


Inclusive Education Principles and Practices: A Document Analysis Study

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Abstract

The research study investigates whether a private school in Dubai aligns its inclusive education policy with the guidelines established by UNESCO and the UAE national agenda for inclusive education. The central research question focuses on the alignment of the school's inclusive education policy with UNESCO principles and the national agenda set by the Knowledge and Human Development Authority (KHDA). To address this, two sub-questions are explored: the extent to which the school policy adheres to KHDA and UNESCO principles, and the identification of gaps and challenges in designing the policy. The study employs document analysis as a primary method to examine the school's inclusive education policy. By analysing the policy documents, the researchers aim to determine the level of alignment with KHDA and UNESCO principles. Additionally, identifying gaps and challenges within the policy will provide insights into areas that require improvement or further development. The findings of this research contribute to understanding how private schools in Dubai approach inclusive education and whether their policies reflect international and national standards. Furthermore, the study may offer recommendations for enhancing inclusive education policies in private schools, ultimately benefiting students with diverse learning needs.

Keywords: Inclusive Education, Inclusion, Disabilities, Special Needs

Introduction

Overview of the Chapter

Inclusion in education encourages the quality and nature of learning and teaching for all learners with diverse needs, with many countries adopting inclusive education principles and practices that mainly aim to respect the needs of all learners with diverse needs, such as those with disabilities, learning difficulties, language barriers, and gifted and talented students. To achieve the main aim of inclusive education which is offer education for all students despite their abilities, learning styles, or backgrounds, in order to help them reach their full learning potential and foster their intellectual growth and engagement by accessing school-standard-based curriculum and enrichment programs based on students' needs and their area of interest.

Thus, the development and implementation of the inclusion policy in school settings require an interplay of national and international agendas and regulations in addition to the inclusive education principles outlined by the United Nations Educational,

Scientific, and Cultural Organization [1]. Furthermore, the United Nations' framework, national, and international agendas have essential contribution in shaping the design and implementation of inclusive education policy in schools. With this regard, many countries ratification of international human rights "the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)" has led to the design of laws and national policies that aim to protect the education rights and promote inclusive education for all learners [2].

In this study, the researcher followed the qualitative research method using the document analysis approach to find out whether a private school in Dubai follows the inclusive education principles outlined by UNESCO and the national agenda outlined by the KHDA (Knowledge and Human Development Authority) in the UAE. The document analysis methodology requires systematic evaluation of documents through interrupting and examining electronic and printed materials to gain a comprehensive understanding and develop empirical knowledge [3].

Morgan illustrated that document analysis is an essential method that requires comprehensive analyses of written documents such as academic journal articles, newspapers, and books. Thus, the researcher focused on accessing public policy documents proposed by authorized industries and organizations, which is a vital resource that can make use of documents as a source that is methodologically unproblematic, evident, and reliable [4].

Background and Motivation of the Study

Inclusive education has gained significant consideration in recent years and has become a central topic of discussions and actions concerning the design and implementation of educational policy practices in an international and national context [5]. The focus on inclusive education has grown steadily across the world, chiefly because education for all (EFA), as proposed by the United Nations, has shifted perspective to ensure that every student, regardless of their unique characteristics, can actively participate in the learning process and access high quality education [5].

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) explicitly recognizes the right to inclusive education for individuals with disabilities. On this occasion, many countries have ratified this convention and are committed to implementing inclusive educational practices as part of their legal obligations [6].

UAE's commitment has been reflected in its national policies and initiatives. In 2010, the UAE's Ministry of Education (MOE) launched the "School for All" initiative, which states the essential rules for the provision of inclusive education services and programs [7]. The initiative emphasizes the importance of

collaboration and partnership between all stakeholders' education providers, external agencies, schools, parents, teachers, and community organizations to ensure providing inclusive education environment for all students [2].

This initiative outlines the essential guidelines for inclusive education provision that aligns with the principles proposed by United Nations. It consists of the following essential components:

1. Inclusive Education Framework for Students with Special Needs and Disabilities SEND, which includes the standards and criteria for identification.
2. Essential duties and services of education providers, stakeholders, school leaders, teachers, and teaching specialists.
3. Identification, assessments, and monitoring progress procedures for each category of special needs and disability [8].

