# Inclusive Education of Student with Disabilities in Arab Countries: A Review of the Research Literature from 2000 to 2019

Moneera Meheel Almsbhieen
Associate professor in Special Education Department,
College of Education Sciences Al-Hussein Bin Talal University, Ma'an, Jordan

Noor Talal Albdour
Associate professor in Special Education Department,
College of Education Sciences Al-Hussein Bin Talal University, Ma'an, Jordan

AZZAM JAMIL FALAH ALRIFAEE*
NOS-National Orthodox School-Shmaisani, Amman, Jordan

**Abstract**
This study aimed to review and analyze research related to inclusive education for students with disabilities in Arab countries and published in the past twenty years, from 2000 to 2019; in addition, it aimed to expose the details of that research (the distribution of study according to the Arab countries in which it was conducted, the gender of the target samples, the categories of disability, the educational stages, and the educational institutions in which they were shown), This study focused on research carried out in Arab countries to discover the most prominent results of these researches. The research consisted of 278 studies carried out in Arab countries, and of these, the study identified which ones had the most noteworthy results. About three-quarters of these studies were focused on both males and females. Arabian researchers used college students with disabilities and elementary school teachers as samples. The study found that students with mental disabilities score higher than students with other disabilities in the special needs category. The study showed that nearly all of the research initiatives conducted by Arabs were carried out at the primary levels. Governmental institutions were where most of these initiatives were carried out. The topics that were studied most were issues with inclusive education. As a result, the study has recommended several recommendations, the most important of which is conducting more meta-studies in Internet usage in Arab countries.
**Keywords:** Inclusive Education, Students with Disabilities, Arab Countries, A Review of Research.
**DOI:** 10.7176/JEP/12-33-09
**Publication date:** November 30th 2021

## 1. Introduction

The twentieth century saw Arab involvement in inclusive inclusion in disability and education, such as attending numerous conferences and conventions on students with disabilities and incorporating ideas into the UNESCO Salamanca Declaration issued by the conference held in Spain in 1994 (United Nations Educational, instruction and Cultural Organization, 1994. The Convention on the Rights of Persons with Disabilities was adopted in 2006 and declares that everyone has the right to an education. This commitment is enforced to guarantee that people with disabilities are not excluded from free and compulsory primary or secondary education based on disability. Furthermore, the SDGs (Sustainable Development Goals) end all forms of discrimination, including gender discrimination and disability discrimination (United Nations, 2015; Conference, 2008).

The Arab countries have focused on the inclusive education sector, especially in the last 20 decades, following the initiatives taken by the Arab Organization for Persons with Disabilities to enact legislation and laws that support the process of inclusion following what has been stipulated in the (Arab Decade for People with Special Needs Agreement of 2004 to 2013)

In addition, in Arab countries, research centers for people with disabilities, such as (King Salman Center for Disability Research KSCD, Higher Council for Fair of Persons with Disabilities HCD NCDA Egypt's National Council for Disability Affairs hosted),

Universities and institutes have also conducted extensive research in this field, focusing on various aspects of inclusive education such as planning, legislation, programs, trends, and public school readiness for the success of inclusive education for students with disabilities and teacher training (Al-Khashrami, 2004; Hanafi, 2008; 2015 2014, Finstad; Imam, 2016; Kirkpatrick, 2016; Al Zeyoudi, 2018; Abdul Rahman, 2018; Al-Bairat, 2018; Ali, 2019). To give them the best opportunities in education (Sesalem, 2016) Inclusive education has become a need, given the existence of specialized educational facilities for students with impairments, Inclusive education has therefore become a legitimate entitlement (Alghazo, 2000).

In light of this vast number of studies on the subject of inclusive learning, the opinions of researchers and service recipients on the efficacy of these studies have varied (Al-Hadidi, 2006; Al-Makanin and Al-Smadi,

2016). Others think that institutes for individuals with exceptional needs are separated from reality and have not taken the demands and difficulties of the future into account (Al-Rubaie, 2019). Abdel Ghafour and Al-Rashidi (2018), on the other side, see that the concerns of special needs are not sufficiently in the interests of certain Arab journals; Arab researchers in special education rarely employ qualitative research (alhunu, 2016). Alkhateeb (2013) he introduces. Students with disabilities to situations where their needs are not met since these programs were developed with the international environment in mind and not focused on the unique needs of students in Arab countries. Due to those programs not working, Arab academics decided to study the study on special education conducted in the Arab setting (Al-Khatib and Al-Hadidi, 2005, Al-Khatib, 2010, Abdul Ghafoor and Al-Rashidi, 2018 Alkhateeb, et al. 2016).

