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الأطر القانونية وحقوق الطلاب: دراسة دور التشريع في تحقيق العدالة التعليمية في عُمان

*Legal Frameworks and Student Rights: Examining the Role of Legislation in Educational Equity in Oman**

د. لالة إكرام العلمي

Prepared by:

1. **Dr. Lalla Ikram El Alami:** A Researcher from Morocco

Email: ikramo.ikramo2011@gmail.com

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الملخص:

يضمن مفهوم العدالة التعليمية الحيوي حصول الطلاب من جميع الخلفيات على خدمات تعليمية متميزة بغض النظر عن خلفياتهم. وتُعدّ الهياكل القانونية بمثابة معايير أساسية لإرساء أساليب الحماية التعليمية وضمان معاملة عادلة في جميع المرافق التعليمية العُمانية. يدرس هذا البحث القواعد القانونية القائمة للعدالة التعليمية في عُمان لتقييم مدى قدرتها على حماية حقوق الطلاب في جميع أنحاء البلاد. يُقيّم هذا البحث القوانين الأساسية في عُمان، ولوائح التعليم، وجميع الاتفاقيات الدولية التي صادقت عليها عُمان. كما يدرس النهج الذي تتبعه هذه القوانين تجاه المسائل الأساسية المتعلقة بمجانية التعليم، وحقوق الطلاب ذوي الإعاقة، وسياسات مكافحة التمييز. ويُحلل هذا البحث عوائق تطبيق أساليب الحماية القانونية من خلال تقييم الفوارق الاجتماعية والاقتصادية والصعوبات المتعلقة بمساواة المرأة واحتياجات رصد السياسات. ويُجري البحث بحثًا نوعيًا لتقييم الوثائق القانونية، من خلال التحدث مع أشخاص مطلعين، وإجراء تقييمات هيكلية للتعليم والقانون في عُمان مقارنةً بالمؤسسات العالمية. وتُظهر الدراسة أن عُمان قد حسّنت معايير العدالة التعليمية، إلا أن العوائق النظامية لا تزال قائمة. ويحدث تنفيذ سياسات معينة بشكل غير متسق، وخاصة في المناطق الريفية والمجتمعات المحرومة.

الكلمات المفتاحية: التشريعات التربوية، حقوق الطلبة، العدالة التعليمية.

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Abstract:

The vital concept of educational equity ensures that students from all backgrounds receive premium educational services, regardless of their backgrounds. The structures of law serve as necessary benchmarks to establish methods of educational protection and to maintain fair treatment throughout Omani educational facilities. This research examines the existing legal rules on educational equity within Oman to assess their capacity to safeguard student rights across the national territory.

This research evaluates Oman's foundational laws, education statutes, and all international conventions ratified by Oman. The study examines the approach taken by these laws toward essential matters concerning free access to education, along with the rights of students with disabilities and anti-discriminatory policies. This research analyzes the barriers to implementing legal protection methods by evaluating social and economic disparities, challenges related to gender equality, and the need for effective policy monitoring.

The study employs qualitative research to evaluate legal documents, conduct interviews with knowledgeable individuals, and perform structural evaluations of education and law in Oman in comparison to global institutions. The study demonstrates that Oman has improved its educational equity standards, but systemic barriers remain. The implementation of specific policies occurs inconsistently, particularly in rural areas and disadvantaged communities.

Keywords: Legal Frameworks, Student Rights, Educational Equity

Chapter 1: Introduction

1.1 Background of the Study:

Education has always been regarded as a fundamental human right that contributes to sociocultural and economic development, as well as self-development. A practical and comprehensive legal system ensures that all individuals, regardless of their socioeconomic status, gender, or any other distinguishing factor, are provided with quality education. To achieve this, the government of Oman has enacted several laws and policies to promote access to education, ensure educational equity, and protect students (Al'Abri et al., 2022). However, gaps still exist in the practical realization of these laws, preventing equal educational opportunities for every student. This research examines the impact of legal frameworks on educational access and equity in Oman, focusing on major legal provisions and student rights.

