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Developing Saudi Arabia's disability rights legislation in compliance with the United Nations convention on the rights of persons with disabilities in education system

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Abstract: The Convention on the Rights of Persons with Disabilities (CRPD) constitutes a crucial international framework that underscores the significance of inclusive education for individuals with disabilities, a vital goal for nations globally. This study seeks to examine the alignment of the recently established Saudi Law on the Rights of Persons with Disabilities (SLRPD) with the CRPD in the educational sector. The study employs a comparative analytical methodology to examine pertinent legal material and international treaties regarding inclusive education for individuals with disabilities. The findings indicate that the SLRPD substantially improves the rights of persons with disabilities by facilitating access to educational opportunities. Article 8 of the bill significantly enhances Saudi Arabia's adherence to Article 24 of the CRPD objectives regarding inclusive education. The report emphasizes Saudi Arabia's dedication to the ongoing evaluation and enhancement of its legal frameworks to facilitate access to educational opportunities for disabled children and youth. Under Saudi Arabia's Vision 2030, the Kingdom has made significant strides in assisting those with disabilities, aligning with worldwide norms and its strategic goals. The research advises nations to intensify their initiatives for inclusive education by bolstering intersectoral collaboration, amplifying awareness activities, and cultivating relationships with international organizations. These measures will not only guarantee ongoing adherence to the CRPD but will also empower persons with disabilities to attain sustainable educational opportunities.

Keywords: disability rights; inclusive education; education rights; international conventions; legal analysis

1. Introduction

Several countries confront the ethical and governmental challenge of identifying the most effective methods for integrating and supporting individuals with disabilities. This issue will exacerbate as societal demographics evolve and the population of old folks rises (Lee, 2003). In developed countries, individuals with disabilities encounter substantial obstacles to accessing healthcare, education, employment opportunities, and engagement in daily activities (Ferguson, 2001). With this in mind, Saudi Arabia's Vision 2030's Sustainable Development Goals for Education advocates for the advancement of lifelong learning opportunities for all by 2030, while also guaranteeing that education is of superior quality and universally accessible. The statement emphasizes equity and diversity as the foundation of good teaching and learning (Fernández-Batanero et al., 2022).

The notion of inclusion in the education of person with disabilities is outlined in several global agreements on human rights and efforts, such as the 2030 Agenda for Sustainable Development Goals (SDGs) and the Convention on the Rights of Persons

with Disabilities (CRPD) (2006). The fourth goal of the agenda is to ensure that people with disabilities have equal and inclusive access to high-quality education by eliminating educational obstacles. In order to ensure that people with disabilities have access to inclusive education, education policy is essential because it provides a comprehensive framework that affects the quality of educational services, the utilization of technology, and the effectiveness of communication among school staff (Odeh and Lach, 2024). On the other hand, Kauffman et al. (2021) reported that social policies can fail when reduced to narrow, oversimplified versions that undermine their original goals. This is seen in the shift from special education to the full inclusion movement, which focuses too heavily on the least restrictive environment requirement of the United States of America Individuals with Disabilities Education Act (IDEA). By neglecting key aspects like free appropriate public education, individual education plans, and alternative placements, the full inclusion movement risks prioritizing physical inclusion over quality education, leading to unintended consequences. Critics argue that IDEA is outdated, and without careful reform, the policy could be weakened further. Lessons from past social policy failures, such as institutionalization and deinstitutionalization, should guide future decisions.

Moreover, Saudi Arabia has made significant progress in promoting equal education for all, including disabled women. The Education Strategy 2016-2020 prioritized inclusive education and provided high-quality education to all, regardless of gender or ability (Ministry of Education Strategy, 2022). Disability care in Saudi Arabia has advanced, meeting Saudi Vision 2030 goals (Nasser and Al-Gharaibeh, 2023).

Recently, the Kingdom of Saudi Arabia is experiencing significant advancements across various sectors due to the execution of the Vision 2030 plan, which seeks to enhance the nation's economy, education, and society. The Saudi Arabian education system is making significant strides, ensuring equitable access to learning opportunities in appropriate environments. Through this, the Kingdom of Saudi Arabia seeks to elevate the quality of educational programs and improve the efficacy of scientific research. Furthermore, the educational component of Vision 2030 emphasizes three key areas: improving the curriculum, promoting higher education, and cultivating workforce skills. The Kingdom of Saudi Arabia focuses its vision on supporting individuals with special needs. This vision encompasses explicit objectives designed to facilitate their attainment of appropriate work opportunities and access to essential services, fostering their independence and integration into society as engaged participants. In order to achieve this, the Kingdom of Saudi Arabia has developed an extensive national strategy to address the rights of those with disabilities. The goal is to improve their quality of life by implementing supportive programs and services across government bodies, the corporate sector, and philanthropic groups (Alajlan, 2023).

