

Smart Leadership for E-Learning for disabilities in the light of international experiences and the possibility of benefiting from it in the State of Kuwait

Dr. Amani Musaed Saad Al-Khatlan

An employee at the Public Authority for Disability Affairs, State of Kuwait,
Amani_alkhatlan@outlook.com

Abstract

The study aims to know the smart leadership of E-Learning for disability in the light of international experiences and the possibility of benefiting from it in the State of Kuwait. The study followed the developmental analytical method. The study addressed several questions that include several axes, namely: the concept of E-Learning, and terminology related to online education, also the advantages and disadvantages of E-Learning.

In addition to knowing how educational schools of disability faced the Covid -19, And what is the standpoint of teachers regarding E-Learning of student disability, and what are the international experiences of E-Learning for people with disabilities, and the possibility for the State of Kuwait to benefit from them.

Finally, we have to know how smart leadership was activated to implement E-Learning for disabilities in the light of international experiences; The study reached the most important results as follows.

Pay attention to good educational planning helps to harmonize the educational outcomes with the requirements of the labor market efficiently and effectively without wasting time and human energies. It also requires decision makers to pay attention to developing leaders with smart leadership qualities to implement E-Learning effectively.

Therefore, it is possible to suggest an educational scheme that helps to implement smart Leadership for E-Learning for the category of persons with disabilities. Among the most important recommendations is the adoption the E-Learning smart leadership scheme to follow up E-Learning in special education and the approved programs in schools of Disabilities.

Keywords: smart leadership, people with disabilities, E-Learning, the State of Kuwait.

1. Introduction

The importance of E-Learning became very clear during the period of the Covid-19 pandemic that swept the entire world, especially since education at that particular period became a challenge for all countries in the world to continue teaching the curriculum to students with a specific time to finish the curriculum, but the matter depends on the speed of The response of the governments of countries to sudden crises and responding to them to ensure the continuation of education without obstacles, and this requires the existence of Smart Leadership that possesses the skills that qualify it to respond to these sudden crises and deal with them in flexible ways.

The existence of Smart Leadership helps to avoid obstacles facing work problems and works to direct them in the right path. The need for smart leadership in educating students with disabilities is extremely important, and decision makers in countries must pay attention to the matter by allocating a portion of leaders to take care of this category of society that needs more attention, psychological, social, counseling and educational care. As a result of the interest of the political leadership in the State of Kuwait in this category of society for Persons with Disabilities. Prince Decree No. 8 of 2010 was issued to establish an independent public called "The Public Authority for Disability Affairs " to take care of people with special needs in psychological, social and educational terms. It also ensured the provision of sessions' preventive and counseling services to parents and the disabled themselves; In addition to financial support as monthly assistance to provide for their basic needs. It has made significant progress over the past years compared nowadays.

The vision of the State of Kuwait 2035 includes seven basic areas, and one of these areas is "creative human capital", which includes reforming the education system to prepare young people and empower them with capabilities and skills that help them compete, which in turn is reflected in increasing national labor productivity. Many goals under field of "creative human capital " and the most important goal that preparation and implementation of the national policy for persons with disabilities; That means: give the rights of persons with disabilities through; Integration in education, work, entertainment and community participation, health care aims to set quality control standards for accessibility and availability, including education (General Secretariat of the Supreme Council for Planning and Development, 2007).

Therefore, Kuwait's Vision 2035 and the Persons with Disabilities Law of 2010 focused on the importance of education, making it available to all and ensuring its continuity, to ensure that people with disabilities have equal opportunities of quality education like other

the students without disabilities. At the time when the Covid virus spread, education moved from direct traditional education to virtual E-Learning, in order to avoid the spread of the virus and to ensure the safety of all.

However, the reality of education in the State of Kuwait has become suspended for a certain period of time in both the private and public governmental sectors due to poor of an appropriate infrastructure for e-learning and decrease of experience of some teachers. In addition, student parents do not have previous experience in dealing with computers and E-Learning programs such as ZOOM or TEAMS and other programs that are used in origination meetings, and E-Learning lectures. Especially since this unique experience of its kind showed the general education schools and schools for people with disabilities having an actual problem, The problem happened to all parents of people with disabilities (Educational Futures, 2021).