Study authors Abdel Ghafour and Al Rashidi (2018) concluded that studies that examined inclusive education tended to be limited since they focused on Abdel Ghafour and Al Rashidi (2018).

A study conducted in the State of Kuwait found that persons with special needs received 53.93% of the resources allocated for their education, while the numbers were smallest for "rights and laws" (2.24%) and "health of persons with special needs" (2.74%) allocations, respectively. While learning difficulties were most frequently reported, special needs issues such as autism and other mobility impairments were noticeably absent from the coverage in the "Educational Journey" magazine from the Ministry of Education in the State of Kuwait.

Al-Hanno (2016) study also sought to determine the extent to which the Qualitative Research Methodology is employed in the field of special education by examining (348) studies published in ten reputable Arab scientific journals over ten years (2005 - 2014 AD). The study stated that only (3) research was using the qualitative methodology. In contrast (322 studies) used the quantitative research methodology, and (20) the theoretical analysis was carried out (5.74%). In comparison, the mixed research methodology was used in 3 studies, and the results showed that qualitative research was used (3). The results showed that The three indicators of quality in qualitative research are broadly agreed.

Al-Khatib et al. (2016) also aimed to review and analyze 42 published papers on inclusion in developmental impairments in Arab nations from 1990 to 2014. The findings revealed that 42 empirical research on child inclusion had been published. People with developmental disabilities in Arab countries, with most of these studies taking place in the UAE, Jordan, and Saudi Arabia. The majority of the research was published between 2009 and 2014, and the most relevant issues covered in this research are the trend toward inclusion, impediments to inclusion, and evaluation of inclusion.

The report results (Peters, 2009) indicated that the trend of integration in education was the key theme in integration research in Arab countries. Al-Khatib and Al-Hadidi (2005) reviewed 242 published papers, which showed an increase in the interest in empirical research between 1988 and 2005. During that period, interest is still limited in the establishment and verification of further education and training programs, mental impairment and learning difficulties, and increasing interest in other categories of disability, such as autism and attention deficit disorders.

### 1.1.1 The Study Problem

Although studies in the field of integration in the Arab environment have been of considerable interest in recent decades, such as changes in attitudes towards the disabled, legislative implementation, and programs that support the integration process to succeed and improve the quality of educational and therapeutic services, in line with progress in cognition and technology.

However, the nature and communication of two direct researchers in this area, including the students, teachers, school directors, and experts, with the integration process, demonstrated a lack of satisfaction with the realities of inclusion in the Arab environment as shown in the Arab countries' research in the inclusive field by Al-Khatib and Al-Hadidi (2016), This led two researchers, through the analysis of studies dealing with inclusive education in the Arab setting between 2000-2019, to learn the research path in this topic.

*This study attempts to answer the following main questions:*

1.    What is the characteristic of (distribution of research in Arab countries, gender of target samples, target samples, disability target groups, educational stages, and educational institutions in whom the research was conducted) the Arab investigation examined in the area of inclusive education in the Arab countries in the period (2000 to 2019)?

2.    What are the most prominent findings of research in Arab countries in inclusive education during the period (2000-2019)?

### Objectives of the Study

**The current study seeks to achieve the following goals:**

1.    The characteristics of (distribution of research carried out in Arabic countries, gender of targets, target samples, target groups for disability, educational stages, and educational institutions in which analysis was carried out) for the research in the field of inclusive education in Arab countries reviewed in the period (2000-2019).

2.    Identify the most superior results in inclusive education in the Arab countries over time (2000-2019).

### 1.1.2 Definitions of Terms

- **Inclusive Education**: Enrolling students with and without impairments in the same class and under the same academic curriculum is a good start.
    - **Student with disabilities**: They are students who have a permanent total or partial deficiency in one or more of their physical, sensory, mental, communicative, educational, or psychological abilities to the point where they cannot meet their typical educational requirements under the same conditions as their non-disabled peers. This study includes individuals with a variety of disabilities. Which is: Developmental disabilities such as intellectual, learning, 's physical, behavioral, or language impairments, autism, Attention deficit hyperactivity disorder occur before a person is 22 years.
    - **Arab countries**: ''Arab countries'', ''Arabian Gulf'', ''Jordan'', ''Palestine'', ''Gaza'', ''Lebanon'', ''Syria'', ''Saudi Arabia'', ''Iraq'', ''Kuwait'', ''Qatar'', ''Bahrain'', ''Emirates'', ''Oman'', ''Yemen'', ''Algeria'', ''Egypt'', ''Tunisia'', ''Morocco'', ''Libya'', ''Sudan'', ''Mauritania'', ''Somalia'', ''Djibouti''.
    - **A review of the research literature:** Review of studies related to inclusive education in the Arab countries published between (2000-2019).