Educational equity means overcoming personal or social circumstances through specific measures that ensure every student has unbiased access to all educational resources, opportunities, and, most importantly, the desired outcomes. Unlike the term "equality", educational equity recognizes that not all students require the same level of support; some may need more assistance to achieve their targeted educational goals (Al-Alsibani & Al-Eladl, 2024). To meet the needs of all students, regardless of their background, discrimination, or limitations, various countries around the world have enacted separate laws.

For the past several decades, the government of Oman has dedicated resources to advancing its education system through various modes of improvement. It has implemented free compulsory education policies alongside support programs for learners with disabilities and gender-based school enrolment affirmative action initiatives. However, structural barriers continue to hinder these educational advancement efforts. Students facing

socioeconomic and regional challenges, as well as other forms of inequality, require effective policy enforcement to overcome their educational obstacles. Although government policies are in place to promote change, many bureaucratic procedures and traditional cultural practices obstruct the anticipated positive outcomes of these initiatives.

Educational and legal documents remain crucial in defining the type of education students receive and their corresponding rights and responsibilities. These documents establish four essential elements: student attendance requirements, school enrolment standards, learner safety guarantees, anti-discrimination protocols, and the provision of educational services for students with special needs. The Omani education system derives its framework from the Basic Law of the State, the Education Law, and multiple government-ratified international treaties. An analysis of these documents concerning student entitlements should be conducted to assess their actual implementation in practice.

1.2 Problem Statement:

The Omani legal framework promotes educational equity, yet the country still experiences differential access to schools and varying levels of educational quality. Children from rural areas, students with disabilities, and those from impoverished backgrounds frequently encounter barriers to accessing education. Although the government has enacted multiple laws to support educational inclusion across Oman, researchers have raised concerns about the effectiveness of their practical implementation (Al'Abri et al., 2022). The country faces challenges in enforcing its educational legal guarantees due to limited enforcement capacity, cultural preferences, and insufficient resources. This research analyzes whether Omani education legislation effectively upholds equitable educational practices for students. It aims to identify deficiencies in current legislation to better evaluate the

obstacles to implementation and propose enhancements for stronger legal protections in education.

1.3 Research Objectives:

1. To examine the legal systems governing Omani education, starting with domestic statutes and international agreements.
2. To evaluate student rights and assess educational equity through existing legal provisions.
3. To identify obstacles that hinder the implementation of educational laws and policies.
4. To assess Oman's educational systems and legal standards in comparison with leading international practices.
5. To offer suggestions to strengthen educational legislation and establish equal educational opportunities for all students.

1.4 Research Questions:

To achieve these objectives, the study seeks to answer the following key questions:

1. What are the primary legal frameworks that govern education in Oman?
2. How do the existing legal instruments protect student rights and promote educational equity?
3. What challenges hinder the implementation and enforcement of educational laws in Oman?
4. How does Oman’s legal framework compare with international models aimed at achieving educational equity?
5. What measures can be taken to enhance the legal protection of student rights in Oman?

1.5 Significance of the Study:

Many important factors underscore the significance of this study. It provides an extensive review of Omani educational and legal regulations, highlighting both successful program implementation and existing challenges. Additionally, the study examines current legal frameworks to offer essential insights for public officials, Additionally, the study examines existing regulations to provide essential educational professionals, and legal specialists working to improve educational access. Moreover, the research contributes to the academic understanding of human rights practices in education. For instance, the United Nations and UNESCO recognize education as a fundamental human right that all countries are obligated to uphold (Mansoor, 2023). By evaluating Oman's compliance with educational standards, conformity, this research helps align national strategies with international commitments, generating benefits for students and the broader educational system.

Additionally, the research identifies operational barriers that hinder the implementation of educational laws. The effectiveness of legal provisions can only be evaluated through their practical application, regardless of their presence in official documents. However, when stakeholders recognize these barriers, they can develop targeted solutions to ensure that legal protection measures result in tangible benefits for students. Finally, this research lays a foundation for future academic studies in the field of educational laws, as the discovery of legislative deficiencies opens new avenues for exploring how legal structures interact with and support educational frameworks.