Saudi Arabia has replaced its former disability welfare legislation, established by Royal Decree No. M/37 on 20/12/2000, with the Saudi Law on the Rights of Persons with Disabilities (SLRPD), promulgated by Royal Decree No. (M/27) on 27/08/2023 (Saudi Law on the Rights of Persons with Disabilities, 2023). This new framework integrates legal mandates that reflect the kingdom's increasing commitment to individuals with disabilities, ensuring equitable treatment across all demographics, age

groups, and genders without discrimination. It meticulously complies with the International Convention on the Rights of Persons with Disabilities, aiming to integrate individuals with disabilities into society and foster their development in alignment with Saudi Arabia's Vision 2030.

This investigation seeks to analyze SLRPD within the framework of education. The aim is to assess the law's conformity with the International Convention on the Rights of persons with disabilities. The research aims to address four main questions:

- 1) What Are The efforts made by the Kingdom of Saudi Arabia for people with disabilities in education?
- 2) What are the legal frameworks supporting access to education for person with disabilities, and how do they align with the global Convention regarding the Rights of persons with disabilities capitalize?
- 3) How does the Law on the Rights of Disabled Persons demonstrate the Kingdom's commitment to aligning with the International Convention on the Rights of Persons with Disabilities in promoting access to education?
- 4) Are legislation and laws sufficient to provide care and protection for persons with disabilities in their access to education?

The assessment indicated a deficiency of published studies about the recently implemented SLRPD and its provisions for inclusive education for individuals with impairments. It emphasized the necessity of elucidating Saudi Arabia's initiatives to improve the coherence between the stipulations of this law and pertinent clauses in international accords, such as the CRPD. Addressing this research gap is essential for documenting the Kingdom's advancements, pinpointing areas for enhancement, and ensuring national legislation conforms to international norms. This alignment is critical to ensuring that individuals with disabilities have the right to a sustainable education in accordance with the Kingdom's lofty Vision 2030 objectives.

2. Materials and methods

Person with disabilities

The research methodology employed in this study is the comparative research method. This approach focuses on comparing between Saudi Law on the Rights of Persons with Disabilities (SLRPD) with the International Convention on the Rights of Persons with Disabilities (CRPD) specifically in providing education opportunities for kids and youth with disabilities. It employs a comparative analysis approach by reviewing legal literature of SLPRD and RPD. Specifically, it compares and contrasts article 8 of the SLRPD with article 24 of the CRPD. The approach included a comprehensive literature review of relevant legal texts, including the most recent SLRPD, as well as other important Saudi statutes and regulations compared with CRPD. This research also consulted reports from other Saudi Ministries with appropriate platforms such as Saudi National Portal. This research aims to evaluate the effectiveness of these policies and legal frameworks in protecting the rights of persons with disabilities and ensuring them equal educational opportunities.

3. Results and discussion

3.1. What are the efforts made by the Kingdom of Saudi Arabia for people with disabilities in education?

The Saudi government is firm in its belief that all levels of education should be accessible to students with disabilities. Early childhood education and care for children with impairments is a top priority in Saudi Arabia. The goal of these programs is to help these kids grow up healthy in every way: physically, emotionally, socially, and intellectually. Guaranteeing a complete and personalized education for children aged six and below, the government offers specialized programs through nurseries and preschools worldwide. Rehabilitation providers and qualified instructors help design these programs to meet the unique needs of children with disabilities. In addition, the Kingdom is committed to guaranteeing equal opportunities from an early age by providing financial aid and social support services to families with impaired children. Saudi Arabia's general education system has established a robust framework for inclusive and personalized education for such disabled children. The Ministry of Education oversees many institutions that provide individualized education programs and rehabilitation services for individuals with intellectual, visual, or auditory impairments. The inclusive education paradigm fully integrates students with disabilities into regular classrooms, providing them with the necessary support to excel academically alongside their peers. An important element of the Ministry's role is supervising the Department of Support Services, which is responsible for enhancing the quality of special education across the Kingdom through planning, service organization, and overall assessment (Saudi National Portal, 2022).

