2006	Boys	3	3	3	3	1	3	1		17
		Girls	3	3	1	2	2	4		1	16
		Total	6	6	4	5	3	7	1	1	33
	2007/ 2006	Boys	3	3	3	1	1	3	1		15
		Girls	3	3	1	2	2	4		1	16
		Total	6	6	4	3	3	7	1	1	31
	2007/2008	Boys	3	3	2	1	1	3	1		14
		Girls	3	3	1	1	2	4		1	15
		Total	6	6	3	2	3	7	1	1	29
Classes	2004/2005	Boys	21	10	24	18	45	13	14		145
		Girls	20	9	6	15	42	14		7	113
		Total	41	19	30	33	87	27	14	7	258
	2005/2006	Boys	21	11	23	18	19	12	13		117
		Girls	21	9	5	15	37	13		7	107
		Total	42	20	28	33	56	25	13	7	224
	2006/2007	Boys	22	11	22	18	46	11	15		145
		Girls	21	10	6	13	40	12		7	109
		Total	43	21	28	31	86	23	15	7	254
	2007/2008	Boys	25	17	14	16	35	10	13		130
		Girls	33	12	8	11	65	12		10	151
		Total	58	29	22	27	100	22	13	10	281

**Table (32)**

**Shows the changes in numbers of students in special education schools during 2004/2005-2007/2008**

Statement			Al-Raga'a	Al-Noor	Al-Amal	Special needs education	Rehabilitating pupils with special needs Vocational rehabilitation	workshops	Al-Wafa'a	Autistic behaviour	Al-Ata'a	Grand Total
2004/ 2005	K	Boys	164	39	86	218	354	Al-Anal & special needs pupils	61	17	23	962
		Girls	134	32	26	97	382		70		14	755
		Total	298	71	112	315	736		131	17	37	1717
	Non-K	Boys	48	15	83	26	54		8	3	3	240
		Girls	23	12	16	15	54		17		3	140
		Total	71	27	99	41	108		25	3	6	380
	Al-Raga'a Total	Boys	212	54	169	244	408		69	20	26	1202
		Girls	157	44	42	112	436		87	0	17	895
		Total	369	98	211	356	844		156	20	43	2097
2005/ 2006	K	Boys	181	46	81	202	346		55	14	21	946
		Girls	142	37	26	69	362		63		18	717
		Total	323	83	107	271	708		118	14	39	1663
	Non-K	Boys	55	13	75	27	59		7	3	4	243
		Girls	30	13	18	17	50		15			143
		Total	85	26	93	44	109		22	3	4	386
	Total	Boys	236	59	156	229	405		62	17	25	1189
		Girls	172	50	44	86	412		78	0	18	860
		Total	408	109	200	315	817		140	17	43	2049
2006/ 2007	K	Boys	198	46	71	190	339		48	14	21	927
		Girls	152	33	30	65	331		46		12	669
		Total	350	79	101	255	670		94	14	33	1596
	Non-K	Boys	62	13	73	38	51		7	2	2	248
		Girls	33	15	19	15	51		10			143
		Total	95	28	92	53	102		17	2	2	391
	Total	Boys	260	59	144	228	390		55	16	23	1175
		Girls	185	48	49	80	382		56	0	12	812
		Total	445	107	193	308	772		111	16	35	1987
2007/ 2008	K	Boys	189	46	65	118	353	36	13	16	836	
		Girls	152	34	25	61	334	40		8	654	
		Total	341	80	90	179	687	76	13	24	1490	
	Non-K	Boys	58	15	72	22	40	9			216	
		Girls	40	15	18	14	52	9		1	149	
		Total	98	30	90	36	92	18	0	1	365	
	Total	Boys	247	61	137	140	393	45	13	16	1052	
		Girls	192	49	43	75	386	49	0	9	803	
		Total	439	110	180	215	779	94	13	25	1855	

\* Students of Al-Wafaa and Al-Ata'a kindergarten schools from both sexes.

The previous Chart shows the decline in the number of students receiving special education, as the total number of students in the year 2004/2005 was (2097) male / female students

while the number in the year 2007/2008 (1855) students, meaning that the rate of decline was (242) male/female students and this is due to several reasons including that the development of special education which differs from the general education, and the tendency of parents of preliminary matters whether through special schools for this category or through special classes in special education schools.

**Table No. (30)**

**Shows the changes in numbers of the teaching staff in special education schools  
2004/2005 - 2005/2006**

Al-Raga'a Statement		2005/2004					2006/2005				
		Boys' Schools		Total	Girls' Schools		Boys' Schools		Total	Girls' Schools	
		Males	Female		Female	Males	Female	Female			
	K	19	27	46	70	116	20	34	54	72	126
Al-Noor	Non-K	34	5	39	16	55	31	6	37	16	53
	Total	53	32	85	86	171	51	40	91	88	179
	K	21	5	26	29	55	24	7	31	31	62
Al-Amal	Non-K	15	3	18	13	31	15	2	17	12	29
	Total	36	8	44	42	86	39	9	48	43	91
	K	26	15	41	23	64	22	12	34	23	57
Special needs pupils	Non-K	37	2	39	10	49	34	3	37	9	46
	Total	63	17	80	33	113	56	15	71	32	103
	K	13	3	16	46	62	15	3	18	40	58
Rehabilitating pupils with special needs	Non-K	27		27	12	39	26		26	10	36
	Total	40	3	43	58	101	41	3	44	50	94
	K	41		41	64	105	27	12	39	67	106
workshops	Non-K	37		37	17	54	41		41	17	58
	Total	78	0	78	81	159	68	12	80	84	164
	K	12	6	18	49	67	12	7	19	43	62
Al-Wafa'a	Non-K	53	1	54	16	70	54	1	55	16	71
	Total	65	7	72	65	137	66	8	74	59	133
	K	10	20	30	48	78	11	15	26	42	68
Autistic behavior	Non-K	12	3	15	5	20	12	3	15	5	20
	Total	22	23	45	53	98	23	18	41	47	88
	K	25		25		25	3	21	24		24
Al-Ata'a	Non-K	3		3		3	4		4		4
	Total	28	0	28	0	28	7	21	28	0	28
	K			0	21	21			0	19	19
Total of schools	Non-K			0	3	3			0	4	4
	Total	0	0	0	24	24	0	0	0	23	23
	K	167	76	243	350	593	134	111	245	337	582
	Non-K	218	14	232	92	324	217	15	232	89	321
	Total	385	90	475	442	917	351	126	477	426	903

**Table (35)**

**shows the changes in numbers of the teaching staff in special education schools, during 2004/2005 - 2007/2008**

Statement		2007/2006					2008/2008				
		Boys' Schools		Total	Girls' Schools		Boys' Schools		Total	Girls' Schools	
		Males	Female		Female	Grand Total	Males	Female		Female	Grand Total
	K	19	37	56	90	146	30	53	83	99	182
Al-Noor	Non-K	37	5	42	22	64	38	7	45	20	65
	Total	56	42	98	112	210	68	60	128	119	247
	K	23	15	38	41	79	36	17	53	48	101
Al-Amal	Non-K	17	3	20	15	35	17	4	21	13	34
	Total	40	18	58	56	114	53	21	74	61	135
	K	22	12	34	23	57	30	15	45	29	74
Special needs pupils	Non-K	34	3	37	10	47	31	2	33	11	44
	Total	56	15	71	33	104	61	17	78	40	118
	K	17	5	22	39	61	27	6	33	49	82
Rehabilitating pupils with special needs	Non-K	25		25	10	35	24		24	12	36
	Total	42	5	47	49	96	51	6	57	61	118
	K	34	13	47	74	121	44	5	49	96	145
workshops	Non-K	51		51	24	75	52	1	53	26	79
	Total	85	13	98	98	196	96	6	102	122	224
	K	13	9	22	77	99	15	9	24	57	81
Al-Wafa'a	Non-K	66	2	68	23	91	62	2	64	24	88
	Total	79	11	90	100	190	77	11	88	81	169
	K	13	18	31	41	72	13	23	36	37	73
Autistic behavior	Non-K	11	2	13	5	18	12	2	14	4	18
	Total	24	20	44	46	90	25	25	50	41	91
	K	4	21	25		25	5	17	22		22
Al-Ata'a	Non-K	4		4		4	2	1	3		3
	Total	8	21	29	0	29	7	18	25	0	25
	K			0	25	25			0	26	26
Total of schools	Non-K			0	5	5			0	4	4
	Total	0	0	0	30	30	0	0	0	30	30
	K	145	130	275	410	685	200	145	345	441	786
	Non-K	245	15	260	114	374	238	19	257	114	371
Total		390	145	535	524	1059	438	164	602	555	1157

The increase in the number of the teaching staff is (340) in 2007/2008 compared with the year 2004/2005, this is an indication of the interest shown by the Ministry of Education by providing appropriate educational atmosphere for people with special needs according to their disabilities.

The number of Kuwaitis is continuously increasing because of the Ministry of Education's keenness on the need to have specialization in special education at the College of Basic Education of the Public Authority for Applied Education, which is annually celebrating the graduation of national cadres specialized in this area of special education needs.

However, the rate of students per teacher has declined in the year 2007/2008 to (1.6), while in the year 2004/2005 the rate was (2.3), due to the drop in the number of students receiving special education.