To achieve inclusive education "best practices", the study will focus on significant aspects as mentioned in the "school for all" document launched by the Ministry of Education in 2010, and the Dubai Inclusive Education Policy framework for private schools that align with UNESCO's policy guidelines on inclusion in education. The objectives of inclusive education shown in figure 1, and summarized as the following:

- Provide all students with disabilities with equal opportunities for quality education.
- Provide an appropriate assessment tool to identify and categorize students with diverse needs.
- Enhance and provide inclusive environment to all students with disabilities.
- Provide ongoing professional development for educators.
- Collaboration with educational providers, parents, and all stakeholders working with students with SEND.

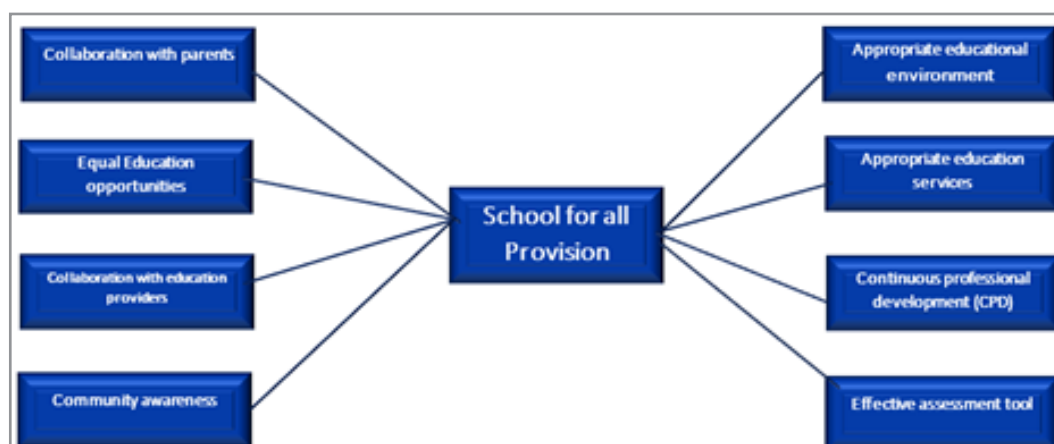


Figure 1: The School for all Provision

Research Questions

This study focuses to inquiry of whether a private schools in Dubai designs its inclusive education policy by following the guidelines set forth by UNESCO and the UAE national agenda for inclusive education. The main question guided this study is:

"Does the school's inclusive education policy align with the UNESCO principals and national agenda established by the KHDA?"

To address this central research question, it is essential first to answer two sub-questions that provide a foundation for document analysis:

- To what extent does the school policy adhere to the KHDA and UNESCO principles?

- What gaps and challenges exist in terms of designing the policy?

The first sub-question aims to determine the extent to which the current school inclusive education policy aligns with both the UAE national agenda and the principles outlined by the United Nations on inclusive education. This involves a comprehensive analysis and evaluation of the existing school policy and comparing it against the specific guidelines and principles put forth by these authoritative bodies. By conducting a thorough document analysis, it becomes possible to assess the level of alignment between the school's policy and the recommended standards set by UNESCO and the UAE national agenda outlined by the KHDA.

The second sub-question focuses on identifying any gaps or challenges that may exist in the design of the policy. This entails a critical evaluation of the policy's structure, implementation strategies, and overall effectiveness in promoting inclusive education. The findings will be useful for policymakers, educators, and stakeholders in designing and promoting effective inclusive education policies that align with UNESCO and national agenda principles. Also, the results of this study will propose potential improvements or modifications to the existing school inclusion policy that can enhance the school's ability to meet the desired objectives for improvement.

Rational for the Study

The researcher is a special and inclusive education specialist who serves as the Head of Inclusion in the school. This role provides essential expertise and insight into the study of inclusive education principles and practices. The private school in Dubai is a significant contributor to this research, as it allows for an in-depth examination of the design of private school inclusive education policies in comparison with the principles outlined by UNESCO and KHDA (Knowledge and Human Development Authority). This comparative document analysis will facilitate a comprehensive understanding of how a private school in Dubai aligns its inclusive education policy with international and local standards for inclusive education.

Literature Review

Overview of the Chapter

This study aims to explore whether a private school in Dubai aligns its inclusive education policy with the guidelines and principles proposed by UNESCO and the Knowledge and Human Development Authority (KHDA) for inclusive education. This chapter provides a comprehensive overview of existing knowledge and research related to inclusive education. The literature review will delve into several key areas. First, the social model of disability; second, literature and related studies on inclusive education in practice. Lastly, education policy should prompt inclusive cultures.