Furthermore, Saudi Arabia provides specialized programs and flexible higher education environments to ensure the academic success of students with disabilities. Universities have implemented annual temporary initiatives, including programs tailored for students who are deaf or difficult of hearing, to bridge the gap between secondary and post-secondary education. Various institutions like King Saud University have established initiatives like the Universal Access Program, adhering to international standards to remove barriers for students with disabilities. Princess Nourah bint Abdulrahman University offers a range of support services, including physical treatment, speech therapy, and psychiatric counseling. These services exemplify the Kingdom's dedication to inclusive education throughout all educational tiers (Saudi National Portal, 2022).

In 1960, Saudi Arabia launched its inaugural educational services specifically for students with visual impairments. After fifteen years, the Saudi government established a General Directorate for Special Education (DGSE) to improve special education programs and develop policies for students with various disabilities, including hearing impairments, cognitive and learning disabilities, speech impairments, autism, and behavioral issues. Moreover, Al-Mousa (2010) observes that gifted and talented students may encounter several supplementary problems. Notably, Saudi Arabia enacted policies to assimilate these pupils into state educational institutions. Al-Hofuf and King Saud University were trailblazers in incorporating students with disabilities into their kindergarten programs, with Al-Hofuf initiating

this practice in 1984 and King Saud University adopting it in 1989. Subsequently, several additional public schools initiated the process of enrolling them as students (Alsawalem, 2022).

In this regard, Saudi Arabia regularly exerts significant efforts, both under normal conditions and in emergencies, to guarantee the accessibility of educational services to all societal segments, especially those with disabilities. Following the COVID-19 epidemic, the Saudi Arabian Ministry of Education began a shift from traditional learning to remote learning. This study aims to share the Saudi experience, including strategies, policies, and activities related to the implementation of distant learning for students at all educational levels. Undertaken in Saudi Arabia, this research explores the effects of distant learning on students with special needs and offers guidance on distance education for these students. The Saudi Ministry of Education has introduced a sophisticated and adaptable electronic system that provides an extensive array of interactive technological features. This system is available on multiple platforms, such as Madrasati School, the IEN National Education Portal, IEN educational television, and virtual kindergarten (Alsamiri et al., 2022).

3.2. What are the legal frameworks supporting access to education for persons with disabilities, and how do they align with the global Convention regarding the Rights of persons with disabilities capitalized?

Article 26 of the Fundamental Law of Governance, the principal legal document in Saudi Arabia, asserts the Kingdom's commitment to protecting human rights in alignment with Islamic Law. This provision strengthens the principles of justice and equality, explicitly prohibiting discrimination on any basis, including disability. The Saudi Building Code, the Law on the Rights of Persons with Disabilities, the Care Authority for People with Disabilities, regulations governing non-governmental disabled rehabilitation centers, and foundational regulations for rehabilitation programs for individuals with disabilities are key organizations that contribute to the field of disability rights (Saudi National Platform, 2022).

Additionally, Saudi Arabia is committed to adhering to international laws and treaties to ensure a superior standard of living for persons with disabilities, exceeding that of other countries. In this regard, the International Convention on the Rights of Persons with Disabilities is a significant agreement. In 2008, Saudi Arabia officially ratified the Convention on the Rights of Persons with Disabilities (CRPD). This agreement demonstrates Saudi Arabia's commitment to safeguarding the human rights of individuals with disabilities, advancing their equal rights, social justice, and access to opportunities in areas such as services and education within the kingdom (Alajlan et al., 2023).

The Kingdom implemented inclusive education within mainstream education starting in the 2015/2016 academic year. This approach meets the needs of disabled students, in accordance with the Convention on the Rights of Persons with Disabilities and the national strategy on improving and safeguarding the rights of individuals with disabilities. Cabinet Decision No. 534 of 2015 expands the provisions for special education students to encompass individuals with physical disabilities and health impairments. The decision also expands the special education allowance to include 14

distinct categories of physical and health impairments (Alqahtani, 2022). The development of a comprehensive plan for special education encompasses the execution of the National Comprehensive Education Project within mainstream schools, the provision of support services, enhanced access to higher education, the establishment of technical and vocational training programs for individuals with disabilities, and the activation of electronic educational services (Nasser and Al-Gharaibeh, 2023).