1.6 Scope and Limitations:

The research evaluates Oman's educational legal framework by examining national legislation, government directives, and international accords related to student rights and educational equity. These legal

instruments serve a dual purpose: they determine access to educational facilities and establish measures for preventing discrimination and promoting inclusive learning environments. Additionally, the study primarily employs qualitative research methods to analyze legal documents, gather expert interviews, and conduct comparative assessments with international best practices.

However, the research has certain limitations. While it includes a review of the legal framework, it doesn't incorporate large-scale empirical surveys or statistical analyses. Additionally, the analysis focuses exclusively on official educational institutions, without adequately addressing unregulated or private educational settings. Nevertheless, despite these limitations, the research offers valuable insights into how the Omani government is striving to establish educational equity through legal regulations. It also highlights current challenges in the education sector and proposes solutions to inform and advance ongoing discussions on legal protections in education.

Chapter 2: Literature Review

2.1 Conceptualizing Educational Equity:

Educational equity ensures fair opportunities for every student to succeed academically, regardless of gender, socioeconomic background, disability status, or other historically marginalized characteristics. This approach emphasizes the provision of precisely tailored educational support that addresses individual student needs and promotes the equitable distribution of resources. Through such measures, disadvantaged students facing marginalization can achieve academic outcomes comparable to their peers (Al Musawi et al., 2022). However, the development and practical realization of educational equity depend significantly on robust legal frameworks. As Aboraya (2021) notes, Oman's Basic Law, in conjunction with the Education Law and Ministry of Education regulations, establishes

the foundation for equitable educational structures. These legal instruments provide solutions to address gender disparities, differences in educational quality, and region-based access barriers.

Equity goes beyond ordinary equality by aiming to achieve equal outcomes for all learners. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines equitable education as a commitment to identifying the root causes of inequality, which often stem from economic, social, and cultural factors (Tonegawa, 2022). Legal frameworks must possess the capacity to recognize the multiple layers of educational inequality across various social backgrounds, economic conditions, and geographical regions. Therefore, Oman's legal framework must serve as a vital instrument in promoting equity, as it plays a critical role in removing educational barriers and ensuring high-quality learning opportunities for all students.

2.2 The Basic Law of the State and its Role in Education:

The Basic Law of the State serves as Oman's constitution and establishes the governing framework for the country's education system. For example, Oman's national educational policy is grounded in Article 12 of the Basic Law, which declares education as "a fundamental right for every citizen" (Al-Saadi & Al-Harthy, 2021). Consequently, the Basic Law mandates the government to provide free and compulsory education, reflecting a commitment to recognizing education as a fundamental human right rather than a privilege.

Notably, the legal foundation has enabled Oman to implement reforms that expand access to education across the country. For instance, the governance of education in Oman falls under the authority of the Ministry of Education, which leads policy implementation and safeguards educational rights. While, the legal guarantee within the Basic Law sets broad parameters, it lacks detailed provisions regarding fair treatment among

learners and differentiated access for disadvantaged students (Bishara, 2022). Thus, although the Basic Law initiates significant legal groundwork for educational fairness. It does not specify how to address systemic disparities. Specifically, the law establishes a foundational right to education but doesn't address variations in educational quality across socioeconomic groups, individuals with disabilities, and different geographic regions. While the Basic Law affirms the right to education (Al-Busaidi, 2022), it does not explicitly prioritize system-wide educational equity; consequently, the government enacts additional specific legislation and regulations to address these issues.

2.3 The Education Law of Oman:

Oman's Education Law presents detailed instructions regarding the policies described by the Basic Law for educational implementation. Under this enactment, the government demonstrates increased dedication to providing free and compulsory education, including at the primary and secondary school levels. According to Al-Saadi and Al-Harthy (2021), after the implementation of the Education Law, new rules were introduced concerning the inclusion of students with disabilities, gender fairness, and advancements in urban-rural educational equity.