Smith's study (2022) confirmed that planning and designing learning for all are digital solutions for E - learning; That there be a design of educational methods for people with disabilities with several issues, including ways that represent the collection of information: What type of education is appropriate for people with disabilities? What are the needs according to the type of disability and What electronic means and practices should be available for people of disability?. It can be said that the interest in collecting information on important technologies, devices and digital programs in educating people with disabilities helps decision makers in the Public Authority for Disability Affairs in the educational sector to lead educational schools and rehabilitation centers towards implementing the educational policy for people with disabilities in the State of Kuwait 2035 vision.

Therefore, the current study deals with the activation of smart leadership for E-Learning for people with disabilities in the light of international experiences such as America, Austria and China, and how they faced this type of education, which is E-Learning for people with disabilities, and the possibility of benefiting from it in the Public Authority for Persons with Disabilities for the educational and rehabilitation services sector in the State of Kuwait. This process help the school principals to guide and approve teaching programs through new innovative methods and applying these methods professionally as a tangible additions to the educational environment for people with disabilities. on the other hand, it is part of the work employees to develop and follow up the educational programs and curricula taught in the schools affiliated to the Authority. Especially the improvements to help the country of outcomes of students with different disabilities by providing them with good skills and also help increase the self-confidence and self-reliance of the disabled.

Also, the parents and families of disability provide everything the disabled person requires, but that does not help their situation by developing their skills in how to deal with others, but better for them that training them in life skills. Therefore, it is necessary for specialists in the field of disability and experts in special education curricula to work on discovering methods And the new skills that help the disabled to become self-reliant and teach them skills that qualify them for the labor market in setting up their own projects to support themselves without relying on a limited income. The Disability Authority is also charged with providing appropriate education, good training and rehabilitation of people with disabilities to rely on themselves and providing them with educational guidance and expert to suit their needs. their abilities and the type and severity of their disability.

2. The study Problem

A virus called the covid-19 virus swept the entire world, specifically in 2019, forcing the governments of countries to operate the alarm in the country against the epidemic at the time, for which no vaccine appeared at that time. Which made the governments of countries take precautionary measures against the danger that threatens humanity by issuing decisions to close all places, stop education and complete quarantine inside homes for a period of time; Which led to the abandonment of the use of traditional education and classroom benches.

In the year 2021, start an awareness of E-Learning, as the movements of countries such as America, Britain, Canada, China, Russia and the European Union appeared in the process of transforming traditional education into E-Learning.

Mahmoudi (2022) explained that this transformation is nothing but an inevitable necessity to adapt the variables of time and place, in preparation for the gradual safe return to school seats by introducing E-Learning into teaching processes and using blended learning in education. As far as the researcher knows, there are few studies on "E-Learning" that pertain to the category of persons with disabilities in the State of Kuwait during the COVID-19 pandemic. This prompted the need to conduct this developmental analytical study. The Study Questions Are as Follows:

- 1- What is the concept of E-Learning, and the terms associated with online education?
- 2- What are the advantages and disadvantages of E-Learning?
- 3- How did educational schools for people with disabilities face the Covid -19 pandemic?

4- Teachers' view of E-Learning for students with disabilities?

5- How was smart Leadership activated for the application of E-Learning for people with disabilities?

6- What are the experiences of international E-Learning for persons with disabilities, and the possibility of the State of Kuwait benefiting from them?

7- What are the proposals and recommendations to activate smart leadership to implement E-Learning in the light of international experiences?

3. Objectives of the study

1- Learn about the concept of E-Learning and the terminology associated with online education, its advantages and disadvantages.

2- Identifying the reality of the application of E-Learning for persons with disabilities in the State of Kuwait.

3- Presenting the experiences of countries and the possibility of benefiting from the application of their electronic curriculum for persons with disabilities.

4. The Importance of Studying

1- It informs decision makers in the Public Authority for Persons with Disabilities of the importance of E-Learning for people with disabilities.

2- It provides workers in the educational services sector for smart leadership in directing its schools to implement E-Learning for people with disabilities, and blended education for people with disabilities, just like the rest of ordinary students.