Conceptual Analysis

Inclusive Education

Refers to continuous process that aims to provide quality education for all, valuing everyone's diverse needs, characteristics, abilities, background, cultural differences, learning expectations, and promoting the elimination of all forms of discrimination, and it requires the contribution and participation of all

communities, learners, and families in the educational process to achieve equal and full education for all learners [9].

UNESCO

Stands for the United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations (UN) that was established on November 16, 1945. Its primary mission to promote international collaboration in education, science, culture, and communication to build more inclusive, sustainable, and peaceful world [10].

UAE National Agenda for Inclusive Education

A comprehensive framework and guidelines that aims to ensure equal access to education opportunities for all students, including those with Special Educational Needs and Disabilities [8].

Dubai Inclusive Education Policy Framework

A framework that includes guidelines for implementing inclusive education for private schools in Dubai, it provides the school leaders, teachers, and education providers with essential guidance for designing and implementing inclusive education [11].

Theoretical Framework

Social Model of Disability

The social model of disability is a theoretical framework that emphasizes the role of societal barriers in creating disability rather than focusing solely on the individual's impairment [11]. Furthermore, this model suggests that it is essential to utilize available resources and modify the surrounding environment to reduce barriers for individuals with disabilities, enabling them to access and contribute effectively to the community. Also, it emphasizes that it is not the individual's disability that limits their function and abilities, but rather the societal structures and attitudes [7].

Even though there is a difference between disability and impairment, in this context, "disability" refers to the restrictions that society imposes on persons with impairments. But an actual medical condition that could make it difficult for a person to perform is called an impairment [11]. The social model of disability places more emphasis on overcoming environmental and attitudinal barriers—such as inaccessible buildings, a lack of accommodations, and discriminatory attitudes—than it does on only "fixing" the person's impairment [12].

This method emphasizes the necessity of inclusive design, accessible infrastructure, and policies that support people with disabilities in order to foster an atmosphere in which they can fully engage in all facets of society. The social model seeks to advance equality, self-sufficiency, and social inclusion for those with disabilities by acknowledging and resolving these obstacles [13]. In general, the social model of disability highlights how crucial it is to remove social obstacles in order to allow people with impairments to fully engage in society. But because this approach acknowledges that society factors rather than an individual's impairment are what cause disability, it promotes inclusive settings and equitable chances for everyone to attain inclusivity in communities.

Review of Related Literature

Inclusive Education in Practice

Teachers and all stakeholders working with children play a crucial role in the successful implementation of inclusive education in the regular classroom. However, to support the success of all learners with diverse needs, teachers must be well-trained and equipped with the necessary skills and knowledge to adapt the curriculum, deliver effective instructional techniques, and accommodate students' needs in the inclusive classroom [14]. Furthermore, teacher training and continuous professional development in the field of special and inclusive education are essential to building teachers' confidence and competence in this area [15].

According to Pappas, Papoutsis, and Drigas, effective teacher training programs should focus on providing teachers with the knowledge and skills necessary to adapt the curriculum to meet the diverse needs of students with special needs, to use effective instructional techniques that are tailored to the needs of students with diverse learning styles and abilities, and to accommodate students' needs in the inclusive classroom, including the use of assistive technology and other support materials. Hence, by providing teachers with these skills and knowledge, they can create an inclusive learning environment that supports the academic and social success of all students, regardless of their abilities or backgrounds.

Furthermore, Schuelka's underscored seven crucial aspects of inclusive education that are essential for incorporating students with disabilities into regular classrooms and ensuring high-quality inclusion for all students. (1) All children have the right to attend school; when it comes to registration schools, all children must feel valued and welcomed by the school community; thus, the school must accept all children despite their individual needs and have a "zero-rejection" policy. (2) All students with special educational needs and disabilities should be educated in heterogeneous, regular classrooms with same-age peers. (3) All students follow the same education program, and curriculum adaptation or modification is available if required. (4) Instructions delivered in the class must address the varied needs of all students. (5) All students participate in the regular classroom and school events and activities. (6) Social and emotional development for all students: students must be supported to formulate friendships and to encourage them to become socially active with their peers. (7) Continuous professional development and support are provided for teaching staff on inclusion. Hence, when the school is able to implement these practices by designing and implementing inclusion policies that reflect the vision of

the UNESCO principals and the national agenda of the countries that ratified the convention on the rights of people with disabilities, it will positively reflect on the overall school community.