### 2.1 Methodology:

The following sections provide a review of the theoretical literature and previous studies conducted over the last two decades (2000–2019), the methodology used to locate and choose research, and the criteria and analysis applied.

### 2.2 Study Tools:

The search for Arab research on inclusive education (IE) was undertaken between 2000 and 2019 utilizing specialized search engines and databases such as (Databases, ERIC, and Google Scholar, , EBSCOhost, shamaa for Arab Educational Information Network), To obtain the necessary literature review, pertinent keywords were employed, education'', ''inclusion'', ''integration'', ''mainstreaming'', ''Normalization'', ''disability'', ''special education'', They are cited in the titles of the research studies in Arab countries.

The study began in January 2019. To present an up-to-date overview of the research undertaken between 2000 and 2019.

### Selecting studies and conducting research

1. The study confined itself to "peer-reviewed papers and abstracts of university theses published on the sites of Arab educational institutions.
2. Uploading the research entitled inclusive education (IE) provided that it includes the essential elements that serve the purposes of the study, such as the title of the study, authors, year of publication, country, target, sample, special needs categories that were concerned with it, and the main results. Studies that do not contain a summary of those elements were excluded, and studies were developed. Models by using similar studies for the current research (Al-Khatib, 2010; Alkhateeb et al., 2016; Al-Shehri and Al-Hejailan, 2017; Mieghema et al., 2018).
3. The preliminary research revealed that 1525 studies were identified through database searches, 517 studies were excluded due to a lack of specialization in the field of inclusive education for persons with disabilities, 243 studies were excluded due to an inability to track them, as only the title is available, and 201 studies in the field of inclusive education for persons with disabilities were identified. Other areas of integration, such as social integration, were also excluded; 51 studies focused on gifted categories were excluded; 145 studies were excluded because the summary did not include all of the study's research elements; and 90 non-peer reviewed studies were excluded, resulting in the final number of studies included in this study (278). Table 1 displays it.

Table 1. Reasons for rejecting studies in the first filtering round

| Selection criteria | Number of studies rejected |
|---|---|
| unspecialized | 517 |
| untraceable | 243 |
| Don't focus on ( IE) | 201 |
| Focus on other categories such as talented | 51 |
| The abstract for the search components has not been validated. | 145 |
| Not peer reviewed | 90 |
| Total | 1247 |

The first section of these studies is the primary data, which comprises a list with the title of the research, the author, the date of publishing, and the location of publication. The second section covered the research topic, the purpose, the nature and gender of the sample, and the key findings. The third section includes the institution

where the study was carried out, the type of disability, and the institution where the study was carried out.

The first section of these studies is the primary data, which comprises a list with the title of the research, the author, the date of publishing, and publication location. The second section covered the research topic, the purpose, the nature and gender of the sample, and the key findings. The third section includes:

- The institution where the study was carried out.
- The type of disability.

The overall number of studies examined was 278, and they were done over 20 years, divided into five periods of 5 years each (2000-2004, 2005-2009, 2010-2014, 2015-2019). Table (2) summarizes the number of studies reviewed in the field of inclusive education (IE) by date of publication over the last five years.

Table 2 shows the number of studies that have been reviewed
in relation to the date of publication.

| YEAR | 2000-2004 | 2005-2009 | 2010-2014 | 2015-2019 | Total |
|---|---|---|---|---|---|
| Repetitions | 50 | 70 | 75 | 83 | 278 |
| Ratio | 18% | 25% | 27% | 30% | 100% |

A group of assessors was used to ensure the study's stability, as 20 abstracts were randomly selected from the study sample and given to five faculty members for examination and compliance with the two researchers' analyses. The agreement rate was 90%, which is a high rate, and it comprised studies published between 2000 and 2019.

### 3.1 Study Results and Discussion:

Results related to the first question: What are the characteristics of the Arab research reviewed in the field of inclusive education in the Arab countries during the period (2000-2019) in terms of (the distribution of study conducted in the Arab countries, the samples that were targeted, the gender of the targeted samples, the target disability groups, Educational stages, and educational institutions in which such research was conducted?