The experiment of the Ministry of Education in integrating children with special needs (impaired hearing) in general education schools started by following the experiment of impaired hearing in general education schools since the 1996/1997 school year in schools for boys and girls schools. The follow-up was by a working group composed of the Department of Special Education Schools based on Special Ministerial decision to include male/female teachers to follow up cases of impaired hearing in all essential materials.

The schools followed-up are distributed to the six educational areas of education (capital - Hawalli - Farwaniya - Jahra - Mubarak Al-Kabeer - Ahmadi), at the beginning of each year there is a survey of all schools and all stages from kindergarten to secondary school boys and girls and prepare statistic of the situation and level of education and grade. Each case file includes medical reports, social and visits and follow-up and evaluation cards are in constant contact between the commission and the school and parents to inform them about the evolution of the situation and level of educational attainment for their children.

Thank God the results were positive as to the progress level of achievement and high grades in addition to the significant improvement in pronunciation result of the follow-up of the speech specialist and communication exercises, and the continued follow-up of their hearing aids.

### **Kuwait Institute for Scientific Research:**

Kuwait Institute for Scientific Research was established in February 1967, and in the year 1981 an Amiri decree was issued emphasizing that the Institute's public institution with independent legal personality, supervised by a Minister, to be chosen by the cabinet, whose task is to do scientific research and technology development and assessment of consultative and professional services, development of human resources and competencies. In order to serve national needs and support economic and social development in the State of Kuwait. Project for Development of Education Technology for the People with Special Needs: The efforts concentrated on the Institute for the development and the development of cadres to serve all segments of society were topped with the attention for those of special needs to strengthen their role in society. Accordingly, the Research Institute formed specialized teams in communication and information, computer and electronics to develop appropriate engi-

neering solutions and techniques which cover this aspect. This group was able to realizing pioneering achievements in supporting people with special needs and the educational and training system in general. The most important of which are :

- “Projects for the development of Press for the printing of books in Braille using the software.”
- the “voice training programmes project for the deaf children using the Computer.”
- the project of building of a newspapers system for the blind.
- The project of using the computer for the blind students in special education schools.
- The project of building communication system for the physically disabled by using computers.
- The project of issuing Kuwaiti and regional and Arab “descriptive signal language dictionaries
- The project of issuing a “Dictionary for the Autistics .”
- The project of a workshop on “The Computer for the Blind students at Kuwait University.”
- Building a Braille printing using sheet metal.
- The project of memory reinforce for “the development of computer applications in Arabic to treat those inflected with dyslexia .”

It is worth mentioning that the projects listed are only examples of completed projects in this area. They have highlighted the role of Kuwait as a pioneer in this area. The Institute’s activities had been appreciated and welcomed by the League of Arab States, and all the blind associations in Arab countries which benefit from the results in addition to the deaf associations in Arab countries. The results won numerous awards at the global level.

## **Second: The Attention Given To The Juvenile Reform House :**

The Ministry of Education through department of social and psychological service follows up students at the juvenile reform house in coordination with the Ministry of Social Affairs and Labour and educational areas to ensure access to quality education, moral and educational rehabilitation and through the following steps:

1. Checking the students accused of legal cases and staying in the House , following them up and finding the remedial plan for them.
2. Corresponding with previous juvenile and considering his absence with acceptable excuse until he leaves the house and then joins the reform school through the Office of Social Service in the reform house .
3. The section provides the reform school with the missing documentation papers or a certificate student proving the non- cooperation with the guardian, though there was a difficulty in completing the required papers.
4. Facilitating the enrolment of students at his original school when he leaves the house to

preserve his future academic career.

5. The section, in cooperation with reform school, provides the observation students with test schedules of the end of the first semester or the end of the year.
6. The section in cooperation with the observer of the examinations and the student affairs provides committees for student's tests in school reform from the reform house to correction house.
7. The Section solves the problems of the school reform students.

Also, a special committee affiliated to the social and psychological service called (a follow-up committee of students at risk of delinquency), which undertakes the following:

1. Checking students accused of legal cases, staying in the reform house, following them up and develop a remedial plan for them.
2. Facilitating the transfer of students arrested to the reform school and facilitating their return to their schools, after leaving social reform house.
3. Contacting the different authorities to study the situation and providing ways and means to remedy it .

### **Ways Of Directing The Current Educational Reforms Towards Inclusive Education:**

Kuwait seeks to educational reform in all fields and levels and its contents as the most important ideas for reform were put forward in the National Conference for the Development of Education held in February 2008 under the auspices of H.H the Amir of Kuwait The most important issues discussed by the National Conference were:

1. The concept of quality control.
2. Educational aims .
3. The application of quality control in school administration.
4. Leadership between centralization and delegation.
5. Educational institution which includes stages of(kindergarten - primary – intermediate and secondary).
6. Educational research.
7. Curriculums development.
8. Professional development and in-service training.
9. Integration of people with special needs in general education.
10. National strategy for the use of technology in education.
11. Foreign private education in the State of Kuwait.
12. Institutions for preparing teachers.
13. The role of the private sector in education development.
14. Measurement of education development.
15. Religious education.



**Based on the visions and perceptions raised at the conference, a national document under the name of (a document of the development of education based on school reform) was presented, which included the most important projects for developing and reforming the educational system . The following are the most important of these projects :**

1. Establishment of the national authority for quality assurance standards .
2. Reviewing and updating curricula and teaching methods.
3. Activating the strategy by using ICT in education.
4. Integration of those with mobility disabilities in the general education system.
5. Developing pre-service teacher preparation programs .
6. Institutional capacity building in support of the development project based on school reform.
7. The development of vocational education during the service.
8. The establishment of boards of directors of schools.
9. Development of the evaluation process in the general education system.
10. Developing an institutional framework for the efficiency of the Ministry in policy analysis and strategic planning.
11. Strengthening the systems of the educational management information.
12. The Project of establishing the National Center for Educational Research.
13. Establishing a community partnership for the development of education.
14. The contribution of foreign private schools in the development of education.
15. Reconsidering the regulation and the overall structure of general education.

### **C. Systems , Linkages And Transformations :**

#### **The Main Obstacle of Inclusive Education:**

The most important obstacles for adopting the concept of the inclusive education are (economic, political and social) aspects as :

- Social attitudes towards integrating people with disabilities in regular classes.
- Opposition from some teachers in regular schools to integrate people with disabilities in their classrooms.
- The structure of special education, reality and future plans to develop its institutions.
- Reality of curricula of general education, and the demands of modifying and updating to meet the needs of different groups of learners.
- Reality of environments of general education schools, and the demands of adapting them to suit the circumstances of all students.

## **The Most Comprehensive Facilities for the Inclusive Education**

It has been referred, in more than one place in the report, to the importance of the existence of the proper environment for the entrenchment of the idea of the inclusive education and make it more flexible and applicable taking into account that this education is a right to every human being regardless of life circumstances, and in the light of this, special facilities must be provided to assist the deployment of inclusive education, including:

- 1 - Creating a legal framework and the legislative aspects which stress this type of education.
- 2 – Raising awareness in the community that nobody should be isolated or deprived of the right to education.
- 3 - The construction of an infrastructure compatible with the requirements of integration.
- 4 - The presence of curricula and appropriate and sophisticated teaching methods.
- 5 - Preparation of understanding teachers of the concept and the content of the inclusive education.

## **Actions Taken To Make The Educational System More Comprehensive**

The process of the entire education is community responsibility, so every sectors of society is concerned with this side, each according to his field and his work and his components. The responsibility seems in its form to be within the realm of the Ministry of Education, but if we look comprehensively, we will find that there are general and important procedures , at the same time, which help to make the educational system more comprehensive, including:

- 1 - The application of the articles of the Constitution and legislations which stated the human right to education.
- 2 - Limiting the forms of isolation and social exclusion, whatever its form and content.
- 3 - The integration of the State institutions in realizing the concept of inclusive education to everyone in their respective field and specialty
- 4 - The contribution of civil society institutions in consolidating the principles of inclusive education.
- 5 – Providing human and material resources for the advancement of education and make it more comprehensive.
- 6 - State directions to bring about a comprehensive development of education, which includes a good opportunity to move towards inclusive education.
- 7 - Positive social attitudes towards the upgrading of learning with special needs and who have adverse health conditions and characteristics such as :The Award of late Amir, Shiekh Jaber Al-Ahmad Al-Jaber Al-Sabah, (may Allah relieve his soul) for research and training in special education for the mentally disabled and aim at rewarding the contributions made by individuals, groups or organizations or centers Specializing in the areas of special educational needs of the mentally disabled.

- 8 - Development of educational evaluation system in primary education to facilitate the evaluation of pupils with special needs and includes various aspects of their development
- 9 - Direction to develop specialized centers for the development of educational research and curricula which help to bring about the desired development required to introduce the concept of inclusive education.
- 10 - In the framework of the efforts of the Ministry of Education in literacy and adult education 'It has exerted great efforts on the special needs of different disabilities (visual, audio and motion). The Ministry has set up Al-Raja'a Center for Adult Education & Literacy at the beginning of the academic year 2001 / 2002 from the premise that education is a right for all and was guaranteed by the Kuwaiti Constitution, and in accordance with the law 94/1996 on the care of the disabled in Article (2) which states providing the integrated, organized, and continuing services to persons with disabilities in several areas including: medical, social, educational, cultural, sporting and rehabilitation. The Center aims at eradication of illiteracy of the disabled elderly of both sexes, upgrading the educational and cultural and providing the disabled the opportunity to complete their education and then merge into the society to become productive members.