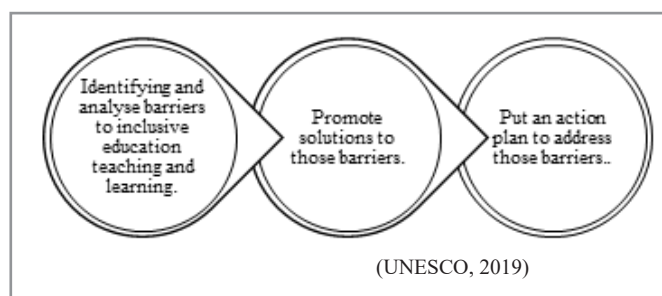
Moreover, Paseka and Schwab have emphasized several significant inclusive education practices that are essential to be implemented within the regular classroom in order to accommodate the diverse needs of students and reach their full learning potential, such as adapting and modifying the learning materials, dividing tasks into multiple steps, providing differentiated and accommodated learning materials, using effective instructional strategies, setting higher expectations for each learner, and providing a sense of challenge to keep students motivated to reach high levels of achievement. Furthermore, inclusive education practices require effective personalized instructions to be delivered based on students' individual differences, which means that teachers must be able to identify the needs and strengths of students and create activities based on their area of interest and learning style [16].

Education Policy for Prompting Inclusive Cultures

The education policy for promoting inclusive cultures and practices has been described in terms of support systems within schools, school management, teaching methods, and instructional leadership, in addition to the practical strategies and techniques within the school community [9, 16]. Hence, one of the main factors that promotes an inclusive education culture in schools is teachers' ability to implement inclusive education methodologies to achieve inclusivity in the classroom [1].

For instance, when a teacher has mixed-ability group work within the inclusive classroom, it will enhance the students with different abilities to support each other, which mainly will reflect on the overall classroom dynamic to demonstrate high learning potential and achievements, prompt student-centered learning, and encourage teachers to adapt the curriculum to meet the diverse needs of all students [1].

Furthermore, there is an essential systematic approach that inclusion teams at schools must follow to identify barriers to inclusive education in the classroom for everyone [1]. First, identify and analyse barriers to inclusive education teaching and learning. Second, promote solutions to those barriers. Finally, put together an action plan to address those barriers by changing the system accordingly to address the diverse needs of students to ensure that all learners are included in the inclusive classroom and provided with appropriate levels of activities (See figure 2).



The Knowledge and Human Development Authority in Dubai has put together comprehensive guide for schools and education providers that includes terminologies, practical references, tools, and strategies to support design and implementation of inclusive education policy in private schools [17]. Moreover, that guide includes crucial information for accurate identification of categories of disabilities and barriers to learning for students with special needs and disability that aligned with UAE unified categorization of disability, help schools develop provision based on reducing the main and additional barriers to learning for each learner in the regular school setting (Appendix A).

Summary of Chapter

To encapsulate, when teachers and school leaders are able to value learners' diversity, identify their barriers to learning in the regular classroom, and set higher expectations for all learners, which is an asset to education, it will not only reflect on students' overall progress but also positively on all students' attainment and satisfaction [18]. Furthermore, according to Muñoz Martínez and Porter, to address students' barriers to learning, teachers must be able to identify students' current performance level of achievement and determine the starting point for them to be able to develop effective intervention plans and include their accommodated and differentiated activities in their daily lesson plans afterward put an action plan through deciding the progress of monitoring and assessing students' achievements.

Methodology

Overview of the Chapter

Methodology is the term used to describe the set of principles and procedures used when investigating a problem or seeking

to find an appropriate solution; it clarifies the plan the researcher used to conduct the study [19]. This chapter includes four essential sections. The first section outlines the data collection plan, which involves obtaining information from UNESCO and KHDA (Knowledge and Human Development Authority) documents related to inclusive education.

The second section detailed the data analysis plan, which includes the use of tables to organize and interpret the collected data. The third section addresses ethical considerations, emphasizing that there are no risks related to the research conducted. Lastly, the fourth section discusses the reliability of the data collection process, highlighting that the data is sourced from authorized public organizations.

