



## Qatar

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*H.E. obtained " B.A. in Arabic Language " in 1976. She started her educational career ladder as a "teacher", "deputy principal", "principal", "supervisor of Arabic Language", and "assistant director of Education Supervisory Directorate." In 1996, she was appointed as "Ministry of Education Undersecretary", and on 6.5.2003, she was appointed as "Minister of Education." On 26.6.2006, she was appointed as "Secretary General of the Supreme Education Council". On 1.7.2008, she was reappointed as, "Minister of Education and Higher Education". H.E. has a lot of contributions to education and educational field, such as, participating in the authorship of the textbooks and the curricula of Arabic Language. She is member of "Supreme Education Council's Board of Directors", and member of the "General Conference of Ministers of Education at Arab Bureau of Education for the Gulf States". She is also the chairperson of "Qatar National*

*Commission for Education, Culture and Science, and the chairperson of "Qatar Scouts and Guides Association". H.E. participated in many international, Arab, Islamic and Gulf educational conferences, symposiums and forums, during which she presented many researches, studies and papers.*

### **Teaching and Learning Strategies Towards Achieving Inclusive Education**

It is my pleasure to present this short message on inclusive education. I would also like to show my gratitude to the International Conference on Education for providing the opportunity to the Ministers of Education to share their concerns and views and exchange their experiences to improve the quality of education.

We, in the state of Qatar, and as a part of the education reform initiative "Education for a New Era" which was launched and supported by the wise leadership of the country six years ago, took some major steps towards enhancing education and learning. The education reform initiative adopted modern methods and techniques to build learners knowledge base and to enhance their academic achievement. It also adopted an integrated approach to develop their mental, physical, spiritual and emotional capabilities, regardless of their origins, race, colour, religion, physical abilities or mental abilities,

One objective of the reform was to introduce inclusive education as an integral part of national education. To achieve that, the principles of inclusive education were embedded in the reform initiative. Key actions were taken to create a stronger bond between educators and learners, those included developing and implementing tested teaching and learning methods and strategies which made the learner the core of the educational process.

One major achievement was the development of national teachers' standards. This aimed at developing and improving the skills, abilities and knowledge of teachers and creating a stable and homogeneous environment for teaching and learning. It also aimed at setting the basis for supporting the teaching body and increasing the opportunities of students in obtaining quality education.



In addition to its professional developmental objectives, the national standard embeds the major principles of inclusive education of relevance to teachers and learners. The standards direct teachers to adopt the principles of inclusive education through the following:

- In addition to curricula based evaluation, teachers should be able to conduct comprehensive assessment of their students to identify their potential and work on developing their knowledge base regardless of their capacity;
- Teachers should work towards exploring students capabilities and encourage them to achieve rather than setting targets and expectations for them;
- Teachers should create a participatory environment where all students contribute and interact to improve their skills and knowledge;
- Teachers should identify students interests and work on motivating them to develop their skills;
- Teachers should be proficient in various instructional strategies to deal with the variety included in a classroom.

We in the state of Qatar work progressively towards changing teaching from its traditional scope to possess a humanitarian scope to become a major tool in social and human development. For this purpose, the education leadership provided all the means to support teachers and their role to contribute to education at all levels. To support the effort of improving teachers' skills, a new system to acquire teaching licence to practice teaching in Qatar is being introduced. Teachers are offered comprehensive training sessions to meet the new standards and licence requirements. It is our objective to develop teachers' skills to meet all the challenges of education and give inclusive education a better opportunity for the benefit of our people and developing teachers' skills is one major contributing factor to that end.