### **Actions Taken to Make the Educational System More Flexible in Order to Provide Educational Opportunities For Those Who Did Not Get Educational Qualifications**

Kuwait has been keen on providing educational opportunities for all and delivering them , through providing domains for learning to those who have not got the scholastic qualifications or those wishing to raise their educational level through what is known as continuing education. This is reflected in the following:

1. Literacy programs and adult education.
2. Courses provided by community service centers in the Kuwait University and Public Authority for Applied Education and Training.
3. The Centre for Continuing Education for Special Needs, which follows the administration of special education schools.
4. Training courses provided by the State Ministries.
5. Courses provided by the private training institutes.

### **D. Learners and Teachers**

#### **Ways and Principles of The Curricula Which Have Been Developed to Suit The Diversity of Learners**

##### **The Educational Updates In Curricula**

During the past years, the Ministry of Education introduced many of the developmental aspects in the area of curricula, which were represented as follows:

- 1 - Preparing comprehensive national documents of the study of all domains .
- 2 - The formation of higher committees for each school domain to provides descriptions, preparation, authorship, following-up of textbooks.
- 3 - The tendency towards the establishment of a new special e-learning unit affiliated to the curriculums sector .
- 4 – Showing the contents of the curriculums on the website of the Ministry of Education.
- 5 – Putting forward new courses consistent with modern variables such as books Constitution books , human rights and life-skills books and family and consumer sciences, agriculture and greening.

**Further, the Ministry of Education represented in the research sector and educational curricula developed a five-year plan for curriculum development in 2007/2008 -2011/2012, which included the following aspects:**

- 1 - Reference plan.
- 2 - Features of curriculum development in the State of Kuwait.
- 3 – Procedures of action plan.

### **Features of Curriculum Development in the State of Kuwait:**

- Development of courses and developed curricula in line with development in the philosophy and objectives of education such as: life skills, human rights and the constitution, and freedom of choice.
  - The development of standards and educational materials for the curricula according to quality control standards in the curriculums designing.
  - Entrenching the teachings of the Islamic faith through the educational aims of all curriculums and its emphasis on content and educational activities.
  - Preserving the cultural identity of Kuwaiti and their fundamental rights.
  - Emphasis on the education value by focusing on the values of dialogue and respect for human rights, freedoms and the rule of law and communication with others in all curricula and their practical application in educational activities.
  - Strengthening the spirit of citizenship, national unity and its connections to the balance between rights and duties while maintaining the intellectual balance and adopting mediocrity and moderation as a civilized approach in all curriculum materials, particularly national courses and civics education and life skills.
  - Attention to comprehensive and complete growth of the learner through the focusing of the curriculum on the cognitive and psychological, emotional and dynamic aspects in formulating educational objectives of the curriculum in a way which brings about balance in these aspects.
- Getting the student acquainted with of self-learning skills and instilling self-knowledge

- and its acquisition in the era of the cognitive explosion.
- Centering the educational practices around the individual educational attitudes.
  - Increasing the degree of freedom granted to students in learning situations with greater stress on the options and alternatives given to them.
  - Positive dealing with the technological challenge by stressing the use of the curricula of the various sources of learning and the development of electronic curriculum to encourage students and teachers to self-learning.
  - The application of new educational concepts such as: individual learning, computer-assisted learning, technology with multiple means and centres of the sources of learning and the electronic library.
  - Linking the scientific subject to the technological development along with the interactive in the first grade of primary education to the end of the general education.
  - Diversifying and modernizing the methods and strategies of education and educational activities associated with them.
  - Modernizing the methods of assessment tools for evaluating student for measuring academic achievement.
  - Seeking assistance from the houses with global experience, for the development of curricula and publication and supplying of educational materials.
- Training and qualifying teachers to meet the diverse needs and expectations of learners:

### Table No. (36)

The Ministry of Education gave trainings to teachers and workers in the Ministry of Education with care to raise the professionalism and education through the implementation of specialized training courses. The following shows the most important programs and training courses during the academic year 2007-2008:

Suggested Trainer	S	The Training program	Full number	
			Trainee	F. Trainee
Growth & Development Department	1	Preparing employees in future schools	-	154
	2	Preparing employees in future schools	-	101
	3	Preparing employees in future schools	-	67
	4	Preparing employees in future schools	-	78
	5	For promotion to the position of Senior Teacher (Arabic•Religion) in general education schools	93	132
	6	For promotion to the position of Senior Teacher (English•French ) in general education schools	31	67
	7	For promotion to the position of Senior Teacher (Art lessons) in general education schools	10	30
	8	For promotion to the position of Senior Teacher (Mathematics ) in general education schools	36	14
	9	For promotion to the position of Senior Teacher (Physical education/ girls ) in general education schools	-	36
	10	For promotion to the position of Senior Teacher (Physical education/ boys ) in general education schools	7	25
	11	For promotion to the position of Senior Teacher (Civics-music -practical studies-family & consumer sciences ) in general education schools	84	40
	12	For promotion to the position of Senior Teacher (Science ) in general education schools	38	95
	13	For promotion to the position of Senior Teacher (Physical education / girls ) in general education schools	47	31
Religious studies Supervision	1	Tagweed The Holy Al-Qur'an level I & II	32	116
	2	Basic skills in teaching Religion	40	84
	3	Teaching The Religious Sciences	24	21
	4	Methods of teaching Religion"	23	85
	5	Scientific enrichment of „Religion"	21	80
Arabic Language Supervision	1	Modern requirements for performance in Grade 5	17	106
	2	Written expression skills & the technical basics for teaching & assessing them in intermediate & secondary stages	60	80
	3	Assessment Requirements in the development of the primary stage	-	75

Suggested Trainer	S	The Training program	Full number	
			Trainee	F.Trainee
English Language Supervision	1	Preparing new recruits from male /female teachers in primary & intermediate stages	16	100
	2	Modern trends in using technology as helping aide in teaching	-	10
	3	Skills of communication & dialogue & discussion	30	72
	4	Training course for the new technical supervisors of English Language	8	5
	5	The English Language developed curriculum in Grade 6 for male / female teachers in intermediate stage .	225	118
	6	Preparing Secondary school students for the TOEFL Test	18	17
	7	Refresher Course for male/ female teachers in intermediate & secondary stage	36	80
French Language Supervision	1	French Language new recruits (male / female )	10	11
	2	How to be a distinguished teacher	11	13
Science Supervision	1	Teaching the Science curricula in secondary stage	201	207
Home economics Supervision	1	Perfecting methods of learning	-	105
	2	How to make a distinguished Leader	-	109
Art Supervision	1	The Art of dying ( level I )	32	-
	2	The Art of printing ( level I)	13	15
	3	The Art of dying ( level II )	23	-
	4	The Art of printing ( level II)	15	15
Civics Supervision	1	The developmental program for the primary stage	12	172
Kindergarten Supervision	1	Designing Cartoons	-	45
	2	The Art of dialogue & addressing questions	-	60
Music Supervision	1	Playing the piano for the music courses in different stages	44	82
Libraries Supervision	1	Preparing reports & scientific researches	20	21

Suggested Trainer	S	The Training program	Full number	
			Trainee	F.Trainee
Physical education Supervision / Girls	1	Orientation on "Free choice" secondary stage	-	183
	2	Groups of exercises ( modern technical exercise)	-	82
	3	Groups of exercises ( artistic gymnastics )	-	58
	4	Groups of exercises (rhythmical gymnastics )	-	59
Physical education Supervision / Boys	1	Orientation for female teachers of primary stage on teaching &refereeing football	-	29
	2	Orientation for female teachers of primary stage on teaching &refereeing basketball	-	29
	3	Orientation for female teachers of primary stage on teaching &refereeing volleyball	-	28
	4	Orientation for female teachers of primary stage on teaching &refereeing handball	-	29
	5	Orientation for female teachers of primary stage on teaching &refereeing athletics	-	30
	6	Orientation for teachers of primary stage on teaching &refereeing gymnastics	-	30
Computer Supervision	1	"Logo" programming in intermediate stage	30	29
	2	Educational &vocational orientation for all new recruits at all stages	40	68
	3	The 1st for male/female computer teacher on the new curriculum of Grade 11	40	46
	4	Training secondary school teachers on vocabulary	40	84
	5	The 2nd for male/female computer teacher on the new curriculum of Grade 11	34	34
	6	Vocational orientation for the new recruits of male/female teachers of computer	51	42
	7	Orientation for preparing male/female teachers of commercial studies to teach computer	27	-
	8	"Logo" programming in intermediate stage	27	27
	9	Orientation for secondary school teachers to teach "information technology " course in Grade 12	51	60