Data Collection Plan

The researcher accessed official public documents to collect data, which indicates a thorough approach to gathering information. First, UNESCO's Policy Guidelines on Inclusion in Education focus on analysing information related to policy guidelines on inclusion in education. Second, two essential documents proposed by the Knowledge and Human Development Authority (KHDA) (2017-2018), the school inspection supplement, and the Dubai inclusive education policy framework, with a focus on educational inclusive education data specific to the Dubai region, indicate an understanding of the importance of context in research and analysis. Third, a private school inclusive education policy that has public access (see table 1).

Table 1: Documents titles and sources

Documents	Information analysed	Source
UNESCO. 2009. Policy Guidelines on Inclusion in Education. Paris, UNESCO.	Policy Guidelines on Inclusion in Education,	http://unesdoc.unesco.org/images/0017/001778/177849e.pdf
School Inspection Supplement, KHDA 2017-2018	Key concepts of supplements related to SEND education	School Inspection Supplement 2017-2018 (khda.gov.ae)
Dubai Inclusive Education Policy Framework, KHDA	Inclusive education principals	Education_Policy_En.pdf.aspx (khda.gov.ae)

Data Analysis Plan

The researcher used tables for data analysis, which signifies a structured and organized method for interpreting the collected information from the documents. Tables provide a representation of data, allowing for comparisons, trends, and patterns to be easily identified. However, this approach enhances the clarity and accessibility of the data analysis, enabling readers to comprehend complex information more effectively. Furthermore, the explicit mention of the data analysis plan indicates a systematic and methodical approach to processing the gathered data, reinforcing the rigor of the research methodology.

Ethical Consideration

The acknowledgement of ethical considerations reflects the researcher's commitment to conducting responsible and prin-

cipled research. Ethical integrity is fundamental in academic and professional research, and addressing this aspect within the document demonstrates an awareness of the researcher's ethical responsibilities, stating that there are no risks related to the research.

Reliability of Data Collection from Public Authorized Organizations

The researcher has emphasized the reliability of data collection from authorized public organizations, which underscores the credibility and trustworthiness of the information. Drawing upon data from such sources enhances the validity and authenticity of the research findings.

Results of Documents Analysis

Overview of Chapter

This chapter consists of document analysis for three essential documents included in this study, the analysed results of these three documents are compared to the private school inclusive education policy. The researcher presented the data analysed through tables. The three documents are:

- **Document 1:** UNESCO Policy Guidelines on Inclusion in Education (2009)
- **Document 2:** School Inspection Supplement (2017-2018)
- **Document 3:** Dubai Inclusive Education Policy Framework (2017)

A Private School in Dubai Inclusive Education Policy

Document 1: Analysis of UNESCO Policy Guidelines on Inclusion in Education, 2009

The UNESCO Policy Guidelines on Inclusion in Education, published in 2009, are a significant document that provides comprehensive guidance on promoting inclusive education systems. The researcher chose this document because it emphasizes the importance of ensuring equal access to education for all learners, including those with disabilities and other marginalized groups. It outlines key principles, strategies. Furthermore, the document serves as a valuable resource for policymakers, educators, and stakeholders committed to advancing inclusive education (see table 2).

Table 2: Analysis of UNESCO Policy Guidelines on Inclusion in Education, 2009

Analysis of UNESCO Policy Guidelines on Inclusion in Education, 2009		
Key Principles and Concepts	Strategies for Inclusive Education	Recommendations for Implementation
<ul style="list-style-type: none">• Non-discrimination - Emphasizes the right of every learner to receive quality education without facing any form of discrimination.	<ul style="list-style-type: none">• Curriculum - adaptation involves designing curricula that are responsive to diverse learning needs and abilities.	<ul style="list-style-type: none">• Policy development involves formulating inclusive education policies that align with international standards and best practices.
<ul style="list-style-type: none">• Participation - Highlights the active involvement of all learners in the educational process, fostering a sense of belonging and community	<ul style="list-style-type: none">• Teacher training - focuses on equipping educators with the knowledge and skills necessary to support inclusive practices and cater to diverse learners effectively.	<ul style="list-style-type: none">• Resource allocation emphasizes the need for adequate funding and allocation of resources to support inclusive education initiatives.
<ul style="list-style-type: none">• Individualization - Recognizes the unique learning needs and styles of each student, advocating for personalized support and accommodations	<ul style="list-style-type: none">• Accessible learning materials - encompass the provision of resources that are suitable for students with varying abilities and learning styles.	<ul style="list-style-type: none">• Capacity building focuses on enhancing the skills and competencies of educators, administrators, and other stakeholders involved in inclusive education.
<ul style="list-style-type: none">• Flexibility - Promotes adaptable approaches to teaching and learning, accommodating diverse abilities and backgrounds.	<ul style="list-style-type: none">• Supportive learning environments - encompass physical, social, and emotional aspects that contribute to an inclusive educational setting.	<ul style="list-style-type: none">• Collaboration underscores the importance of partnerships between government agencies, civil society organizations, and communities to promote inclusive education.
		<ul style="list-style-type: none">• Monitoring and evaluation involve establishing mechanisms to assess the effectiveness of inclusive education policies and practices.