3- Ensure that schools are directed to train teachers and workers and raise their efficiency and skills in the use of computer devices and the use of E-Learning to communicate with persons with disabilities.

5. Terminology of study

A leader is defined as: "A person who uses his influence and power and all his authority to influence the behavior and attitudes of individuals in order to achieve specific goals" (Al-Momani, 2018, 81).

Smart Leadership for organizations is defined as "the leadership style that is based on designing the effective organizational structure and strategically directing the organization to achieve its goals through

participatory leadership and social intelligence, taking into account the culture of the organization and individual capabilities” (Konrath & Guldenberg, 2004: 16 contained in the study of Al-Karaawi, 2016).

Smart Leadership for individuals is defined as “the ability to develop and enhance skills and competencies, whether they are skills specific to the leader himself or to working individuals” (Buzan et al., 2005: 153 mentioned in the Al-Karaawi study, 2016).

Smart Leadership for education is procedurally defined as an effective process between the teacher leader and his followers (students) to guide and guide them to achieve interaction and success for students, which in turn helps to reach educational goals, provided that the dimensions of smart leadership are available to leaders.

E-Learning means that it “is an opportunity for the citizen to continue his education after a period of work and interruption from education, and one of its various forms is the Open University, a type of education that does not adhere to all the rules of formal education, but rather ensures flexibility and appropriateness to the student’s different circumstances, and it is an education It depends on an electronic technological structure in its transmission and reception with media and software prepared for teaching and learning processes” (Dictionary of Educational and Psychological Terms, 2016, 101).

The Public Authority for Persons with Disabilities defines it as: It is an independent legal person concerned with the care of the rights of persons with disabilities (Public Authority for Persons with Disabilities, 2022).

Experiences are defined procedurally as those knowledge and skills that individuals acquire from the accumulation of field work from the participation of others in tasks or experiences accompanied by useful analytical results. It is passed down from experts at the present time to future generations. As for international experiences, they are defined procedurally as those experiences that are transferred from the knowledge of other countries in the narration of their experiences and skills and the most important results, they reached either through studies and research or international conferences held annually and others.

The period of the Covid-19 pandemic (COIVD) is defined as “this period called (Covid-19) and was named of that because on year 2019 spread and it is a contagious viral disease of the (SARS-Cove,2) strain that ravages the lungs and spreads through the air. Opens through the upper respiratory tract and into the lung. Among the most important symptoms are fever, fatigue, headache, and loss of the sense of taste and smell. The disease affects individuals in

different ways; Most of those who become infected have mild or moderate symptoms and recover without the need to receive medical care in the hospital, while some are severely ill and require admission to immediate medical care wards (organization of public health report, 2022).

6. Previous studies

The study of Al-Saidi, Al-Ajmi and Aba Al-Khail (2022) aimed to identify the level of satisfaction of parents of students with learning difficulties with the use of the distance learning system in the State of Kuwait. The results of the research showed that the level of satisfaction of parents of students with learning difficulties about distance learning in light of the Covid-19 pandemic in the State of Kuwait was generally high. and that most of them are moderately satisfied with the school administration and their preparations for using the distance learning system in teaching their children; The results of the study also showed that parents of students with learning difficulties are satisfied with the use of educational platforms used in remote learning, to a high degree; The last result came to the absence of statistically significant differences between parents' satisfaction on the three trends.

The study of Al-Matroudi and Al-Rabeen (2022) aimed to know about the E-Learning challenges facing students with learning difficulties in the primary stage in the Qassim region from the teachers' point of view. Inclusion in the course to suit students during their E-Learning. The results also demonstrated the existence of statistically significant differences in teachers' responses to E-Learning challenges facing students with learning difficulties in the primary stage due to gender differences, and the differences in favor of males.

The study of Safia Al-Zayed (2022) to identify the importance of distance learning during and after the Covid 19 pandemic. The results showed that the study sample members' estimates came to a medium degree as a whole on the following two dimensions: the importance of E-Learning during and after the Covid 19 pandemic, and the Ministry of Education's preparations for using distance learning during the Covid 19 pandemic. The results indicated that there were statistically significant differences between the averages of the study sample about Distance learning is attributed to the variables of gender, qualification, experience, educational stage and educational area.