Suggested Trainer	S	The Training program	Full number	
			Trainee	F.Trainee
Psychological & Social services department	1	The professional role of the beginner social worker in the area of social service	51	44
	2	The scientific and practical requirements to practice the school psychological service	23	16
	3	Stanford measurement version 4 on "Intelligence"	3	8
	4	"Violence" as one of the signs of extremism & modern educational ways to face	13	25
	5	Disturbance of sexual identity	1	16
	6	"Violence" as one of the signs of extremism & modern educational ways to face	13	25
Private Education Department	1	An introduction to speech disorders ( diagnosis & remedy)	-	12
	2	Classroom management & merging with students of mental and hearing disability	-	13
	3	The unified Arabic language signs	5	26
	4	Dealing with critical cases & how to modify their behavior	11	38
	5	Mentoring & mobility for the visually disabled	7	12
General Secretariat of private education	1	Methods of dealing with The children with Down's Syndrome	-	31
	2	The 12th for preparing and orientating teachers of special classes ( slow learners)	4	15
	3	Orientating the enrichment classes in secondary stage	2	8
Grand Total			1760	4009
			5769	

### How Can Educational Environments (Formal and Informal) be Organized Effectively to Ensure an Inclusive Education For All Learners

The goal of inclusive education has become an aim which all nations seek to achieve, so it needs policies and general organized plans in order to create appropriate educational environments that formulate cultural cognitive reference for education and this requires the following:

- 1 – Establishing a legal framework and explicit legislations which state for inclusive education and how to achieve it in the education environments whether formal or informal sector.
- 2 - preparation of an infrastructure suitable for the educational environments in a way which guarantees the achievement and the objectives of the educational system.
- 3 - The preparation of interactive curricula emanating from the needs and aspirations of the local community and international changes.
- 4 – preparing special training programs for teachers before and during the service.
- 5 – Finding an appropriate evaluation systems which help to achieve the aims of better education.

## Conclusion

The report, as a whole, covers the most important steps taken by the State of Kuwait for the advancement of teaching and learning processes and realizing the principles of inclusive education, which focuses on the nature of giving individuals the opportunity to receive education as fundamental right of their rights regardless of the level and form of the differences between them. The report is also considered a completion of previous reports and an organized step for subsequent reports, as it covers the period between 2004 to 2008.

The report makes clear, in its introduction, the general structure of the educational system in Kuwait, where education is divided into two areas:

1 - Formal education, which, in turn, is divided into:

A - Education under the supervision of the Ministry of Education and includes each of the: (general government education – government qualitative education - private education).

B - Education under the supervision of the Ministry of Higher Education and includes: (University of Kuwait - Public Authority for Applied Education).

2 Non-formal education: education, which is supervised by some government institutions and ministries, some organizations of the private sector, where some studies and training courses are provided.

The report, then, provides a vision on the most important challenges facing the education system represented in the following challenges (political - economic - cultural - social - technology - the cognitive ). Then it addresses the general aims and goals of the Ministry of Education in addition to the methodology policies for teaching and learning processes as well as the most important educational innovations in the regulatory and legal aspects such as the new educational ladder and the creation of a private sector on student activities.

The report also provides the most important aspects of the reform in the educational system of educational reform programs with mentioning the most important projects in the development of education in this context, in addition to the Schools of the Future and the National Conference for the Development of Education.

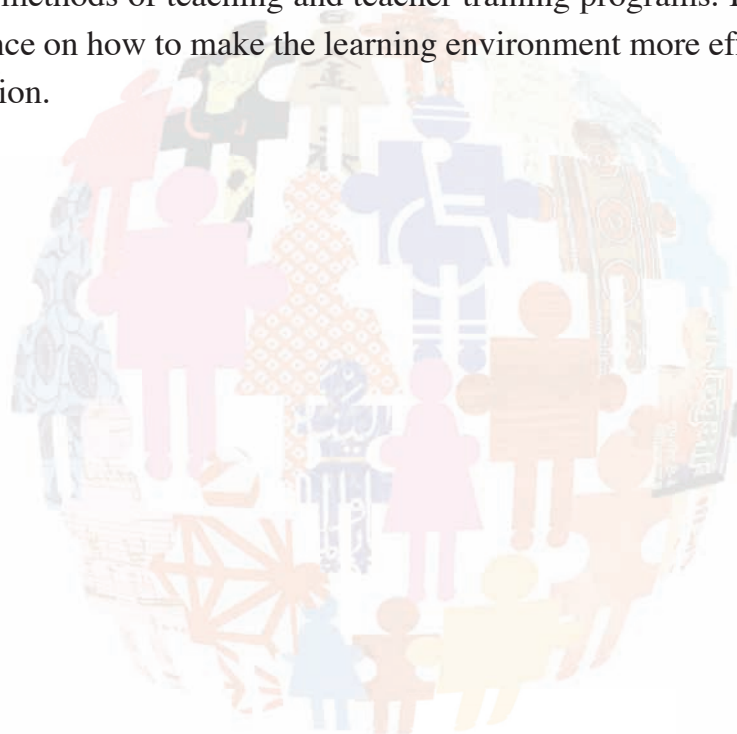
Subsequently the report covers the Kuwait University represented in the Faculty of Education by reviewing the goals, the principles and organizational structure of the Faculty with statistics showing the evolution of the number of the graduate students over the past years. The report also addresses the Public Authority for Applied Education by clarifying the infrastructure, strategic goals, general policies and the general framework of legislations and the relevant regulations, with a description of the most important modern variables of and future scenarios.

The report also shows the most important policies and achievements of the State of Kuwait for educational reform by focusing on areas of specific privacy such as the introduction to education and early childhood intervention and the most importantly related actions in addition

to the most important learning outcomes and teacher training before and during the service.

Then, the report provides a full chapter on the inclusive education by stressing its concept and the forms of isolation, social exclusion and the legal and legislative framework for the inclusive education and the challenges facing the inclusive education. Then, the report applies these methodologies to the reality of education in the State of Kuwait by reviewing the general policies of the educational system and the most important issues highlighted together with the expansion in showing the status of the special needs education and the forms of merging them in general education.

The report, later, moves to clarifying the most important ways to directing educational reforms towards the inclusive education by reviewing the general efforts in the area of reform, such as the National Conference on the Development of Education, Curriculums Development and ways and methods of teaching and teacher training programs. In the end of the report makes a reference on how to make the learning environment more effective in achieving the inclusive education.



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***The Ministerial Decree  
(No: 187/2008)***





## The Ministerial Decree (No: 187/2008)

In response to the request of the International Bureau of Education, Geneva, to prepare a report on the Development of Education in the State of Kuwait, to be presented to the Forty-Eighth session of the International Conference on Education, scheduled to be held during 25 – 28 November, 2008;

Decided that:

First: The formation of the committee to prepare the report is as following:

- |                                  |  |
|----------------------------------|--|
| 1.Mr. Abdullatif Ahmed Al-Baijan | Secretary General of Kuwait National Commission for UNESCO   |
| 2.Dr. Hassan Abdul Husain Safar  | Expert, Kuwait National Commission for UNESCO  |
| 3.Ms. Dalal Haider Al-Hassan     | Supervisor, International Organizations Sector, Kuwait National Commission for UNESCO  |
| 4.Dr. Saud Hilal Al-Harby        | Director of Department: Development of Curricula, Ministry of Education  |
| 5.Mr. Abdullah Ismail Al-Kandary | Head of the Teachers' Society  |
| 6.Dr. Nabil Abdallah Al-Qallaf   | Director of Center for Evaluation, Measurement and Professional Development, Public Authority for Applied Education and Training |
| 7.Ms. Hessa Abdullah Al-Marsooq  | Head of the Section, UNESCO, Kuwait National Commission for UNESCO   |
| 8.Mr. Iqbal Jassem Al-Rumaidhan  | Director of Department: Women and Children, Ministry of Social Affairs and Labor   |
| 9.Mr. Rabab Mustafa Marafi       | Head of the Section, Ministry of Education   |
| 10.Ms. Sameera Hassan Al-Kandary | Specialist, Statistical Analysis, Ministry of Education  |
| 11.Ms. Abeer Ali Al-Feeli        | Statistical Researcher, Ministry of Education  |
| 12.Ms. Fouzia Mubarak Al-Faqan   | Statistical Researcher, Ministry of Education  |



13. Ms. Adhari Ali Al-Qallaf	Administrative Coordinator, Kuwait National Commission for UNESCO
14. Ms. Nour Jassem Al-Mansour	Translator, Kuwait National Commission for UNESCO
15. Ms. Dalal Abdulrazak Al-Obeid	Translator, Kuwait National Commission for UNESCO
16. Ms. Maali Mohammed Dashti	Administrative Coordinator, Kuwait National Commission for UNESCO
17. Ms. Fatima Ahmed Al-Wuhaib	Administrative Coordinator, Kuwait National Commission for UNESCO

Second: The committee shall collect all information concerning the innovations in education, which can be implemented in the educational system from the concerned authorities, from Ministry of Education and other related authorities to prepare the above-mentioned report.

Third: The printing of the report is to be done in both English and Arabic, to be distributed in Kuwait and outside.

Fourth: The head of the committee can request assistance from whoever it be concerned, from both inside and outside the Kuwait National Commission for Education, Science and Culture.

Fifth: The Committee shall start working from the date of issue of this decree, during and after the official working hours.