Documents 2&3: Analysis of School Inspection Supplement and Dubai Inclusive Education Policy Framework, KHDA 2017-2018

The School Inspection Supplement and Dubai inclusive education policy framework, KHDA 2017-2018, are documents that provide a comprehensive overview of the inspection process

for schools and inclusive education practices and principals for private schools in Dubai, with a specific focus on students with SEND. The researcher chose these documents because they outline the expectations for schools in terms of providing an inclusive and supportive learning environment for students with SEND (see table 3).

Table 3: Analysis of School Inspection Supplement

Analysis of School Inspection Supplement, KHDA 2017-2018	
Key Aspects of the Supplement	
Inclusive Education	The supplement emphasizes the importance of providing an inclusive learning environment for all students, regardless of their background, ability, or need.
Identification and Assessment	The supplement outlines the procedures for identifying and assessing students of determination, including the use of standardized assessments and other tools to determine eligibility for support.
Individualized Education Programs (IEPs & ALPs)	The supplement emphasizes the importance of developing and implementing Individualized Education Programs (IEPs) for students of determination. IEPs should be tailored to the unique needs of each student and should be developed in collaboration with parents, teachers, and other support staff.
Teaching and Learning	The supplement outlines the expectations for teaching and learning for students of determination, including the use of differentiated instruction, universal design for learning, and other evidence-based practices.

Support	The supplement outlines the expectations for support for students of determination, including the provision of specialized support services, such as speech and language therapy, occupational therapy, and counselling.
Inclusive School Culture	The supplement emphasizes the importance of creating an inclusive school culture that values and supports all students, regardless of their background or ability.
Monitoring and Evaluation	The supplement outlines the expectations for monitoring and evaluating the progress of students of determination, including the use of standardized assessments and other tools to measure student progress.

(KHDA, 2017 - 2018)

All private schools in Dubai have a responsibility to prioritize inclusive education by establishing an inclusion department (see table 4) and forming an inclusive education action team. This team is responsible for developing and implementing strategies to promote inclusive practices throughout the school community. The action team may consist of representatives from different departments and grade levels, including teachers, administra-

tors, parents, and community members. Moreover, based on the information in the documents, schools must develop a strategic inclusive education improvement plan focused on enhancing inclusivity, yet this plan outlines measurable goals, action steps, timelines, and resource allocations to address areas of improvement related to inclusive practices.

Table 4: Inclusion Department Structure

Inclusion Department Structure	
Roles	Responsibilities
Inclusion Governor	The inclusion governor is a member of the school's governing body who oversees the implementation of inclusive education policies and practices. They play a crucial role in monitoring the school's progress towards achieving inclusivity goals and ensuring that resources are allocated appropriately.
Inclusion Champion	This individual serves as the leader and advocate for inclusive education within the school. The inclusion champion is responsible for promoting awareness, providing training, and fostering a culture of inclusivity among staff, students, and parents.
Learning Support assistants	These professionals work directly with students with SEND to provide individualized support, accommodations, and interventions to help them access the curriculum and participate fully in school life.
Support Staff	Inclusive education requires the collaboration of various support staff, such as counsellors, therapists, and behaviour specialists, English language learners' teachers, who contribute to creating a supportive and nurturing environment for students with SEND.

(KHDA, 2017 - 2018)

To effectively assess the effectiveness of inclusive practices and identify areas for improvement, private schools should develop

a comprehensive inclusive education self-evaluation form. This form typically consists of two main sections as shown in table 5.