Al-Maliki's study (2022) also aimed to assess the quality of E-Learning at the University of Jeddah during the Covid-19 pandemic from the students' point of view, and the study reached several results, the most important of which are:

Students' evaluation of the quality of E-Learning at the University of Jeddah during the Covid-19 pandemic came to a large extent in all axes. College of Education, and the existence of statistically significant differences in the axis of university administration, the axis of electronic services and the axis of technical support due to the difference in scientific specialization, and in favor of the specialization of physical education, and the absence of statistically significant differences due to the difference in the cumulative average of students in all axes.

Hanan Al-Hazmi (2022) conducted a study to know the degree to which faculty members practice distance learning competencies from the point of view of Umm Al-Qura University students in light of the repercussions of the emerging COVID-19 virus. The results revealed that the degree to which the teaching staff at Umm Al-Qura University possessed the competencies required for E-Learning came to a high degree, and that the degree of their applications for E-Learning through their teaching practices and the degree to which the faculty members practiced E-Learning at Umm Al-Qura University was attributed to the demographic variables (gender, specialization and level and academic).

7. Method and Procedure

7.1 Study Approach

The developmental analytical method was used; By extracting research results to convert them into applied practices that benefit the educational and rehabilitation services sector and this is reflected in reforming the educational system for persons with disabilities using the smart leadership method to direct the creativity and energies of teachers in the use of this type of education, which is E-Learning and the possibility of benefiting from it in guiding schools affiliated with the Public Authority The Affairs of Persons with Disabilities in activating E-Learning for persons with disabilities in the State of Kuwait and the advancement of e-learning for persons with disabilities in the light of other international experiences.

7.2 How to collect information

The study relied on secondary sources, namely dictionaries, refereed scientific journals, books, references, volumes and previous studies to obtain information. Monitoring international experiences and benefiting from them in the current study.

7.3 Study results and discussion

7.3.1 Results of the first question What is the concept of E-Learning, and terms associated with the Internet?

E-Learning is defined procedurally as education that is taught through electronic technologies and computer programs via satellite networks. It refers to E-Learning as education that provides opportunities for students to learn via the Internet in a virtual environment. E-Learning takes several forms, including: synchronous education and asynchronous education fall under the virtual education management system. In addition to several synonymous terms for E-Learning, (Michigan, 2019) summarizes the most important terms as follows:

- Learning Management System: It is an online program designed to store learning content and courses, manage comments and various forms of communication between teachers and learners, as well as track students' progress in the distance learning process.
- Online programs: An organized learning environment in which students and their teachers participate in one or more online courses.
- Asynchronous teaching to teaching and indirect communication between teachers and learners via e-mail, forums or video clips. In this type of teaching, there is no direct communication between the learner and the teacher.
- Simultaneous teaching: it is about online learning where participants interact at the same time and in the same place. The presentation of lectures via the Internet is an example of the tools that are used for synchronous teaching.
- Online meetings: They are meetings that take place directly or synchronously using the web camera, headset and microphone through some programs and applications such as ZOOM, BLACKBOARD, SKYPE, GOOGLE HANGOUT.

7.3.2 Results and discussion of the second question: What are the advantages and disadvantages of E-Learning?

The most important advantages of E-Learning is that it helps to provide education at all times. It is also the time of the crisis of the spread of the COVID-19 virus to all countries. And that people with disabilities have different disabilities according to the type or severity of the disability, as they have a clearly visible internal organic or physical and external movement disability; Therefore, if viruses destroy one of the bodily organs that have the first defect, it leads to a defect in the rest of the organ systems of the person with the same disability; For example, if it is a type of physical disability, specifically lung hypoxia or respiratory syndrome, and a certificate of proof of disability has been issued by the Disability Authority, going out at these times constitutes a major health crisis for it, and the disabled's

health may deteriorate as a result of mixing with the rest of the students inside the school.

Therefore, the use of the method of E-Learning through applications and the communication of disabled students with teachers is reflected by keeping the disabled person away from the danger exposed to him and preserving him by placing him in a safe environment in a house free of pests, epidemics and diseases that avoid many infectious diseases. The Law of Persons with Disabilities also stipulates that the person charged with caring for the disabled is the guardian himself and that he must exert reasons to preserve the disabled and not expose him to danger on the one hand, and the Public Authority for People with Disabilities is keen on the disabled student to be in a safe and stable environment to help ensure the continuity of education on the other hand. .