Table 3 shows the characteristics of the examined Arab research in the topic of inclusive education in Arab countries.

| | Variables | Frequency | Percentage | | Variables | Frequency | Percentage |
|---|---|---|---|---|---|---|---|
| **Arab countries** | Jordan | 42 | 15% | **target group** | developmental disabilities | 95 | 34% |
| | Palestine | 20 | 7% | | slow learning | 8 | 3% |
| | Syria | 9 | 3% | | learning disabilities | 20 | 7% |
| | Lebanon | 7 | 3% | | intellectual disabilities | 38 | 14% |
| | Saudi Arabia | 62 | 22% | | hearing impairments | 33 | 12% |
| | Iraq | 6 | 2% | | vision impairments | 18 | 6% |
| | Kuwait | 8 | 3% | | Behavioral disorders | 7 | 3% |
| | Qatar | 7 | 3% | | autism spectrum disorders | 23 | 8% |
| | Bahrain | 5 | 2% | | Physical disabilities | 19 | 7% |
| | Emirates | 7 | 3% | | speech and language disorders | 9 | 3% |
| | Oman | 12 | 4% | | multiple disabilities | 8 | 3% |
| | Yemen | 4 | 1% | | Total | 278 | 100% |
| | Egypt | 44 | 16% | **academic stages** | Graduate | 16 | 6% |
| | Algeria | 8 | 3% | | Undergraduate | 30 | 11% |
| | Tunisia | 9 | 3% | | secondary | 28 | 10% |
| | Morocco | 8 | 3% | | Intermediate | 43 | 15% |
| | Libya | 3 | 1% | | primary | 67 | 24% |
| | Sudan | 6 | 2% | | pre-school | 46 | 17% |
| | Mauritania | 5 | 2% | | private schools | 48 | 17% |
| | Somalia | 4 | 1% | | Total | 278 | 100% |
| | Djibouti | 2 | 1% | **Institutions** | government | 82% | 228 |
| | Total | 278 | 100% | | Private centers and institutions | 18% | 50 |
| | Males | 24 | 9% | | Total | 100% | 278 |
| **Gender** | Females | 22 | 8% | | | | |
| | males and females | 213 | 76% | | | | |
| | No gender | 19 | 7% | | | | |
| | Total | 278 | 100% | | | | |
| **nature of the target groups** | students without disabilities | 38 | 14% | | | | |
| | students with disabilities | 109 | 39% | | | | |
| | Teachers | 84 | 30% | | | | |
| | administrative staff | 23 | 8% | | | | |
| | Parents | 24 | 9% | | | | |
| | Total | 278 | 100% | | | | |

First: The distribution of research in the Arab countries: Table (3) shows that the highest percentage of the distribution of studies was Saudi Arabia (22%), followed by Egypt 16%, Jordan 15%, and the lowest was Djibouti 1%.

This can be explained by the great efforts made by those countries in caring for individuals with disabilities. These countries were among the first countries to sign the Convention on the Rights of Persons with Disabilities (2007, 2008). The number of universities in Arab countries is increasing, reaching About 61 universities in Egypt, 42 universities in Saudi Arabia. In comparison, there are 32 universities in Jordan, and most of those universities contain the Department of Special Education, which produces hundreds of specialists in special education. Saudi Arabia is also attributed to the leadership of those countries in the number of research, the financial capacity of Saudi Arabia; it helped her attract experts and specialists in special education, whether from Arab or foreign countries. This also helped her in sending many students to obtain higher degrees in the field of disability, as well as building and financing private research centers in the area of disability, such as King Salman Center for Disability Research KSCD.

Despite its poverty, Egypt's position as the second-largest research country can be ascribed to the significant number of universities that have contributed to the graduation of many professionals who have gone on to perform joint research with institutions in other countries.

Jordan came in third place despite its tiny size and population in comparison to Egypt and Saudi Arabia. This is because it was one of the first Arab countries to recognize the importance of this issue. At the end of the 1970s and early 1980s, the University of Jordan in Jordan sent several scholarship students to Europe and the United States to specialize in this topic. These experiences have made a significant contribution in that sector, not only in Jordan but also in all of Jordan's neighbors. On the one hand, the Arab countries have played a significant role in collaboration and exchange of experiences among themselves.