Table 5: SELF- Evaluation Form for Students with SEND

Self-Evaluation Form for Students with SEND Main Sections	
<p>Governance and Leadership Evaluation</p> <p>This section focuses on evaluating the governance and leadership's commitment to inclusive education. It includes evaluation statements related to:</p> <ul style="list-style-type: none"> • Commitment: Assessing the school's dedication to promoting inclusivity at all levels. • Accountability: Evaluating mechanisms for holding stakeholders accountable for implementing inclusive practices. • Policy: Reviewing existing policies related to SEND and inclusivity. • Investment in Resources: Assessing the allocation of financial and human resources towards supporting students with SEND. • Special Staff: Evaluating the availability and qualifications of staff dedicated to supporting students with SEND. • Systems and Coordination: Assessing how systems are coordinated to ensure effective support for students with SEND. • Capacity to Improve: Evaluating the school's readiness and capacity to make continuous improvements in inclusive education. 	<p>Identification and Intervention Evaluation</p> <p>This section focuses on assessing how well the school identifies students with SEND and provides appropriate interventions. It includes evaluation statements related to:</p> <ul style="list-style-type: none"> • Assessment for Identification: Reviewing the assessment processes used to identify students with SEND. • Identification and Intervention: Evaluating how effectively interventions are implemented based on identified needs. • Categories of Identification: Assessing how different categories of SEND are recognized and addressed within the school. • Trends and Patterns: Analysing trends and patterns related to student identification and intervention.
<p>Note: By developing a comprehensive self-evaluation form that addresses these key areas, private schools can gain valuable insights into their current inclusive practices and identify areas for further development.</p>	

School Inclusive Education Policy: Analysis and Effectiveness
The analysis of the school's inclusive education policy document reveals both strengths and areas for improvement. The policy appears to be comprehensive and aligned with key principles outlined in UNESCO and KHDA documents, demonstrating a commitment to creating an inclusive and supportive learning environment. However, there are notable gaps in the policy, such as the lack of clarity regarding the process of identification and referral of students with SEND. Furthermore, the policy lacks specific mention of teacher training and support staff professional development.

Conclusion and Discussion

Overview of the Chapter

This chapter is a critical section that provides a summary of the study, key findings, recommendations, limitations, and suggestions for further research. This section serves to tie together the key elements of the study and provide a clear understanding of its significance.

Summary of the Study

The researcher utilized a document analysis approach as a qualitative methodology to examine documents related to key principles of inclusive education policies and practices recognized internationally and nationally in the UAE. Furthermore, the document analysis approach involved scrutinizing essential documents proposed by the KHDA in the United Arab Emirates, including the school inspection supplement and Dubai inclusive education policy framework for 2017-2018. These documents provided insights into the educational data specific to the Dubai region, indicating a localized approach that acknowledges the importance of context in research and analysis, which was an evident point to support the researcher to answer the main research question which is: "Does the school inclusive education policy align with the UNESCO principals and national agenda established by the KHDA?"

This study examined the inclusive education policy of a private school and found that it aligns with both United Nations principles and the national agenda established by the Knowledge and Human Development Authority (KHDA). The study also identified gaps in the policy and provided essential recommendations for improvements.

Key Findings

The findings of the study indicated that the private school's inclusive education policy demonstrated alignment with both United Nations principles and the national agenda set forth by the KHDA. The analysis of the school's policy against the international and national guidelines indicated a strong correlation, signifying a commitment to fostering an inclusive educational environment that adheres to global standards while addressing local needs. But the policy also highlights essential gaps that the school haven't include in its inclusive education policy such as the identification and support of students with SEND, and provisions for ongoing teacher training and professional development.

Moreover, the policy's emphasis on inclusivity is reflected in the document, its commitment to promoting diversity and ad-

ressing systemic barriers to inclusion reflects the social model approach that adopted within the school community and celebrating diversity. Furthermore, the school inclusive education policy document also highlights the importance of collaboration between teachers, support staff, and parents to ensure that all students receive the support they need to reach their full learning potential and reach high achievements.

The school policy is in line with United Nations principles, which emphasize the right to education for all individuals, including those with disabilities. Additionally, the policy aligns its standards with the national agenda set forth by the KHDA, indicating its adherence to local educational imperatives and regulations. This alignment underscores the school's commitment to integrating global best practices with local educational standards, ensuring that its inclusive education policy reflects a comprehensive approach that considers both international and national frameworks.

Recommendations

To enhance the effectiveness of the school's inclusive education policy, it is crucial to address the identified gaps through targeted revisions. Clear guidelines for identifying and supporting students with SEND should be established to ensure that they receive appropriate accommodations and support services. Furthermore, aligning gifted and talented education with international principles can help in providing enriched learning experiences for academically advanced students. Incorporating provisions for ongoing teacher training and professional development is essential to equip educators with the necessary skills and knowledge to effectively implement inclusive practices in the classroom.