Sixth: All the departments in the Ministry of Education shall cooperate, facilitate, and provide the National Commission with the required information.

Seventh: The payment of suitable remuneration shall be made as decided by H.E. the Minister of Education, or the Under Secretary of the Ministry of Education.

All those concerned shall be obliged to abide by this decision.

**H.E. Mrs. Nouriya Subeeh Barrak Al-Subeeh,**

**The Minister of Education, the Minister of Higher Education,  
&**

**Chairperson of Kuwait National Commission for Education, Science & Culture**

*Statements of candidates for  
the National Assembly*





## People With Special Needs - Attention To Their Causes And Concerns

Some of those concerned with the conditions of the disabled in Kuwait believed that the philosophy of local disability is still negative towards the disabled as the community and the officials consider disability as a social problem and a condition of abnormal psychology that must be resolved .whereas the idealistic philosophy considers it as a social reality and normal situation experienced by all societies whether advanced or developing.

The current law of the State of Kuwait describes the disabled as a crippled person and the unable compared with the natural person without focusing on that there was a difference between human beings and that this difference is natural where we must focus on the remaining members and senses could be developed ,rehabilitated and utilized as considered by some specialists in the field of disability.

According to the opinion of some of the interested in the field of disability during meetings with the Kuwaiti News Agency (KUNA), the law gave many of the rights to the disabled with a stay of execution and did not give or entrust them with the duties towards the community to be part of its fabric with its rights and duties.

In this regard, an expert on the disabled , Fawaz Alhsban, said that many of the rights of the disabled are suspended because they are not given an opportunity in the public participation, adding that “the basis of the problem of disability in Kuwait began with the discrimination against the disabled in education by having two departments one of which is responsible for the education of the disabled.”Alhsban explained that this step divided society into two parts ; one par for the disabled and the other for the healthy.The division also included rehabilitation and employment as well as the contribution of the family by isolating the disabled community by non-integrating him and keeping him away so as not to be looked at negatively as a result of his disability. He described the community as a “healthy society” because its members did not learn how to merge with the disabled in schools. When one becomes an official in the State, he could take decisions that do not serve the interests of the disabled because of not knowing their needs and problems. He pointed out that the role of the media is still far behind in spite of the recent media awareness of the issues and rights of the disabled. But these issues need more focus on the concerns and pains of the disabled.

And explained that there is a series of laws and legislations whose overall wording reads as follows “the disabled is permissible to - and the disabled is to - the State provides - the State works - the governmental bodies are to,” but there is no specific mechanism for the application of provisions of the law. He cited, for example, Article (12) of the Act (96/49) “the state provides housing , for the disabled persons, with special specifications “ This law was promulgated in 1996 and until today the relevant article had not been implemented, adding that Article(12) stipulates that the governmental bodies must stick to the international specifications needed by the disabled in all places frequented in particular buildings, public highways



and governmental houses , markets entrances but they are not in consonance with the specifications in many places. Alhsban said that the hope is still there with the banding of efforts and working together to support the disabled as the progress of Kuwait and its welfare and development is based on the full support of the disabled and taking them into consideration and including them in State general policy,fully integrating them into education and rehabilitation, employment, sports, media and backing them informationally and developmentally and providing full facilities for them.

On the other , the head of the group of “Al.Farha and Al.Amal”( Joy and hope group) , Amira Al-Shamary ,explained that there is a long list of the facilities to be provided for the disabled,the simplest of which is respecting the parking lots of their cars , and the toilets devoted to the disabled in public places .This will not be done unless the competent body is compelled to appoint a monitor to watch and record the violations on their rights .Al.Shamary said that they need to have their special buildings with their own special entrances and buildings with specifications relevant to their disability or to increase the housing loan and added that the law needs to be activated.

Al.Shamary demanded that a building must be provided for the Down’s syndrome with modern technology with the need to activate the media to amend the negative views of society towards the disabled.

She hoped that the work of the disabled would be alleviated for two hours for him and guardian as well. She also hoped that the disabled would be exempted from the governmental fees and more attention must be paid to those pretending disability who constitutes a category that has recently widely spread.

On the other hand, the Secretary of the society of the parents of disabled Yusuf Azwaid said one of the most important demands of real disabled is to activate the law of the disabled and to pass a new law that “unfortunately, the necessary quorum for the meeting for the disabled in the former National Assembly and many of the parents of disabled were shocked and greatly disappointed .” He hoped that the candidates would offer them the assistance and not to deprive them of the attention and the effective assistance and not just suffice with the resounding slogans. He stressed the importance of a committee of the National Assembly to communicate with the non-profit societies concerned with the disabled to find the real suffering of the handicapped and his guardian. He stressed the necessity of a hospital for those with severe disabilities and provide medical specialists with a high level of efficiency without having to resort to treatment abroad because of the resulting hardship for the disabled and their families.

All agreed that the law of the disabled needs to be activated or a new version should be practically applied and be understanding for their needs and respects their threatened rights.

## **The disabled club hopes for the success of candidates who are interested in disability issues in the upcoming elections**

The Chairman of the Kuwaiti Club for the Disabled Mehdi Al-Azmi hoped for the success of candidates interested in issues of the disabled in the National Assembly elections next month, in their election programs because they are part of the Kuwaiti people. He stressed that the election day is a democratic wedding in Kuwait, pointing out that the disabled are Kuwaiti citizens with rights and have duties to do and that it is the duty of the nation towards them to get them to participate in the selection of representatives of the nation for the next four years. He appealed to the officials at the polling stations to facilitate the voting process on polling day through the provision of the wheelchairs for the disabled and to ensure the existence of special tracks at the headquarters of the polling stations . Al-Azmi asked the heads of electoral commissions, exclude the disabled from taking turns and facilitate their transit to avoid congestion, which is expected to happen on the polling day, according to the five new constituencies.

### **The two candidates , Al Hai and Al-Amiri , stress the importance of women's rights and the category of special needs**

The candidates for election to the third constituency of the National Assembly, Na'ima Al Hai, said that she aspires to see the a draft law on (Towards Kuwait with less disability) through the establishment of fetal care centers in its early stages in order to remedy this problem before its escalation. She demanded at a symposium held with the candidates , Nabila Al-Amiri and Nawal Al-Maqheet , the establishment of specialized Center for the care of the category with special needs to enact laws and legislations that serve this segment and protect their rights. Al Hai said that the deployment of health awareness among community members is an urgent need as well as the establishment of hospitals and upgrading the health level, in Kuwait, by inviting world doctors to improve the level of treatment and training of national cadres, rather than relying on treatment abroad and building specialized hospitals rather than relying on the benevolent in its establishment despite the physical abundance of state.

### **The candidate ,Al-Hajri, stresses the importance of the exploitation of financial surpluses and investing them in development**

The second candidate for election to the National Assembly, Badr Al-Hajri, stressed the need to ensure the rights of people with special needs in a dignified and fair treatment and equal opportunities in schooling, work and enacting a law requiring government bodies and the private sector, to take into account the requirements of people with special needs.

## **Al.Harbi ,the candidate for the fifth constituency calls for attention to those with special needs**

Fifth District The candidate for the fifth constituency for elections of the National Assembly in 2008,Thamer Al.Harbi called for paying attention to those with special needs and activating the laws needed to the service this segment. The candidate criticized during his open meeting with the people with special needs ,the neglecting this category and lack of interest except with only a few in the community saying that the doors will be open to them within and outside the doors of the Council.

He said that they are a slice integrated structure that only lacks some of the daily needs He added that to this category will be one of my priorities and the forefront of his concerns if he wins the upcoming elections. He called for activating the laws to serve people with special needs and provide a decent life for them and merging them as active persons and in the community.

At the end of the meeting, Al-Harbi emphasized that there will be serious stops with the issue of the people with special needs expressing thanks for their presence, participation in the first meeting .

## **Al-Hajri emphasizes the need to support the people with special needs and their equality with their normal counterparts.**

The candidate for election to the second constituency of the National Assembly , Mohammad Al-Hajri, stressed the need to support people with special needs and their equality with their normal counterparts in rights and duties as a segment of the society.

Al-Hajri stressed , at the symposium held to mark the opening of the Doha-based electoral district , the importance of focusing on issues of people with special needs and its inclusion in the agenda of the government and the next council next.He expressing his regret at the others councils ignoring of the issue of the disabled.

He called for serious solutions to address the problems of the disabled who numbered more than 23 thousand people with special needs, adding that “it is not fair to incur Kuwaiti families alone with the requirements of the disabled without the government interference to assume its responsibilities in this framework.” He said that “the former council and the government failed to address many of the issues that have become a constant hardship for the people.”

The candidate of the fourth constituency , Dr.Adulaziz Al-Qu’waian Al-Mutairy referred to the category of the people with special needs as the care and concern that preoccupies the motherland and the citizen and the negligence of this category.He pledged to adopt the demands of this category by putting forward a vision to address the problems and their own special needs of and that there was a series of laws and legislations, but there is no specific mechanism to

implement the provisions of the law .The disabled are an integral part of the community and their issues were absent from the agenda of the Council and the Government. The disabled have much been wronged and their cases have been ignored,during the previous councils and that he is in the process of holding a hearing panel to discuss the things of the disabled. He stressed the need to shed light on the overall issues and a mechanism for them to end their suffering. He urged the government to include its agenda and that of Council as well the issues of the disabled ,during the coming stage, and the hard work to find realistic solutions to their problems and the required attention needed .