On the other hand, they have played a significant role in collaboration and exchanging experiences with the rest of the world. The findings of this research differed from those of Al-Khatib and others. In empirical investigations, the UAE outperformed the Arab countries.

Second, the gender of the research sample: Table (3) shows that the majority of them, 76 percent, targeted both males and females, which can be explained by the fact that most of these studies were conducted in kindergartens and primary schools that specialize in educating people with disabilities, where there is mixed education (males and females). The researchers are also seeking variety in how they include the gender variable of the target groups into their research to control gender variances, allowing them to generalize the findings and use them in the field.

Third, the nature of the samples addressed by the Arab research that was evaluated is pupils with disabilities without designating the category, as their percentage reached 39 percent, followed by instructors at 30 percent, and administrative personnel at 8%.

It is logical to attribute this finding that the field of disability and other associated factors, which are easily accessible categories, is the field in which researchers use these studies. Centered.

Fourth, targeted groups: According to Table 3, students with disabilities, in general, were the most targeted group in Arab countries, accounting for 34%, followed by mental disabilities (14%), and multiple disabilities and speech and language disorders accounting for the least.

This is because students with disabilities - without specifying the category - were more research areas because most of this research dealt with trends toward integrating students with disabilities in all of their categories without specifying, while mental disability came higher than other disabilities because mental disability is one of the most attention-getting disabilities.

Fifth, grades in Arabic studies that are specific.

Table (3) demonstrates that the primary stage is the primary stage, which is targeted by Arab research at a rate of 24 percent. This is because the integration process frequently      occurs in primary schools, where the incubation environment is the first for integration, and where the markers of the merger's success or failure can be found. These schools have a higher number of students with impairments than other institutions, and they assist researchers in selecting samples with an adequate number as required by scientific study. The studies also predominantly focused on teachers at those levels, with this study indicating that 84 percent of the studies were She was nominated as a study leader by elementary school teachers (Lala, 2016).

This is also due to special education studies focusing on the early phases of a disabled student's life (Al-Khashrami, 2004) to examine the reality of inclusive education and the programs' efficiency as a study (Al-Khashrami, 2004). (Al-Hadidi, 2006; Al-Sayed, 2018).

Sixth, research was distributed according to the institutions where it was conducted.

The findings also revealed, as shown in Table (3), that government institution is the most institutions in which research has been conducted in the field of inclusive education in Arab countries, accounting for 82 percent of the total, which can be explained by the fact that they include kindergartens, schools, and universities, which are the most concerned with integration. They also provide an environment in which research can be

conducted. In terms of procedures, it is suited for scientific study, and the researcher incurs no material costs, and most professionals work in these institutions. In addition, the Ministries of Education offered all facilities in those primary schools for conducting research whose findings are based on plans and suggestions in the field of inclusive education, as well as some special regulations requiring schools to participate in the integration process. In Egypt, the Ministry of Education issued Ministerial Resolution No. 42 of 2015, which addressed pupils with modest disabilities to public schools. Jordan passed the Law on the Rights of Persons with Impairments, which requires schools to incorporate students with disabilities into public schools (Article 18-17 of Law No. 20 of 2017).

Results related to the second question: What are the most prominent findings of research in the Arab countries in inclusive education during the period (2000-2019)?

Table (4): The most prominent results of Arab studies in the field of inclusive education

| field of inclusive education | Frequency | positive results | |
|---|---|---|---|
| | | Frequency | Percentage |
| description and evaluation | 43 | 34 | 79% |
| countries' experiences | 8 | 6 | 75% |
| difficulties and barriers | 36 | 11 | 31% |
| Attitudes | 69 | 58 | 84% |
| Proposals | 22 | 22 | 100% |
| effectiveness of training programs | 42 | 39 | 93% |
| effectiveness of inclusive education (IE) | 27 | 24 | 89% |
| services (technological, legislative) | 31 | 23 | 74% |
| Total | 278 | 217 | %100 |

Table (4) shows clearly that the topics that were published most in succession in the last twenty decades in Arab inclusive educational research were: attitudes towards inclusive education at 25 percent, then description and evaluation of the realities of inclusive learning programs and verification of effectiveness of training prog.

That is explained by the fact that in certain countries, the isolation pattern still prevails for specific disabilities (especially severe mental disabilities), and inclusive education is subject to rejection by some Societies and this country. Arabic research is most concerned about inclusive education due to the modernity of this trend in Arab countries. Research has been different and varying because of the diversity of study samples such as parents, teachers, faculty members (with all of their skills), and students (disabled or non-disabled), at all stages of kindergarten education Even undergraduate and administrative personnel in various institutions (Peters, 2009).