The Education Law includes a fundamental requirement for inclusive education provision. For example, the state is dedicated to placing children with disabilities in typical educational environments. According to the law, physical accommodations, trained staff, and necessary resources must be available in every school to support children with special needs (Al-Saadi & Al-Harthy, 2021). Additionally, the measure upholds Oman's global commitments, primarily through its membership in the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (United Nations, 2021). Thus, the enacted sections in the Education Law demonstrate Oman's dedication to inclusive learning for students with

disabilities per the CRPD principles. However, the progression in this legislative framework faces challenges when implemented. For instance, mainstream education integration of students with disabilities encounters limitations because of unqualified teacher shortages and inaccessible facilities throughout rural regions in Oman (Azzam & Al-Nabhani, 2022). Additionally, the law supports inclusive education, yet execution obstacles continue to exist because all students, regardless of disability, are yet to receive the quality education promised by the law.

2.4 Regulations by the Ministry of Education:

Since 1999, the Ministry of Education in Oman has been a key organization that implements education laws and policies by creating special directives and regulations. Through its established inclusive policy, the Ministry created a system that helps students with disabilities join regular classroom environments (Azzam & Al-Nabhani, 2022), although the education system continues to face difficulties related to specialized program education and support infrastructure.

Additionally, the Ministry has developed guidelines to meet the educational requirements of students studying in distant and rural parts. The educational directives of the Ministry include portable school buildings and structures, remote learning frameworks, and supplemental financial funding for schools in disadvantaged areas (Al-Busaidi, 2022). As established, students in rural locations encounter major educational obstacles because they experience inadequate teaching staff, outdated educational content, and shortcomings in technological tools.

Additionally, although the Ministry continuously promotes gender equity through female student scholarship programs, the education system still faces gender-based educational obstacles. Notably, gender constraints on female education prevent girls from attending secondary or tertiary levels of education in rural and traditionally conservative regions in Oman (Mansoor,

2021). Therefore, a more potent and broader legal framework needs to be developed because it should address systemic inequalities and the cultural barriers that impede gender equity.

2.5 International Conventions and Agreements:

Oman's educational sector has undergone a substantial legal transformation thanks to its efforts to follow international conventions. Oman strengthened its dedication to providing education to each child without limitations through its CRC ratification, which took place in 1996 (United Nations, 2021). Thus, Oman's domestic policies developed after the CRC acceptance have been influenced by non-discrimination principles and equal educational access for all children, and they still steer present educational reform efforts.

Additionally, Oman is a member of the Universal Declaration of Human Rights (UDHR) and the International Covenant on Economic, Social, and Cultural Rights (ICESCR). The two major international frameworks require governments to maintain education as a human right by providing regular services that meet the standards of availability, accessibility, acceptability, and adaptability (Al-Busaidi, 2022). Through its membership in these conventions, the government of Oman accepts international responsibility to deliver excellent educational experiences and break down accessibility barriers that affect people with disabilities alongside girls and those who come from low-income backgrounds.

These conventions established a solid foundation for education rights but did not solve all the challenges to implementing them at local levels. Therefore, due to their marginalized status, students from rural backgrounds, together with those with disabilities, still face barriers to receiving quality education even after Oman endorsed these international agreements (Al-Busaidi, 2022). These gaps show the necessity of

strengthening implementation systems that aim to achieve global commitments in concrete educational settings.

2.6 Sharia Law and Educational Rights:

Sharia law is the primary force shaping social interactions between women and men and family member duties within Oman. A primarily secular legal system exists in Oman, yet Sharia law influences several facets of education because of community practices (Mansoor, 2021). Education receives no direct oversight from Sharia law in Oman, although its core principles affect community beliefs concerning gender and disabilities and family responsibilities in educational matters. Notably, worldwide, locations where religious laws are strictly applied limit girls from obtaining secondary and tertiary education. However, Oman guarantees school access for all students under its legal framework, yet cultural norms based on Sharia principles partly restrict girls from getting an education in specific locations (Mansoor, 2021). Therefore, an accurate achievement of educational equity faces notable barriers in Oman due to difficulties in synchronizing laws with traditional cultural values.

2.7 Challenges in Implementation:

Multiple implementation challenges continue to exist even though the Basic Law, the Education Law, and the Ministry of Education regulations ensure strong legal frameworks. An essential problem arises because resources exist disproportionately between urban and rural societies, thus establishing substantial differences in education delivery and standards. Additionally, the educational environment in rural institutions suffers from inadequate resources, insufficient instructors, and outdated educational materials (Bishara, 2022). Thus, students from rural areas struggle to achieve educational equity because these areas have worse learning conditions than cities.