He said that one of the most prominent issues of the disabled is the need of special attention to support their families and provide them with proper housing and the adoption of early retirement for their people with disabilities to be free for their care and to meet their specific needs.

He added that they need to improve their living and raise their salaries and give them early retirement and not to deprive them of their salaries and take into account the health conditions which they pass by pointing out that parents and caregivers need to have a rise in salaries for jobs and early retirement. He pointed out that the disabled need special care and a special rehabilitation to follow-up their health conditions .He pointing out that the State did not take into account the place of the disabled in residential care . On appropriating the K.D. Five thousand dinars (5000) for the construction of an electric elevator in the house of the disabled person, the government was repaid the receivable amount in installments rather than be given to him as a grant.

**Jassem Al-Kharafi: Had dissolution of the council given us a week's time,we would have held their special meeting and adopted their law.**

The former President of the National Assembly Mr. Jassem al-Kharafi said “If We the dissolution of the council had given us another week the meeting for the disabled would have been held and the law of on this category would have been adopted .” he added that there is keenness to address the issues of those with special needs and this is not for tickling emotions and feelings but to raise issues of concern to this category as well as the unknown soldiers who take care of this category,namely their parents as they are a big part of the law therefore we must focus on their help and support .

Al. Kharafi stressed seeking to address the matter and all the things are required by the disabled, as well as what is related to the provision of special schooling and what they need from both trade complexes and their preparation, or in respect of housing loan and finding all the necessary facilities. We will not rush to put forward the law unless we are sure that all those who care for the disabled. It is a distinctive law that serves all groups and can be applied over the next quarter century since there special differences among them and the law must be enacted Correctly. Al- Kharafi warned that the National Assembly will stand in the face



of whoever tries to take advantage of disability for personal interests and this, unfortunately, exists in our society and affects the disabled. They must be given adequate support and participation of all the concerned with the disabled in the drafting of the law. The Council has already contributed to the establishment of the Supreme Council for the Disabled. Kuwait is considered as one of the leading countries in the service and support those with special needs and will seek to increase this support, whether materially or morally. All those concerned with disability have been invited from public utility societies and schools and to put their remarks on the new law to serve all categories and to play required role. After enacting law, all sides without exception, will be called on to discuss the articles of the law for the sake of legislation commensurate with the services provided by Kuwait to its people and we will call for a special meeting to discuss the law and approve it.

Gam'aan Al-Herbash confirmed that there must be well-studied laws and amendments commensurate with the need of the disabled pointing out that an agreement was reached with the Minister of Municipality on the need to develop municipal laws and binding decisions for the owners of shopping complexes and future projects to prepare them to receive the disabled and the affirmed that Kuwait should be pursued to be an appropriate environment for its disabled children.

Mr. Saleh Ashour explained that there should be continued support for the disabled at both the legal or social, and that the attention given to the demands of the disabled is one of the evidences and indicators on the progress of the state.

Sheikha / Sheikha Al-Abdullah Al-Sabah, the honorary president of the Club for the disabled affirmed the need to adopt this category and provide all the needs that help and contribute in creating a suitable environment for them to be able to live a decent life.

### **Al.Azmi calls candidates for the parliamentary elections to pay attention to the issues of those with special needs**

The Chairman of the board of directors for the Kuwaiti Blind Association, Fayez Al-Azmi, invited, today, the candidates for election to the National Assembly to pay attention to the suffering of those with special needs through their election programmes.

Al-Azmi said that the issues of the blind in particular and those with special needs in general "were met with some neglect in the past from some of the representatives, therefore we aspire to have a little heed to our suffering."

He pointed out that the "the law of the disabled is deactivated in Kuwait and it is an old law which was enacted for about 12 years ago" adding that "Memorandums had already been submitted in this regard to a number of members of the former the National Assembly and wished that" most and not some members of the future National Assembly with us in the application of the substance of these memorandums.

He said that "the problems faced by visually impaired and other people with special needs

do not end because of the presence of many mistakes in the law of the disabled,” which ,he said , “In the end, do not serve us in our daily dealings in particular and the public in general.”

### **The disabled club hopes for the success of the candidates interested in disability issues in the upcoming elections**

The chairman of the board directors of the Kuwaiti Club for the disabled , Mehdi Al-Azmi , that he hoped for the success of the candidates interested in issues and concerns of the disabled in the National Assembly elections next month.

Al-Azmi called on candidates to pay attention and focus on the issues of the the disabled in their election programs because they are part of the Kuwaiti people .He stressed that the election day is a democratic wedding in Kuwait, pointing out that the disabled are Kuwaiti citizens with rights and have duties to do and that it is the duty of the homeland to get them participate in choosing the representatives of the nation in the next four years.

He appealed to officials at polling stations on polling day to facilitate the voting process for the disabled through the provision of wheelchairs and to ensure the existence of special tracks at the headquarters of the vote.

Al-Azmi asked the heads of electoral commissions to exempt the disabled from turns and facilitate their transit to avoid congestion, which is expected to happen on voting day, according to a new five-constituency system.

### **Ali Al.Khalaf : Caring for those with special needs is one of my priorities.**

The candidate of the third constituency, Ali Al-Khalaf opened his electoral premises in Al. Khaldiya with the attendance of his friend, Sadeeka Al.Awadi, who is specialized those with special needs and in the presence of the voters of the constituency.

He stressed the need to stand with the people with special needs and provide all possible ways to help them to allocate their own institution and a special hospital equipped with electric lifts and modern medical equipment.

Al-Khalaf explained that the special needs category forms 15 % of the Kuwaiti society and that it is effective in building the Kuwaiti society especially the children of this category are smart, intelligent and needs support and help to lead a decent stable life .

Al-Khalaf appealed to the decision-makers for the appointment whoever they see appropriate in this category to carry one ministerial portfolio to prove to the world that Kuwait is significantly contributing this category.

He promised, those with special needs , that in the event of his arrival to the Council ,he would care for them as well as their concern and issues and get their voice and demands to the council and give top priority to their cause . Dr Sadeeka Al-Awadi, on her part, stressed the

need to choose the most appropriate and best candidate to represent the families of those with special needs and the Kuwaiti woman.

### **Thamer Al-Harbi : Those with special needs suffer from marginalization**

The candidate of the fifth constituency in the National Assembly, Thamer Al-Harbi, said that people with special needs are from the marginalized categories in the Kuwaiti society despite their daily suffering and they became from the segments that are facing harsh living conditions under the state of the absence of respect for the laws that preserve human dignity.

Al-Harbi explained that those with special needs are an important segment of the Kuwaiti society and they lack only some of the simple requirements to become an influential part in the community. He pointed to the necessity of dealing with this group as active in the community what they have befallen them is an tribulations which adds to their value and never detracts them. They are not less than the normal , stressing the need to co-exist with the people of special needs and the proximity to them to identify their problems and not only by the news in newspapers, stressing the need for activating the laws that serve them to keep their decent life .

Al-Harbi added that those with special needs imposed their existence on the community and this makes our doors open to them, whether inside the council or outside . Their special laws will be approved after they have been suspended by the dissolution of the Council .He pointed out that some individuals earn through those with special needs and make use of their name unjustly and aggressively despite the fact that their parents suffer from tribulations in the first place are the parents and their families so there will be a pause to this issue in the National Assembly indicating that some of the disabled have raised high the name of Kuwait in all international forums, saying that if the event of his arrival to the council, he will seek the Council's claim to the legislation, adoption of laws to protect them and meet their demands in addition to calling for the establishment of a committee to discuss their cases .

The Chairman of the board of directors of the Kuwaiti Society of audio- disability, Hamad Al-Marri, said that the category with special needs are among the many groups that suffer from neglect and indifference also suffer from poor services in most government departments such as education and health in hospitals and clinics, pointing out that the people with special needs are groups pointing out that the people with special needs are saddened by the non-amendment of the law No. 49 of 1996 due to lack of quorum, the non-attendance of some members of the previous council to amend the law mentioned in the 6 of last March session.

This shows the indifference of some members of the previous Council with this category who took it upon themselves not to let this event pass unnoticed demanding ,on behalf of people with special needs , those who arrive to the national assembly ,not to forget the support of those with special needs needs as they have contributed to his arrival to parliament and could also distance them.

## Laws Amendment

For his part, the member of the Kuwaiti Society for the disabled, Ayman al-Shura , said that the issue of those with special needs must be cared of because they are an important segment of society and some of the laws related to them and their guardians must be amended so that the Civil Service Commission can oblige all the ministries to apply the proposal related to delaying the application of working hours of the parents of the disabled to be able to care for their families, stressing the necessity of that the government should play a bigger role in helping people with special needs, especially those groups that rely on non-profit organizations which in turn depends on the Ministry of Social Affairs pointing to the necessity of using the financial abundance of the Gulf countries to provide financial support for this category.