As shown by Table (4), respectively, the topics whose outcomes have revealed an improvement in inclusive education in Arabic have shown 100% of the proposals, the verification by 93% of the efficacy of the training programs, the impact of integration by 89%, as well as the subjects that still need more attention.

As for improving the results indicated by the suggestions, they are expected because the ideas are based on the vision of professionals and experts in the Arab countries to enhance inclusive education (Al-Ajez and Assaf, 2014; El-Baz, 2013; Aaron, 2013).

The results also showed that most of the inclusive education training programs are successful and positively influence most samples included in the studies. This is due to the diversity of methods and technology that some Arab countries have demonstrated, which have been positive for the programs and have also contributed to the graduation of specialist groups. Most university theses, in particular doctoral studies, examined the efficiency of various educational programs. One of the essential study fields assigned by faculty members to students with disabilities is providing all stakeholders in the integrated training procedure such as teachers, students, administrators, and parents and assuring the effectiveness of all-inclusive education programs.

In the face of obstacles and concerns facing inclusive education, they were one of the most important issues which still need greater attention (Al-Bairat, 2018; Al-Lala, 2016; Yakan, 2011). That is because of the poverty, conflicts, and revolutions faced by Arab populations and insufficient support of scientific research On the governmental side and in the underdeveloped research collaboration infrastructure across Arab countries (Alsayed, 2018 Alkhateeb, et al. 2016).

**3.2 Conclusions and recommendations:**

The results of such research have demonstrated that Arab States' interests in education, particularly in poor Arab countries suffering from wars such as Somalia, Djibouti, and Libya to achieve the objective of integration, as well as rich Arab countries have still been urgently required to take further attention after reviewing 278 research published from 2000 to 2019. Cooperation can support such countries in financial and scientific institutions.

Work to direct future research to groups that were not given enough consideration: behavioral disorders, linguistic disorders, and multi-disabilities and to focus more on the needs and programs of higher and bachelor

students who have not received much attention as these stages are no less critical in terms of primary education. and strive to increase research that examines the experiences of Arab nations on inclusive education and focuses on studies that present ideas based on the results of studies carried out in inclusive education and explain how this impacts the educational realities. The research and work on international collaboration are easy to complete to overcome the problems of inclusive education in the Arab countries and to perform additional meta-analysis research to clarify the difficulties and problems associated with inclusive education.

## Reference

Aaron, S. (2012). A proposed conception of the educational competencies necessary to prepare the special education teacher in the field of preparing and implementing the individual educational program. *Journal of the College of Education*. (4) 2, 1-25.

Abd Al-Ghafur, M. & Alrashidi, N. (2018). Magazine" affiliated to the Ministry of Education in the state of Kuwait for issues of the individuals with special needs :an analytical study.The Educational Journal 33(129), 13-51.

Abdulrahman, A.  ((2018 Attitude of the female Normalstudent of 2nd secondary school for Integration toward the Intellectually Disabled Female Students and their relation to some Variables. *The Arab Journal of Disability and Talent Sciences*, (2) 5, 19-46.

Aicha, y. (2011). The role of universities in dealing with special need, potential and challenges in light of quality. *Criteria. Aljinan Journal*, 1(2), 242–262.

Alhunu, E. (2016). Using Qualitative Research Methodology in Special Education: An Analysis of Ten Arabic Peer-Reviewed Journals, 2005-2014. Journal of Special Education and Rehabilitation, 37(2776), 1-24.

Al-Ajez, F.,  Assaf., M. (2014). A proposed conception of integrating children with special needs in the Palestinian basic education stage. *Journal of the Islamic University of Educational and Psychological Studies*. (2) 22, 1-33.

Al-Ariki, A., (2019). Obstacles to scientific research as perceived by faculty members at Taiz University and ways to overcome them. *Journal of Educational Sciences*, 4(1), 65-95.

Alghazo, E.(2000)." Jordanian Teachers and Administrator Attitudes Towards the Inclusion of Persons with Disabilities in the Regular Classroom. Dissertation Abstracts International", Vol.61,No.4,p.1354.

Al-Hadidi, M., (2006). Research-Based Education for Students with Learning Disabilities in the Primary Stage: Problems and Solutions. A Paper Presented to the First International Conference on Learning Disabilities. Riyadh - Saudi Arabia, 19-22 November 2006.