A significant implementation barrier exists because there is an absence of qualified educational personnel who specialize in disability-inclusive education. The Education Law requires inclusive education, yet it faces a significant obstacle because insufficient teachers are trained to support students with disabilities (Azzam & Al-Nabhani, 2022). The Ministry of Education created gender equity policies (Mansoor, 2021), yet traditional cultural customs and beliefs prevent female students from receiving education in rural districts.

The enduring problem within the educational system involves the gap between established laws and their practical implementation. The educational laws of Oman demonstrate progressive standards that align with global human rights standards, yet these laws do not usually translate into concrete educational practices within schools (Mansoor, 2021). Therefore, the absence of proper enforcement systems requires improved evaluation and tracking methods to make educational policies operational in real-world settings.

The legal frameworks governing educational equity in Oman must be analyzed within the broader context of international human rights laws and comparative educational policies. Oman became a member state of both the United Nations Convention on the Rights of the Child (UNCRC) and the Convention on the Rights of Persons with Disabilities (CRPD), which focus on access to and quality of education (Al-Busaidi, 2022). States that sign these conventions must take active measures to eliminate educational biases, ensure full accessibility for students, and provide necessary support for persons with disabilities. Many principles found in international standards are already integrated into Oman's education policies, yet the full implementation of inclusive education continues to face challenges in meeting those international standards.

The educational equity efforts in Oman's legislation become more understandable when examined in comparison with similar approaches adopted by neighboring Gulf Cooperation Council countries. Qatar and the United Arab Emirates (UAE) have all allocated significant funding to inclusive education by enacting governmental policies that establish teacher training standards and provide full budgetary support for students with disabilities. In the UAE, Students requiring exceptional educational support receive organized assistance through the "People of Determination" policy, which emphasizes integration within general classroom settings (Warner & Moonesar, 2021). Despite its more limited resources, Oman continues to face challenges regarding both teacher preparedness and the delivery of special education, particularly in rural areas. Legal provisions supporting inclusive education remain ineffective because of the unavailability of trained specialists and appropriate learning materials needed for effective implementation.

Research demonstrates the funding models within education systems directly affect the achievement of equality in educational outcomes. Disparities in resource distribution often arise when education funding decisions are made at the local level, as wealthier districts receive more substantial funding allocations than less privileged ones (Al Shukaili et al., 2023). In contrast, Sweden operates a centralized educational funding system intended to promote consistent program standards. However, research shows that even within centralized structures, funding distribution can remain unequal, leading to disparities among educational facilities, staff, and resources. Aligning Oman's legal framework with international education rights standards must be accompanied by effective implementation and refinement. To establish meaningful educational equity in the country, the government should prioritize enforcing educational standards, providing effective teacher training, and increasing financial support for underserved communities.

Chapter 3: Methodology

3.1 Research Design:

The research employed descriptive and exploratory methods using qualitative inquiry to examine the subject. This methodology was selected to gain a comprehensive understanding of how legal regulations affect educational equity in Oman and to gather insights from various participants in the education system, including students, staff members, and policymakers. Due to the complex nature of the topic, the researcher adopted a mixed-methods approach to enable a more thorough exploration. The qualitative component provided greater opportunities to address the research questions effectively. It focused on how participants evaluated the implementation of education laws and the processes related to educational equity.

3.2 Data Collection:

Semi-structured interviews, joint surveys, and document analysis were the primary data collection methods used in this research project. these different methods were incorporated because they addressed specific research question and provided rich, context-based information. During the data collection process, key stakeholders, including policymakers, educators, and legal experts, participated in semi-structured interviews. These interviews were explicitly designed to capture the firsthand experiences of individuals involved in the execution of educational policies and laws. The flexible nature of the interviews allowed for follow-up questions, which helped deepen the exploration of participants' perspectives. The study also employed purposive sampling to select respondents with relevant expertise and practical knowledge. A total of fifteen interviewees were selected, consisting of Ministry of Education personnel, district education supervisors, teachers, and special education professionals with expertise in educational law.