The United Nations (UN) General Assembly adopted the Sustainable Development Goals (SDGs), also known as the 2030 Agenda, in September 2015, according to Modibbo et al. (2021). The agenda comprises 17 goals, 169 targets, and 244 indicators. The fourth Sustainable Development Goal (SDG No. 4) seeks to guarantee equitable access to high-quality education and lifelong learning opportunities for all individuals. Saudi Arabia has initiated various programs under its Vision 2030 to fulfill the sustainable development goals (SDGs) set by the United Nations (UN). Consequently, decision makers may be interested in determining the feasibility of achieving the SDGs by 2030 (AlArjani et al., 2023). Singh et al. (2022) analyze the influence of education and training on achieving Sustainable Development Goals (SDGs) in accordance with Saudi Vision 2030. The results demonstrate a robust and statistically significant correlation between education and training and GDP growth. Studies indicate that education and training can promote economic, social, and health goals while maintaining environmental principles. It is essential for the Saudi government to allocate more resources to education and training to enhance positive interactions and reduce negative trade-offs among the Sustainable Development Goals (SDGs). This initiative seeks to promote sustainable job creation, improve human resource development, encourage socioeconomic empowerment via technology, and drive economic growth (Singh et al., 2022).

Legislation alone is inadequate to tackle the challenges of providing inclusive education and equal employment opportunities for individuals with disabilities. Countries should establish training and educational programs to improve job opportunities for individuals with disabilities (Barclay and Markel, 2008). Saudi Arabia is formulating strategies and executing measures and programs aimed at training and education in accordance with these policies. By 2030, the nation seeks to guarantee equitable education opportunities for all individuals, including those with disabilities (Abed et al., 2024).

3.3. How does the law on the rights of disabled persons demonstrate the Kingdom's commitment to aligning with the international convention on the rights of persons with disabilities in promoting access to education?

Literacy is recognized as a fundamental human right, vital for fostering equitable and inclusive societies that meet individuals' basic needs, facilitate access to dignified employment, and promote active participation in political and civic matters. The CRPD serves as the primary international treaty that explicitly recognizes the right to education for individuals with disabilities. This is supported by numerous international agreements that also acknowledge this right. The global disability rights movement played a significant role in the formation of the CRPD in 2006. It presented an

alternative viewpoint on disability that transcended the conventional medical model. The CRPD recognizes that societal barriers inhibit the full participation of individuals with disabilities. Article 24 of the CRPD mandates that nations acknowledge the entitlement of individuals with disabilities to education and establish an inclusive education system across all levels, guaranteeing the non-discriminatory upholding of this right. Article 24 calls on States Parties to adopt proactive measures to ensure the provision of reasonable adjustments tailored to individual needs and effective personalized support in environments that foster both academic and social development, aligning with the goal of full inclusion (UN General Assembly, 2006).

The 2015 announcement of the Sustainable Development Goals (SDGs) mandated that governments ensure equal access to education and vocational training for individuals with disabilities, indigenous peoples, and children in vulnerable situations (UNESCO, 2016). Sustainable Development Goal 4.5, similar to the CRPD, urges countries to ensure inclusive educational settings and remove barriers that impede individuals with disabilities from accessing education. International agreements, including the CRPD and SDG 4.5, explicitly address the educational rights of individuals with disabilities. This is emphasised by these individuals possessing the same educational rights as all individuals under agreements such as the UDHR, the UNESCO Convention against Discrimination in Education, the ICESCR, and the CRC (UNESCO, 2016).

Nations that have ratified international treaties have committed to providing comprehensive and high-quality education to all individuals, including those with disabilities. Individuals with disabilities remain at a greater risk of exclusion from educational institutions in both low- and high-income countries compared to their non-disabled peers. Research demonstrates significant differences in enrollment and graduation rates, with these differences widening over time. A considerable proportion of individuals with disabilities continue to participate in segregated educational environments. Individuals with intellectual or multiple disabilities, along with those who are deafblind, face significantly greater challenges in educational and societal contexts. The persistent discrepancies raise questions regarding the effectiveness of national education legislation and practices in fulfilling global obligations (Waisath et al., 2024).