Ali, M., (2019). A program to meet the needs of mathematics teachers to teach people with special educational needs and develop their attitudes towards integrating them into regular schools. *Educational Journal*, 33 (1), 187-230.

Alkhashrami, S. (2004). Integrating Children with Special Needs in Regular School: A Survey Study of Integration Program in Saudi Arabia. *Educational Sciences and Islamic Studies Journal*, 1(2), 793–842.

Alkhateeb, J. M., (2010). Sepcial Education Research in Arab Countries (1998-2007): an Analysis of its Trends, Quality, and Relationship with Educational Practices. *Jordanian Journal of Educational Sciences*. 6(4),285-302.

Alkhateeb, J. M., Hadidi, M. S. and Alkhateeb, A, J.  (2016). Inclusion of children with developmental disabilities in Arab countries: a review of the research literature from 1990 to 2014. Research in developmental disabilities 49: 60-75. doi:10.1016/j.ridd.2015.11.005.

Al-Khatib, J., (2013). From isolation to integration. and from rejection to acceptance. On: December, 2013. https://almanalmagazine.com

Al-Khatib, J., Al-Hadidi, M., (2005). Special Education Research in the Arab Countries: A Review and Analysis. A working paper presented to the Arab Special Education Conference: Reality and Hope.

Al-Khatib, J., Al-Hadidi, M., (2016). Curricula and Teaching Methods in Special Education, (6 ED). Amman: Dar Al-Fikr.

Al-Mmakaneen, H. Al-Smadi, J. (2016). Evaluation of Early Childhood Special Education Program in Jordan According to the International Quality Indicators. *Derasat : Educational Sciences*, 42 (2), 817-836.

Al-Rubaieey, M. (2019).Request .Khorfakkan International Scientific Conference for Persons with Disability & Adapted   Physical   Education.   Sharja-   United   Arab   Emirates,   29-30-   June,   2019. https://www.researchgate.net/publication/333907335_dwt_d_mhmwd_alrbyy3

Alsayed,   A.   M.   (2018).   Scientific   Research   in   the   Arab   Word:   Realty   and   Suggestion Development .International Journal of Research in Educational Sciences,1(2), 69-82.

Alsayid. A., (2018). Scientific research in the Arab world: reality and development proposals. *International Journal of Research in Educational Sciences*, 1(2), 69-82.

Alshhry, H., & Alhjailan, M. (2017). Analytic study for the Approved Master dissertations by Aids and Instructional Technology Department at Arab East colleges in Riyadh City through the period from 1433H

/2012 up to 1436H/2015. *Journal of Educational and Psychology Sciences (Islamic University of Gaza)*, 25(3), 388–407.

Al-Zayoud, N., (2018). The effectiveness of a training program based on play therapy in developing expressive language skills for children with autism spectrum disorder. *Journal of Educational Sciences*. 26 (4), 441-483.

Arab Republic of Egypt, Ministry of Education: Ministerial Resolution No. (42) of 2015 regarding the admission of students with mild disabilities to public schools.

Arab Republic of Egypt, Official Gazette, No. 51, December 23, 2018, Prime Minister Decision No. 2733, 2018. 20, 23.

Aziz, B. A. (2015). Psychological Tests Applied in the Algerian Academic Studies and the Need of Adaptation for Validity. Revue Académique des Études Sociales et Humaines, 7 (14), 20-26..

Bairat, M., Zureikat, I. (2012.) Parents' satisfaction with the inclusion of their children with learning difficulties in regular schools. *Journal of the Union of Arab Universities for Education and Psychology*, 10(3), 250-229.

Beirat, M. (2018). Readiness of Regular Government Schools for Successful Integration of the Students with Disabilities in Jordan. The of Al-husain Bin Talal University Journal  of Research, 4 (2), 1-25.

Bin Saud, R. (2004). Unconventional challenges for scientific research in Libya and ways to confront them. *Journal of the Islamic University for Human Research*, 12(1), 1-35.

Brunsting, N. C., Sreckovic, M. A., & Lane, K. L. (2014). Special education teacher burnout: A synthesis of research from 1979 to 2013. Education and treatment of children, 681-711.

Egypt's National Council for Disability Affairs hosted( ncda)

El-Baz, A. (2013). A proposed conception to activate the relationship between educational media to integrate people with special needs in public education schools in the Kingdom of Bahrain. 39 (151)339-450.