Therefore, the most important advantages of E-Learning is that it achieves a safe and calm environment for students with disabilities with the care of their families. It also opens the way for families to learn educational methods and methods that help develop their children with special needs at home, and it also enhances the confidence of people with disabilities in self-reliance, just like the rest of his fellow ordinary students in obtaining E-Learning.

It also increases the awareness of students with disabilities in how to use computers and extract information from them as a unique experience.

Advantages of E-Learning for people with disabilities

One of the most important benefits of online education for people with disabilities is to achieve the principle of parity in education, like other ordinary students who used advanced technologies, and (Sormunen and Bravo and Gomez-Merino and Jury and Mannik and McDougal & Van Herwegen, 2020) stated that E-Learning It has general benefits that we summarize as follows:

- 1- Facilitating the use of multimedia methods where it is possible to mix audio and video for students with disabilities, and provide them with ways to express their understanding of the educational material.
- 2- Providing E-Learning for each individual and personal disabled student so that he can work at their own pace and learn at a time that suits them.
- 3- The absence of factors that lead to distraction and benefit people with special needs, and it is easy to control them at home and control them compared to inside the classroom.
- 4- Providing a range of effective social interactions for people with autism spectrum disabilities via the Internet, which gives them a

degree of confidence and security compared to the traditional classes inside the school.

It can be said that the benefits of E-Learning develop teachers' experience to employ a variety of electronic teaching strategies for people with disabilities. It also provides multiple learning opportunities specifically for students with disabilities, such as direct teaching, software use, simulation and electronic training. In addition, it enables students with disabilities to use computer technologies and devices. It also helps to communicate information to the disabled through digital content through the written word, images, animations, recordings and videos. Obstacles to E-Learning for people with disabilities. Some disabilities cannot deal with computers and it may cause them more harm than an advantage in obtaining an education; For example, disabilities that have hyperactivity and lack of concentration, they cannot sit in front of screens for the duration of the lesson, but they must receive a face-to-face (direct and tangible) education, and the teacher should try hard to get a response from them to ensure that the appropriate education is delivered to them.

The conclusion of the second international educational conference "E-Learning in response to the Covid pandemic", held in December 2020 under the auspices of the Arab Fund for Economic and Social Development in the State of Kuwait; The results of the presented research showed that E-Learning is not suitable for all students to the same extent, and it cannot be applied to all groups of students in the same way. The student who is under the age of eighteen needs to learn some social skills through interaction with others outside the family (Arab Center Educational Research for the Gulf Countries, 2022).

Point of (Sormunen & others, 2020) indicated that one of the most important challenges of online education is the difficulty of ensuring the availability of the Internet and technologies for all students based on the student's type of disability. It is also clear that there is a weakness in the social interaction of students according to the type of disability severity. Especially since it requires support from parents in ensuring their E-Learning, but it constitutes new burdens on the family that they have to bear and provide support at home on an ongoing basis to continue the education of their son. There are also other challenges faced by teachers themselves, which is how to communicate information to every student with a disability in order to provide appropriate education according to the methodology adopted for traditional teaching.

The study of Al-Saidi, Al-Ajmi and Aba Al-Khail (2022) showed the most important obstacles to distance learning:

- 1- Lack of readiness of educational institutions with the necessary technologies.
- 2- The lack of a technical infrastructure capable of accommodating users during the crisis.
- 3- The students' lack of readiness and preparation for this kind of education.
- 4- Lack of training and qualification of teachers, educational and administrative staff for such electronic educational platforms.
- 5- The lack of readiness of the curricula and the possibility of converting it to digital content.

The study of Muhammad, Muhammad and Saleh (2022) clarified the most important technical and personal challenges facing the e-learning system in light of the emerging COVID-19 pandemic; The personal difficulties that students may face if they rely on the e-learning system varied between lack of knowledge and poor skill in dealing with the e-learning system, while the technical difficulties that students may face if they rely on the e-learning system centered around the weakness of the Internet. It can be said that most of the challenges are the problems of dealing with computer technologies for most students and their families.