Article 24 of the CRPD mandates that nations acknowledge the right of individuals with disabilities to education and establish an inclusive education system at all levels to guarantee the realization of this right without any form of discrimination. Article 24 calls on States Parties to adopt proactive measures to fulfill this objective. This includes ensuring reasonable adjustments tailored to individual needs and delivering effective personalized support measures in environments conducive to both academic and social development, aligning with the goal of full inclusion (UN General Assembly, 2006).

In addition, article 8 in SLRPD (Saudi Law on the Rights of Persons with Disabilities, 2023) stated that: “People with disabilities have the right to access supportive educational and training services at all levels, in line with educational and training environments that maximize their academic, professional, technical, and social progress without discrimination and based on equal opportunities, including:

- Providing and adapting educational strategies, plans, curricula, training

programs, modern assessment and diagnostic tools, and assistive technologies to meet the needs of people with disabilities, enabling them to acquire knowledge and skills for effective contribution to the education and training system.

- Addressing the individual needs of people with disabilities.
- Designing and implementing early intervention programs for children with disabilities.
- Providing opportunities for the admission of people with disabilities into higher education, graduate studies, and scholarship programs.”

Article 8 of the SLRPD emphasizes the importance of the Kingdom’s legal framework to improve access to inclusive education for people with disabilities. This framework highlights the Kingdom’s commitment to aligning with Article 24 of the CRPD, which stresses the importance of promoting inclusive education for individuals with disabilities, as illustrated in **Table 1**.

Table 1. Comparison between article 8 from Saudi Law on the Rights of Persons with Disabilities with article 24 from Convention on the Rights of Persons with Disabilities in providing education opportunities for persons with disabilities.

Items	Saudi Law on the Rights of Persons with Disabilities “Article No. 8”	International Convention on the Rights of Persons with Disabilities “Article No. 24”	Alignment
Early Intervention	Calls for the design and implementation of early intervention programs for children with disabilities to improve educational and developmental outcomes from a young age.	Mentions early intervention generally but with less emphasis, focusing more on inclusive education and support within the general education system.	Article 8 emphasizes early intervention programs in more detail, contributing to better early educational outcomes.
Higher Education and Scholarships	Guarantees opportunities for access to higher education, postgraduate studies, and scholarship programs to enhance advanced academic support.	Focuses on ensuring access to higher education and vocational training without specific details on scholarships.	Article 8 provides details on scholarships, offering additional academic support.
Details on Adaptation and Adjustment	Provides detailed requirements for the development and adaptation of educational strategies, plans, curricula, and tools to meet the needs of individuals with disabilities.	Offers a general framework for inclusive education and supportive measures but does not address specifics on curriculum adjustments at the same level.	Article 8 provides more detailed information on curriculum and program adjustments, enhancing tailored education.
Inclusive Education and Individual Support	includes guarantees for achieving inclusive education and individual support through adapting educational and training strategies and providing specialized programs.	Emphasizes inclusive education and individual support within the general education system, including life skills training.	Both articles support inclusive education and individual support, with Article 8 providing additional details.
Training for Educators and Specialists	Ensures training for specialists and staff at all educational levels to raise awareness of disabilities and use appropriate educational techniques.	Emphasizes training for teachers, including hiring educators with disabilities and providing training on using assistive and alternative communication methods.	Both articles support educator training, with variations in details and approaches.

Article 8 of the SLRPD, within the legislative framework of the Kingdom of Saudi Arabia, represents a significant advancement in the rights of individuals with disabilities regarding education and training. The primary aim is to create flexible and comprehensive educational and training environments by highlighting several essential components. The article necessitates the development and modification of educational strategies, plans, curricula, training programs, assessment tools, and assistive technologies to meet the needs of individuals with disabilities. This

demonstrates the Kingdom's proactive strategy to create inclusive and efficient environments that promote full participation and development. The Kingdom emphasizes the importance of adapting services to meet the unique needs of each individual. This strategy fosters inclusion and addresses disparities in educational attainment, concurrently enhancing professional integration.

Article 8 of the SLRPD mandates the establishment and implementation of early intervention initiatives for children with disabilities to meet their developmental needs at an early stage. This method reduces potential challenges and enhances both academic and social integration. Additionally, it guarantees that individuals with disabilities have access to higher education, postgraduate studies, and scholarships, which are essential for enhancing their educational outcomes and professional growth. Article 8 aims to enhance equitable opportunities and reduce barriers to advanced educational and career pathways by facilitating access to higher education and offering financial support through scholarships.