Emam, M. (2016). Inclusive Education for Children with Disabilities in Gulf Countries in the Light of World Declarations. Journal of Arab Children, 66, 9-36.

Federal Law No. 29/2006 on the Rights of Persons with Special Needs (2006). United Arab Emirates.

Finstad, K. L. (2015)." Exploring the development of school readiness in kindergarten in Norway: A case study of the implementation of the Gausdal Model "(Master's thesis).

Hanafi, Ali. (2008). Requirements inclusion of Deaf into the general School from the Point of View of Deaf and hearing students teachers "A Field Study in the City of Riyadh" The 8th International Symposium of the Arab Federation of Deaf Organizations: Development of Education and Rehabilitation for Deaf and Hearing Impaired Persons "Riyadh, 28-30 .

Heyer, K, C.(2002). Rights on the Road: Disability Politics in Japan and Germany.Unpublished Doctoral Dissertation in Political Science.University of Hawaii.

Higher Council for Fair of Persons with Disabilities HCD , https://web.facebook.com/NCDA.EG.Gov/

Kauffman, J. M. (1993). How we might achieve the radical reform of special education. *Exceptional children*, 60(1), 6-16.

King Salman Center for Disability Research https://kscdr.org.sa/ar/research

Lalla, Z., (2016). Problems facing students with visual disabilities in the Qassim region from the point of view of teachers and supervisors in the light of a number of variables. *Journal of Gulf and Arabian Peninsula Studies*. 42, 162, 65-83.

Myk, M. (2006). Dimensions of disability: a comparative analysis of disability policy and programming in Sweden, Germany and the United States. Unpublished Master's Thesis in Sociology.University of Manitoba.Canada.

Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. Exceptional children, 71(2), 137-148

Peters, S. (2009). Review of marginalization of people with disabilities in Lebanon, Syria, and Jordan. Retrieved from www.unesco.org/new/fileadmin/ MULTIMEDIA/FIELD/Beirut/pdf

Petticrew, M., and H. Roberts. 2006. Systematic Reviews in the Social Sciences: A Practical Guide. Malden/Oxford/Carlton: Blackwell Publishing

Rumrill Jr, P. D., Cook, B. G., & Stevenson, N. A. (2020). *Research in special education: Designs, methods*, and applications. Charles C Thomas Publisher.

SDG, U. (2019). Sustainable development goals. The energy progress report. *Tracking SDG*, 7.

Sesalem, K., (2016). *Inclusion in General Education Schools and Classes,* (7th Ed). University Book House: Al Ain – UAE.

Sharma, U., & Salend, S. J. (2016). Teaching assistants in inclusive classrooms: A systematic analysis of the international research. Australian Journal of Teacher Education, 41(8), 7.

Shehri, H.,  Hejailan, M.,  (2017). Analytical study of master's theses approved by the Department of Education and Technology in the Colleges of the Arab East in Riyadh during the period from 1433 AH to 1436 AH, 25(3), 388-407.

Talbott, E., Maggin, D. M., Van Acker, E. Y., & Kumm, S. (2018). Quality indicators for reviews of research in special education. *Exceptionality*, 26 (4), 245-265

The Basic Law of Judgment at the Kingdom of Saudi Arabia (constitution ). Published at 288-1412 H

*The Law on the Rights of Persons with Disabilities in Jordan and in Article* 18-17 of Law No. 20 of 2017, p. 15. Hcd.gov.jo/ar/com

The Ministry of Education. (2015). *The experience of the Ministry of Education in dealing with students with special needs*, Amman, Jordan.

Unicef. (2012). *The right of children with disabilities to education: A rights-based approach to inclusive education. Geneva*: UNICEF Regional Office for Central and Eastern Europe and the Commonwealth of Independent States (CEECIS).

United Nations Educational, Educational and Cultural Organization (1994). The Salamanca Statement on Principles, Policies and Practices in Teaching People with Special Educational Disabilities. http://www.unesco.org/education/pdf/SALAMA_E.PDF

Van Mieghem, A., Verschueren, K., Petry, K., & Struyf, E. (2018). An analysis of research on inclusive education: a systematic search and meta review. International Journal of Inclusive Education, 1-15.

World Islamic Forum for Education. Challenges Facing Educational Research in the Arab World, latest update 06-April-2018 http://montdatarbawy.com/show/122831

2008. "Regional Seminar on Quality Education for All: No Exclusion and No Marginalization", took place in Beirut, Lebanon on 25-27 August 2008)