7.3.3 The results of the third question and its discussion; How did schools for people with disabilities deal with the Covid pandemic?

The crisis came suddenly to all the official authorities in the State of Kuwait, as all educational and educational institutions in the State of Kuwait dealt according to the requirements of the Ministry of Health, by imposing a total and comprehensive ban in the year 2019/2020 for a period of time, which resulted in the closure of schools in The second semester and work on integrating the results of the first semester as the final result of the year. As a result of the total ban, students stayed in their homes without education, but this situation did not last long. The study of Al-Saeedi and Al-Anzi (2021) indicated that E-Learning in the State of Kuwait faced major challenges, as it announced the obligation of the educational and administrative body to attend schools and teach students remotely, in compliance with the health requirements imposed by the Ministry of Health. Since the launch of E-Learning, technical problems began to appear and became evident through the lack of all teachers' ability to deal with computer devices, and this reflects the lack of teachers' preparedness in dealing with electronic devices. In addition to the weakness of students' ability to use electronic devices, especially in the stages (kindergarten and primary).

After that, e-learning will start in the following academic year 2020/2021 AD in the first semester through TEAMS programs for all

students in the State of Kuwait. Teaching was conducted via the Internet in the two-group system in the second semester, a group A and a group B to study through Teams program three days a week for group A and two days a week for group B and vice versa in the following week alternately until the end of the full school year using E-Learning. This plan was made by specialists and experts in the Ministry of Education to implement it in all public and private schools for ordinary students. This matter also led to the addition of financial burdens on Kuwaiti families of middle-income and below-average families, and this was evident through their purchase of tablets, laptops and their accessories.

This obliged the head of the family to buy more than one device, especially since the father owned more than one child, so he had to buy several devices for his children, in order to ensure the attendance and regularity of his children for all school classes via the Internet in the morning period.

And upon the outbreak of the Covid-19 virus, as the Ministry of Education Department of Education, Special Education and Intellectual Education in the State of Kuwait suspended studies in all stages of education for persons with disabilities in the second semester of the academic year 2019/2020 due to the lack of alternative plans to move from direct classroom teaching to online education. Yet for people with disabilities.

And to emphasize the smart leadership of the schools affiliated to the Disability Authority, which fall within the budget of the educational sector financially and follow the decisions of the Administrative Ministry of Education and work on its implementation, in coordination with the educational sector in the Public Authority for People with Disabilities; All schools for people with disabilities in the State of Kuwait have been directed to use E-Learning for integrative disabilities and other moderate and simple disabilities, with the exception of mental disabilities, they complete the entire qualifying year in their families' homes, based on the opinion of experts and specialists in special education in the Ministry of Education.

It is worth noting that in the years 2019/2020 and 2020/2021, E-Learning was used for people with disabilities throughout the previous years, and the work plan for ordinary students in the two-group system was not used. In addition to the leadership of the Public Authority for Persons with Disabilities of the rehabilitation centers and institutions, financially and administratively, as it issued directive decisions to stop students from working in them during the Covid pandemic due to the imposition of a total and comprehensive ban on the State of Kuwait.

In the year 2021/2022, the Disability Authority issued directives to rehabilitation centers and institutions to bring students to receive physiotherapy sessions, speech sessions and other necessary treatments for severe disabilities, while training and educational workshops for life skills for people with severe disabilities stopped.

As for nurseries, they have been suspended throughout the school year so that a safe and gradual return to normal life can be achieved.

7.3.4 The results of the fourth question and its discussion; Teachers' view of E-Learning for students with disabilities?

After researching studies and statistics, it became clear that there is a lack of studies related to teaching people with disabilities about how to use E-Learning, and this shortage represents a great challenge for researchers due to the lack of references and studies, which is a competition for researchers in preparing this type of research. Especially since conducting research of this kind requires experts and specialists in the Arab countries to suggest the best good practices related to the type of E-Learning for people with disabilities. It also requires many experiments carried out by teachers to determine the best and most appropriate educational methods for the disabled to interact and learn in the virtual environment.