### **Badr Aqeel : Half of the articles of the law of the disabled is still.....**

The candidate of the first constituency, Badr Al-Aqeel Al-Azmi , stressed the necessity for exerting further efforts to care for the people with special needs and paying attention to them and providing all possibilities and ways of support for their purposes in society and exercising their rights without discrimination .He added ,in a press statement, stressing the importance of the fruitful work in the issuance of laws and legislations to ensure that all disabled have their rights and protection and interest in legislations that preserve and protect this precious category on the hearts of all.He emphasized the need for intensive work for the sake of paying attention to the development of talents of those with special needs and disabilities and the development the domain of their geniuses, and to provide all possibilities to them.

### **Mr. Sayed Jaber Behbehani , the candidate to the first constituency,**

#### **Called the government to pay attention to those with special needs**

Mr.Sayed Jaber Behbehani,the candidate to the first constituency, called the government to pay attention to those with special needs and providing all the special support for them to complete the march of their lives without any sense of diminished issue of their different social or living matters. Behbehani said that the number of disabled enrolled in the annals of the Supreme Council for the disabled is close to 20.000 Kuwaitis and 2500 non-Kuwaitis. This huge figure is divided into multi-disability segments determined by the type and size between simple, medium and severe. The law governing these segments is law (No. 49 of 1996), which includes 23 articles. The law confirmed that Kuwait spends a lot of money on the disabled but the problem is shown in the loss of a part of these resources on details resulting from the inability of the Supreme Council for the disabled, in particular its Executive Committee, in the formulation of policy and strategy which attends to the disabled and his family in case of losing his caretaker and attends to him. There is also no assessment of the effectiveness of Education programs that engage the physically and mentally disabled in private schools to which the State pays large sums as much as 5000 dinars and 10000 dinars for the severe disabilities but until now



did not specify a new policy for the involvement of mental disabilities, as this side is restricted only to the physical disability through the club of the disabled.

Behbehani called, in his final statement, for the need to solve the problems and demands of the people with special needs the most important of which is addressing the shortcomings highlighted in Law No. 1996/49 notably articles No. 10 on pension salary and activating article 15 on employment and the creation of a sports club for the mentally disabled, the establishment of the national project for the prevention of disability, the granting the parent of the disabled a full pension salary, the rehabilitation of the mentally disabled after the age of 18 within the national project, to consider increasing the disability pension, social assistance and the pension of the disabled employee in the public and private sector and to excluding the disabled child in support of the children allowance without specifying the seven children, to increase sports centers specialized according to disability “Mobility - visual - mental - auditory “ excluding the disabled from the housing draw and the allocation of housing sites close to their services, the formation of a parliamentary committee on the disabled affairs and issues , not to cut disability pension if the disabled works in a small job to prove himself to spend his free time without the material need for the job and building a special hospital for the disabled, the elderly and urging the Ministry of Health to train medical personnel of all disciplines for the treatment of the disabled.

### **Jaafar Al-Abidine, first disabled candidate**

In almost an exceptional case , in the midst of the large numbers of candidates for the elections to the National Assembly, Jaafar al-Abidin announced his nomination for the first constituency , while being on disability chair, under the slogan “ for building Kuwait.” The daily newspaper “Al-Watan” met the candidate who confirmed that the disabled deserves to enter the parliament and contribute with others in building the homeland through the suggestions and opinions that focus on the whole for the disabled with special needs and harnessing their own special laws, saying: “Nobody feels the suffering except the disabled himself, that why I decide to nominate myself taking no notice of the disability ,because the goal is to make the disability a capacity and a springboard .

Adoption of the rights of people with special needs groups, which found no adequate share of attention especially at the official level as the previous National Assembly failed this category when most members did not attend the meeting to discuss the law of the disabled . It is strange that a number of former representatives currently nominated, who failed to attend the meeting of the law of the disabled, are today courting the disabled and pledging their support. It is clear that as a sports official, in the area of sports, he feels completely the services offered by this category of our the sons of this homeland and the achievements that were never realized by the healthy and has contributed to raising high the name of Kuwait. He pointed out saying that the matter is no longer a question of promises and commitment but a legal, social

and human responsibility for a right that should be defended. The disabled are our families and our children and their problems should take place in our agenda of our concerns. All candidates must work to enact legislations and laws which help achieve this category its hopes and aspirations.

### **Dr Ali Al-Hajri said, “We must look for a mechanism to end their suffering**

The services provided by the State for the disabled are below the standard level and are not up to their prospective ambition .The former member of the Parliament and the candidate of the fifth constituency, Ali Al-Hajri ,held the government fully responsible towards the poor conditions of the disabled and those with special needs adding that they are an integral part of the fabric of this community and their needs and demands can not be neglected. They are also our partners in rights and duties. He demanded, in a press statement, adopting this category ,with special needs , and providing all the needs and creating a favorable environment to provide this category with a decent life, explaining that the issues of concern with disabilities who represent a significant segment of the fabric of society top his priorities, but it is a forgotten group in turn. He pointed out that the government has ignored the demands and needs of this segment and contributed to the their marginalization by making this segment the last beneficiaries from the latest increase amounting to 120 dinars that was recently approved.

Al-Hajri stressed the need to shed light on all the issues facing the disabled and the search for a mechanism to end this suffering demanding that the government’s agenda together with that of the Council, during the next phase, the issues of the disabled and work hard and responsibly for a realistic solution to the problems of the disabled and interest in this important category from which no house in Kuwait is free. The families should not be left alone, without the State’s assistance and responsibility, to face the needs of the disabled. The government is supposed to set a particular priority for the disabled in the event checking its administrations and resting him by not allowing to waiting in lines such as healthy. He should be treated in the same way as the healthy without regard for his health and mental health.

### **People with special needs call on the candidates to pay attention to their issues and concerns**

The head of the “joy and hope “ society , Amira Al.Shammari, explained to KUNA that there is a long list with their demands as disabled ,the simplest of which is respect for their cars parking areas and their toilets in public places .This will be only the commitment of the competent authority to monitor and record the violations of their rights.

Al-Shammari said, because they need to have buildings and houses with special entrances and houses built with special specifications, which suit the disabled or increasing the housing loan , adding that the law of the disabled needs to be activated.

She demanded that the preparation of building the Center for Down syndrome with mod-

ern technology and the need to activate the media to amend the negative perception of society towards the disabled.

She hoped to ease the work of the disabled by two hours for him and for his guardian, and exempting him of governmental charges with the need for attention to those who claim or pretend to be disabled. This category is recently widely spread.

On the other hand, said the secretary of the parents of the disabled, Yusuf Azwaid, to KUNA that the most important demands of a real disabled is to activate the law and enacting a new law that “unfortunately, the quorum, for the meeting for the disabled in the former National Assembly, was not enough of many of the parents of disabled were shocked and greatly disappointed.”

He hoped that the candidates for the disabled would provide, and not to close their fists, the effective assistance and not to suffice with just what he called the resounding slogans.

He stressed the importance of a committee of the National Assembly to communicate with the public utility societies concerned with the disabled in order to feel the real suffering of the disabled and his guardian.

He stressed the necessity of a hospital for severe disabilities and to provide them with the specialized doctors with a high level of efficiency without having to resort to treatment abroad because of hardships traveling cause to the disabled and his family.

All agreed that the law of the disabled needs to be activated the enacting a new law to be applied on the ground and understands their needs and respects their wasted rights.

### **Suo'ud Al-Azmi: calls for raising the ceiling on the housing loan, fighting against price rises and attention to the disabled.**

The Fourth constituency candidate, Saud Ruwaished Al-Azmi, stressed the need to raise the ceiling on housing loan from 70.000 dinars to 100 dinars in line with the increase in the prices of building materials and construction.

Tackling the issues of the disabled, Al.Azmi said that they are a wealth that we must benefit from and should be treated like other citizens in terms of duties and rights.

He pointed out that the disabled must be given his own rights without any default. He called on the government to establish several specialized schools to teach this category saying that there is only one only school in the area around.

## **They represent an important part of the social fabric**

The Fifth constituency candidate, Dr. Mohammad Hadi Al-Huwaila stressed adopting the issues and concerns of those with special needs who, unfortunately, suffer serious neglect of the government towards their demands, needs. This is clearly reflected in the lack of laws that make things easier for them in their daily lives and help them integrate into society.

He added that they are an important part of the social fabric of the homeland and have an active role in the development of community participation as they raised high the head of Kuwait in regional and international forums in which they participate at all levels.

He said that they often suffer much when they get their housing care as the government house does not take into account the needs of their own health facilities or freedom of movement and flow within their homes and this leads them to resort to the credit bank to address this imbalance. They are lent the amount of five thousand dinars to be deducted from their salaries. He demanded their loan exemption from the Credit Bank to amend the conditions of their homes to suit their needs in addition to doubling that amount to be ten thousand dinars at the current stage. In the next phase, the State should provide for them the special housing with all their needs.

With respect to health care for people with special needs, Al.Huwaila said they were below the required level and do not keep abreast of the latest developments particularly in the area of health physical therapy and rehabilitation.

He stressed the need for their integration in the education sector and the labor sector so that they may melt and mix with the rest of their citizen brothers and sisters in a way that will go back positively to the society.

He concluded his statement by urging the government and in particular the pertinent Committee on the elimination of infringements by taking into consideration that the parental care of the diwaniyas of those with special needs, including diwaniyas.