Additionally, multiple educational professionals participated in surveys that outlined school equity practices, alongside other participants who primarily worked in schools. The research questions focused on two main aspects: the evaluation of legal framework implementation and the measurement of educational resources, teacher qualifications, learning materials, and school facilities. The research instrument included questions about the barriers encountered that during the implementation of inclusive education and information regarding gender inequalities in educational accessibility. The study achieved an 85% response rate from the surveys distributed to teachers and administrators working operating in various Omani schools.

Research through document analysis examined three significant legal documents: the Basic Law of the State, the Education Law, and the Regulations for Special Education. The analysis assessed the provisions granted to students' rights through these legal documents, including their specific inclusion criteria, as well as details related to gender equality and educational equity. An investigation of actual framework implementation was conducted by analyzing documents from the Ministry of Education, educational policy records, and other official materials. This research methodology made it possible to identify discrepancies between the official laws and their practical application within educational settings.

3.3 Sampling and Participants:

The research approach adopted both purposive sampling for interview data collection and random sampling techniques for survey data collection. The researcher selected purposive sampling because it allowed for interviewing experienced educational law practitioners, policy implementers, and skilled instructors from Omani educational institutions. Random sampling was used to select participants from various demographic segments, including teachers and administrators working in both urban and

rural schools across Oman. Thus, the research design provided the researcher with a balanced understanding of the challenges experienced across different regions.

3.4 Data Analysis:

Qualitative analytic procedures were used to comprehensively examine the gathered data to explore the research subject. The interview data underwent transcription before the researcher employed thematic analysis to identify data patterns and themes within the qualitative information. This research method helped identify consistent patterns that revealed insights into the implementation of educational laws, challenges faced by minority groups requiring special attention, and stakeholder observations regarding contemporary policy outcomes. The researcher applied thematic analysis to the interview transcripts by developing response categories, which led to broader themes such as "resource allocation", "teacher training", "gender equity", and "cultural barriers".

Interactional content analysis functioned as the research method for legal document evaluation. The research involved analyzing written legal and policy documents to identify specific language related to student rights, inclusive education, and equity provisions. Provisions with Omani law underwent evaluative assessment to determine whether they align with international conventions, specifically the UN Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities. Omani educational standards were examined for compliance with international specifications concerning the protection of student rights.

Chapter 4: Results

4.1 Assessment of Omani Students:

Multiple positive and negative elements are evident within Omani policies that aim to protect student rights and uphold educational fairness. Research findings relied on document reviews, interviews with key

stakeholders, and case-based evidence. The study provides a deeper understanding of how the Basic Law, Education Law, and Ministry of Education guidelines are implemented in relation to student educational achievements, particularly among disadvantaged populations. While educational equity assessments reveal positive progress, numerous obstacles remain that hinder the full realization of inclusivity within the education system.

4.2 Strengths of the Legal Frameworks:

Educational equity benefits from strong legal backing through the Basic Law of the State and the Education Law, which guarantee all citizens access to education without discrimination based on gender identity, disability, or personal background. By framing education as a fundamental right, these legal frameworks enable Oman to build an inclusive educational system. Reports from educational officials and experts indicate that the nation has experienced increased school enrollment due to the government's free education policy and compulsory attendance requirements. The research highlights that the Education Law has progress in integrating students with disabilities into mainstreaming schools and promoting inclusive educational practices.

Research evidence confirms that government officials have actively developed educational programs for students in remote learning settings. Mobile schools have contributed to educational success by delivering instruction to isolated communities, thereby connecting rural areas with metropolitan educational systems. Enhanced access to educational services has been facilitated through distance learning initiatives and financial incentives provided to teachers working in underserved regions. These efforts illustrate the capacity of the existing legal frameworks to extend educational opportunities to marginalized and geographically excluded communities.

However, the research identified several implementation barriers within the educational laws that hinder Oman from fully achieving educational equity. A significant challenge lies in the disparity between the quality of education in urban areas and that in rural regions. Students in rural schools face considerable learning limitations due to a lack of qualified instructors and insufficient resources, including instructional materials and adequate infrastructure. Furthermore, teachers in rural settings often lack specialized training, particularly in supporting students with disabilities, which obstructs the realization of inclusive education. These schools struggle to fulfill the requirements of the Education Law because they lack both the specialized professionals and the educational materials necessary for effective implementation.