Article 8 of the SLRPD legislation illustrates a commitment to fostering inclusivity and equality in educational and training opportunities for individuals with disabilities. A comprehensive approach encompasses personalized strategies, early intervention, access to higher education, and external scholarships. This framework positively influences national development plans by fostering inclusivity and equity, enhancing human resources, and supporting sustainable socio-economic prosperity in the Kingdom.

Despite the fact that Article 8 of the SLRPD may provide more specific benefits in certain areas, Article 24 of the CRPD establishes a broad international framework and comprehensive standards that guarantee non-discrimination and promote the educational rights of individuals with disabilities worldwide. Article 24 of the document dedicates itself to ensuring equitable and accessible education for all individuals, thereby promoting lifelong learning. It underscores the significance of teacher training and personalized support, which enhances the overall quality of education on a broader scale. Consequently, the harmonization and synchronization of Article 8 in the local SLRPD and Article 24 in the CRPD, as an international agreement, collectively and comprehensively protects the educational rights of individuals with disabilities. The statement underscores Saudi Arabia's efforts to uphold and harmonize with the international convention on the rights of individuals with disabilities in the field of education.

3.4. Are legislation and laws sufficient to provide care and protection for persons with disabilities in their access to education?

On the other hand, although disability-inclusive legislation and policies alone do not guarantee full equality, they are essential for promoting non-discrimination and equity in education for children and young people with disabilities. Furthermore, these legal frameworks are critical for advancing progress by establishing a foundation for fairness and facilitating the implementation of comprehensive education, particularly in countries with strong legal commitments to inclusivity (Waisath et al., 2024).

Furthermore, although international human rights agreements typically endorse the provision of quality education for all and the establishment of universal education

policies, considerable uncertainty and hesitance persist in the execution of these policies, especially in countries with constrained educational resources (Kauffman et al., 2018). It should be noted that, individuals with impairments face educational challenges due to the complexities associated with the execution of educational policies. Barriers may manifest in various forms, such as physical, cultural, social, educational regulations, and economic obstacles (Odeh and Lach, 2024).

Additionally, supporting students with disabilities in educational environments is crucial for facilitating their academic advancement and minimizing dropout rates. The support center for students with disabilities provides a range of academic and non-academic services to aid them during their university education. Prior studies have established that continuous support facilitates equitable access to education and allows students to achieve their maximum potential, irrespective of the obstacles they encounter. Research emphasizes that enhancing accessibility and offering sufficient support services are essential for facilitating equitable participation among all university students in both academic and social dimensions of university life. Couzens et al. (2015) assert that obtaining this type of support necessitates a thorough evaluation of individual student needs, as well as recognizing the crucial function of the student support center in promoting student involvement in various social activities organized by the institution. Mbuva's (2019) study findings correspond with these results, indicating that students with diverse disabilities recognized that academic support from the Disability Support Unit in educational institutions significantly improved their academic performance and facilitated social integration during their studies (AlTaleb et al., 2024).

4. Conclusion

Saudi Arabia has advanced in its support for individuals with disabilities by systematically reviewing laws and regulations to ensure comprehensive care across all levels. This study emphasizes the significant potential of comparative law and policy as an effective mechanism for the international community to oversee and ensure accountability in countries that have not yet conformed their domestic legislation to international standards. The findings advocate for a global review and reform of laws and regulations to include individuals with disabilities, urge changes in nations without national guarantees, and increase awareness to improve policy implementation in those with established legal frameworks. Disability-inclusive laws and policies, while not a comprehensive solution for achieving equality, serve as crucial instruments for fostering non-discrimination and justice in educational settings for children and young individuals with disabilities. These legal frameworks are essential for fostering progress, as they establish a foundation for promoting fairness and facilitating the adoption of inclusive education, particularly in countries with existing legal obligations to inclusion. Moreover, Decision-makers should continue to systematically review policies and legislation that support persons with disabilities in accessing education. Additionally, there should be a focus on raising awareness among all stakeholders, including families, teachers, and the community as a whole, to improve the implementation of current policies and increase access to education for persons with disabilities, contributing to the achievement of national development

programs.

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