## **Holding an annual conference to concern with them**

### **Mohammed al-Mutairi: “The government is required to develop legislations related to the disabled.**

Mohammed al-Mutairi called for legislations and laws that serve the segment of the disabled and enable them to integrate into the society to be by their normal peers and confirmed that this segment is an important part of the Kuwaiti society and must be given greater care and attention by the the future government and National Assembly.

He suggested the organization of a special annual conference for them. He stressed the need to pay attention to the disabled to have a prominent and effective role in the development of society and its progress. Rather than be a group to receive assistance only at the same time stressing the need to invest the proposed conference on this category and push forward



towards the utilization of the capacities of their sons to be creative producers.

He added that the conference will be a valuable opportunity to identify the potential of the disabled category and will also be an opportunity to learn about their needs and to then become partners in the development and the advancement and drive the wheel of progress in Kuwait, calling for further efforts that serve this category and support all the existing trends in the affairs of the disabled.

### **It is time to save those with special needs**

Faris al-Khalidi called on the government and society to eliminate the suffering of the people with special needs after neglecting and marginalization befall them from the different organs of the state whose activities and services are confined most to the general healthy public and to be heedless to this wronged category .

He explained that most of the problems of this category with special needs are materialistic, educational and health. The government did not include the category of the aids recipients, which is under the age of 18 years, in the increase of fifty dinars approved two years ago. In addition to this , the government continued injustice on this category by reiterating depriving them of the increase of the 120 dinars, which has recently been passed. As far as the educational side is concerned , there are no dedicated government schools or special classes equipped with the proper facilities by the Supreme Council for the disabled.

### **Their health conditions impose additional obligations on them and drain their budget**

Hussein Ahariti: The Government harmed the special needs category by excluding them from the increase the of 120 dinars and expressed surprise at this exclusion for those with special needs. This is inconsistent with the principle of justice and equality which is enshrined in the constitution for the Kuwaiti citizens.

He said they urgently need to improve their living conditions and increasing the monthly budget due to view the health conditions through which they pass and which impose on them additional obligations and other requirements related to their own health and that Deplete their monthly budgets.

### **I believe that their care is a government and representative duty**

### **Makhld Al-Azmi: we are looking forward to the legislations which do justice to the disabled.**

He called for providing the necessary care to the special needs category and harnessing all the social services with a stress on the need for special laws in this segment of the society and that will solve many problems they face in their living conditions .

He emphasized the need of the disabled for the social and special government care through by creating the appropriate atmosphere in the various aspects of life, pointing out that the current laws did not take into account the circumstances nor provide them with appropriate facilities to overcome obstacles.

He pointed out to the importance of finding the necessary legislations to address the problems from which they suffer, pointing out that there is a governmental failure to find such a legislation at the same time the Council is held responsible for a part of this responsibility.

He pointed out that the lack of quorum in the in-camera parliamentary session to discuss issues of the disabled in the previous session was a significant error to be borne by the representatives as this ignorance can not be accepted, while the disabled are looking forward to stance to be adopted by the functional and other aspects of services.

He noted that the achievements made by the disabled to Kuwait were thanks to the efforts they have made in spite of all these difficult circumstances they faced. This calls for the creation of the appropriate atmospheres and providing all necessary services to the disabled so that they may offer a lot for Kuwait.

He also spoke on the problem of activating the role of sports centers concerned with the welfare of the disabled in the financial shortfall experienced by the absence of the strong governmental support for the development of the role played by these facilities in the care of disabled and the development of their sports and practical skills.

### **My concern with the special needs category**

Saud Al-Ajmi said that there must be many things which must be considered by each representative though the priorities may differ from one representative to another, but the first of my priorities is that Allah has guided me and become a member of the National Assembly to give due concern those with special needs.

Finally, I ask Allah for their recovery and not let anyone sit on the green chair except those hearts have the humane spirit.

### **We call for activating the law of the disabled with increased housing loans and salaries**

Walid Alqbandi stresses that he puts at the top of his responsibilities the concern with the issues of the disabled, which represent an important segment of the fabric of society but it is a forgotten category as a result of entrenching this forgetfulness through the wrong practices of the National Assembly and the former governments which ignored their demands and needs. This segment represents up to 15% of the community and needs special attention.

He asked for providing the private housing for those who did not go beyond the 25 years from both sexes and providing these houses with all means of assistance such as having buildings with special entrances and houses built with special specifications. Furthermore,

increasing the disability pay given by the Ministry of Social Affairs and Labor to suit the needs of the disabled .He called the Supreme Council of the Disabled Affairs to make efforts to activate the legislations on the service of the disabled.

According to Article (12) of the Act (96/49) which states that “the State shall guarantee housing for the disabled persons with special specifications “ This law was promulgated in 1996 and to date has not been implemented this article. Adding that Article (12) of the same Act provided that the government agencies should adhere to international specifications they need with disabilities in all places frequented in particular buildings, highways and public housing markets and portals, but only ink on paper awaiting activation.

He said that the law describes a disabled person as disabled person crippled and non-able when compared with the normal person, without focusing on that there was a difference between human beings and that difference is natural where we should focus on the remaining members of his senses and could be developed to enable them to benefit from them as to be fully in community education , rehabilitation, employment, sports, media and their advancement informationally, developmentally and providing full facilities for them.

### **The problems of the special needs requires remedy**

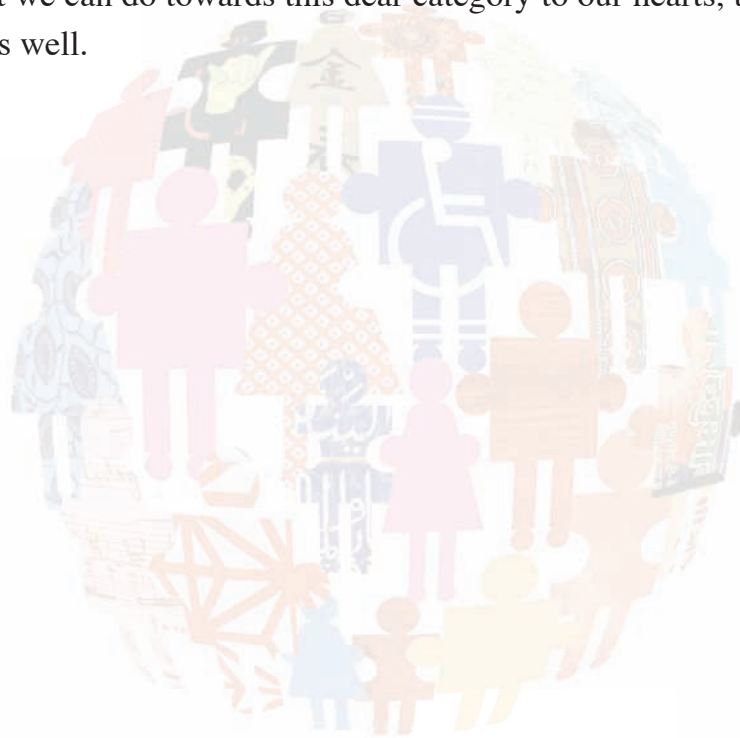
Salem Al-auzaynah referred the deterioration of the situations which led to the category of disabled persons in Kuwait to the non- agreement between both the Council and the government, pointing out that the cause of the disabled is primarily humanitarian issue that must be put forward in a positive and objective way away from the political polarization in the next council.

The number of the disabled enrolled in the annals of the Supreme Council for the Disabled was about 20000 Kuwaiti and and 2500 non-Kuwaiti .This means that there is not any Kuwaiti family without a disabled child and therefore this issue must be given due attention. He pointed out that the issues of the disabled in their current position need to be developed in several areas, especially legislative, social, technical, health sides. This can only be achieved through activating and addressing deficiencies in the law No. (49) for 1996 notably Article 10 on the pension salary and activating Article 15 on employment pointing that half of the articles of the bill are still frozen and there must be a comprehensive study of this law to develop its articles and the eliminating the gaps in it.

He called for increasing disability pension and social assistance and the pension of an employee in the government and private sector and excluding the disabled child in the children’s allowance , without specifying the seven sons and giving the parents a full pension salary and exempting the disabled from the housing draw the allocation of housing sites close to their services and building a special hospital for them and urging the Ministry of Health to qualify the Medical personnel of all disciplines for the treatment of the disabled ,as well as activating the identity and recognition of the disability of the stakeholders and to hold them for negli-

gence through the creation of offices in the departments for follow-up and implementation of legislation that obliges social security institution to grant the disabled the right to retire with full pay without considering the deficit percentage and a reduction of working hours for the disabled and their exclusion from some of the conditions of scholarships for studying abroad and increasing incentives for workers in the institutions that serve the disabled in institutions and schools of education.

Salem Al-auzaynah hoped that the ministries of the State such as the Ministry of Interior would provide some of the needs of the disabled, for example, parking in public lots in all areas of Kuwait and that the buildings be ready to receive the clients with special needs and are be guided by most of the developed and civilized countries which exempt its citizens with disabilities from governmental charges (Traffic - Passport - Immigration - Electricity and Water). This is the least we can do towards this dear category to our hearts, to ease their burden and their families' as well.





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