Furthermore, the effectiveness of the school's inclusive education policy can be evaluated based on its implementation and impact on students, teachers, and the overall learning environment. A well-crafted policy that prioritizes inclusion can positively influence the educational experience of all students, promote diversity, and foster a sense of belonging within the school community.

limitations

The study identified several gaps in the private school's inclusive education policy, signalling areas where improvements are necessary. These gaps likely pertain to matters such as the identification and support of students with special needs, and provisions for ongoing teacher training and professional development. The recommendations provided by the study emphasize the importance of addressing these gaps through specific revisions aimed at enhancing the effectiveness of the school's inclusive education policy. One significant limitation is that the focus is primarily on Dubai, neglecting other emirates in the UAE.

However, the identified gaps in the policy may hinder its effectiveness in fully meeting the needs of students with SEND and ensuring all students receive appropriate support. Additionally, the absence of explicit provisions for teacher training and professional development may limit the capacity of educators to effectively implement inclusive practices. Moreover, it restricts the generalizability of findings and recommendations to

a broader context. Therefore, future research should aim to include schools from different emirates in the UAE to provide a more holistic view of inclusive education policies and practices [21-25].

Suggestions for Future Research and Scope for further study

Expanding research efforts to include schools from different emirates in the UAE, a more comprehensive understanding of inclusive education policies and practices can be achieved. Future research endeavours should aim to address these gaps by including private schools from different emirates in the UAE. This approach will enable researchers to firstly, capture regional variances by including schools from various emirates, researchers can capture regional variances in inclusive education policies, practices, and challenges. Secondly, enhance generalizability by including diverse school settings will enhance the generalizability of research findings, allowing for more comprehensive recommendations that can benefit private schools nationwide. Lastly, inform policy development by a broader research scope will provide valuable insights to inform policy development at both the emirate-specific and national levels, contributing to more effective inclusive education initiatives across the UAE [26-28].

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Appendices

Appendix A: KHDA Categorization

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions

Appendix B: Study Rubric

- **Score 5:** The guidelines are exceptionally clear and comprehensive, addressing a wide range of inclusive education indicators.
- **Score 4:** The guidelines are clear and provide a substantial amount of information on inclusive education but may lack depth in certain areas.
- **Score 3:** The guidelines are somewhat clear but lack specificity in addressing essential indicators for inclusive education.
- **Score 2:** The guidelines are unclear and provide limited information on inclusive education, missing several essential indicators.
- **Score 1:** The guidelines are unclear and fail to address essential indicators for inclusive education.

Scoring Rubric	
Score 5	The guidelines are exceptionally clear and comprehensive, addressing a wide range of inclusive education indicators.
Score 4	The guidelines are clear and provide a substantial amount of information on inclusive education but may lack depth in certain areas.
Score 3	The guidelines are somewhat clear but lack specificity in addressing essential indicators for inclusive education.
Score 2	The guidelines are unclear and provide limited information on inclusive education, missing several essential indicators.
Score 1	The guidelines are unclear and fail to address essential indicators for inclusive education.

No.	Title	Year	Inclusive Education Indicators	Score
1	UNESCO Policy Guidelines on Inclusion in Education	2009	Clearly mentioned the essential indicators for inclusive education such as Access to quality Education for all, supportive Learning Environment both for students and teacher, and collaboration and Partnership.	5
2	Dubai Inspection Supplement	2017-2018	Includes the essential indicators for inclusive education that aligns with the UNESCO policy guidelines on inclusion in education, yet the document lack depth in certain areas.	4
3	Dubai Inclusive Education Policy Framework	2017	Includes principals of inclusive education, which aligns with both document 1 and document 2.	5
4	A Private School in Dubai Inclusive Education Policy	2023	School's inclusive education policy demonstrated alignment with both United Nations principles and the national agenda set forth by the KHDA. The analysis of the school's policy against the international and national guidelines indicated a strong correlation, signifying a commitment to fostering an inclusive educational environment that adheres to global standards while addressing local needs. However, the policy also highlights essential gaps that the school haven't include in its inclusive education policy such as the identification and support of students with SEND, and provisions for ongoing teacher training and professional development.	3

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