Traditional customs in rural areas restrict opportunities for female students to attend school. Although the Education Law mandates equal access to education for girls, prevailing social norms often prevent many from pursuing studies beyond the primary or secondary levels, particularly in regions with deeply rooted conservative values. This indicates that rural environments produce significantly unequal opportunities between male and female students.

Another significant barrier exists due to the substantial gap between educational legislation and the practical execution of its provisions. Although both the Basic Law and Education Law guarantee the protection of student rights, rural educational institutions frequently lack the infrastructure and support necessary to fully implement inclusive education mandates. Consequently, students with disabilities are still primarily served by special education centers rather than being integrated into mainstream classrooms, which contradicts the inclusive intent of the educational laws.

4.3 Impact of International Conventions:

Domestic educational policy in Oman has been positively influenced by the country's participation in international conventions, particularly the Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD). These treaties contributed to the development of legal frameworks in Oman and provided guidance for supporting marginalized students, including those with disabilitiesdis and female learners. Therefore, the research indicates that although Oman upholds these global agreements, international standards have not yet been fully implemented in rural regions.

Chapter 5: Discussion

Research indicates that Oman has achieved improvements in educational equity, yet its educational delivery continues to face ongoing challenges under the influence of the legal framework. The State Basic Law and the Education Law support robust educational rights, despite the implementation problems that arise during their execution. The Omani government pursues a mission to provide educational opportunities to all students, regardless of their background or residential setting. The Education Law and Basic Law assist rural and female students from underprivileged areas in improving their participation in educational programs. The government works to unify rural and urban education nationwide by implementing mobile school services and distance learning programs. These commendable initiatives demonstrate an advanced level of commitment to delivering fair education across the nation, despite limited infrastructure availability in specific regions.

The research confirms various successes but also illustrates persistent obstacles in practical law enforcement. Many rural educational institutions face two main problems: the lack of qualified instructors and the absence of appropriate instructional materials for students with disabilities. A quality

discrepancy between schools adds another layer of difficulty that hampers the learning process in distant educational institutions. Rural students cannot access proper educational opportunities due to institutional barriers, while urban students benefit from better-staffed schools with qualified educators. Certain social norms and cultural customs further restrict access to education for specific groups, such as girls in traditional communities. Although the Omani legislative framework guarantees access to education across the country, numerous cultural barriers still prevent many students from pursuing higher education. Education equity continues to face a significant challenge because policy requirements do not align with actual practice in schools.

Chapter 6: Conclusion

Every student has the right to education according to the Basic Law of the State and the Education Law in Oman, which also protect children in rural areas, students with disabilities, and other marginalized groups. The government's support for minimizing educational gaps has been demonstrated through policies incorporating mobile schools, distance learning, and specialized educational regulations. However, multiple legislative measures encounter significant obstacles when applied in practice. Urban schools receive significantly more funding than rural educational establishments, creating a crucial imbalance in the system. The urban learning environment, with its excellent facilities and well-trained teachers, stands in stark contrast to rural areas, which suffer from a lack of essential personnel and basic infrastructure —factors that impede students from receiving quality education. This inequality in resource distribution hinders the achievement of educational equity.

Education that includes all students faces multiple obstacles, even though legislation mandates its implementation—especially when serving students with disabilities. Student integration into mainstream schools is hindered because rural areas lack proper training programs and specialized

teacher support systems. Rural cultural traditions continue to impose gender-based educational restrictions, despite the nation's established standards for gender equality. Social pressures often portray girls as being more suited to domestic roles than academic ones, thereby creating barriers to higher education. Oman needs to enhance the implementation of its current laws by distributing resources effectively, training teachers appropriately, and addressing cultural obstacles to achieve educational fairness. The government must establish educational environments guarantee comprehensive access to learning opportunities for all students, regardless of their family or community background. The path toward equal educational access for every child in Oman requires further, ongoing reforms, as current achievements represent only an initial step.

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