A survey was conducted in the United States of America in 2012 of teachers' programs for online teaching in general. The results of the survey showed that those in charge of these programs do not consider online education a legitimate form of education. a special needs teacher online education is rare; Because in educational environments, the special education teacher in universities and institutes is prepared to practice traditional education, which represents strategies for direct education, behavior management and social skills that lead to enhancing the inclusion of students with disabilities in education (Crouse and Rice, 2018).

Despite the lack of research on online education for people with disabilities. However, he found the interest of researchers and those interested in the affairs of educating persons with disabilities in searching for the most important educational practices and methods that help in building relationships and increasing the interaction of disabled students and parents via the Internet, and finding new ways using advanced electronic technologies that contribute to the process of communicating and communicating electronically with the disabled.

The study of Al-Matroudi and Al-Rabean (2022) revealed the challenges of E-Learning that faced students with educational disabilities from the teachers' point of view. The first result was that teachers who did not undergo electronic training courses faced a major challenge in teaching students with educational disabilities

electronically compared to those who received electronic training courses and their experience of being able to interact and communicate electronically with students with disabilities. The second result showed that the category affected by distance learning is the category of "writing difficulties" of educational disabilities with a rate of 52%, then the category of "learning difficulties of reading" by 29%, followed by the category of "learning difficulties of arithmetic" with a rate of 18.5 %. The study also divided these challenges into four dimensions as follows:

- 1- Challenges related to the teacher: any challenges or weaknesses faced by the teacher himself
- 2- Challenges related to technology: These are related to technological problems and techniques that affect the educational environment.
- 3- Challenges related to the curriculum and its requirements: which are related to the curriculum and the design of electronic content for people with educational disabilities in the distance learning process.
- 4- Challenges related to the educational environment: It is the place where the student sits to communicate with the virtual environment, which parents must provide for their children at home while receiving remote lessons.

A survey was conducted on teachers about the educational challenges that emerged as a result of the spread of the Covid virus at the international level, and they were summarized in the following points:

- 1- That education leaders need to take a proactive approach to limiting the effects of the pandemic.
- 2- Develop and implement clear and specific strategies for continuing education.
- 3- Coordination between public health authorities and educational institutions regarding educating students, their parents and teachers about social distancing to limit the spread of the virus for the safety of all.
- 4- Using synchronous and asynchronous education for students to continue education via the Internet.
- 5- Providing training programs for teachers in order to provide them with basic skills in how to use programs in designing and implementing educational content and diversifying interactive teaching methods via the Internet (Reimers, M., and Schleicher, A., 2020 contained in Educational Futures, 2020).

7.3.5 The results of the fifth question and discussion; How was smart Leadership activated for the application of E-Learning for people with disabilities?

Smart Leadership for business organizations requires the existence of smart leaders with a high level of creativity and creative thinking to envision the future of their organizations and accurately determine the degree of business direction in them. The success of the organization depends on the availability of smart leaders in the organizations, as they are the main engine for the organization to work within a clear and targeted work strategy, which makes it able to achieve success and maintain the competitive advantage that helps it to achieve continuous success (Al-Karawi, 2016).

Also (Daderman, et al, 2013: 62) contained in Al-Attar, Al-Ghanimawi, and Kazim (2020) divided the dimensions of smart Leadership into:

- 1- Emotional intelligence: It is the basic foundation for organizations towards success and excellence in the humanitarian field. As leaders who have the skill of perceiving his feelings and attitudes help to understand the feelings and attitudes of others and to lead and influence them.
- 2- Spiritual intelligence: It is one of the elements of intelligence because it leads to enhancing abilities and adapting to existing things.
- 3- Rational intelligence: It is the adoption of beliefs that are commensurate with the available evidence, and it means that the individual achieves his goals through the use of the best possible means.

He added also (Garcia, 2012: 1) contained in the study of Al-Karaawi (2016) the fourth intelligence, which is social intelligence and means the ability of the individual to effectively create positive trends in complex social relationships and different environments by providing psychological and physical benefits. Also, a fifth intelligence can be added, which is the moral person's intelligence, which means adopting the highest principles of behavior and insisting on change and moral self-correction in dealings with others.

Through the foregoing, smart leadership indicates the existence of multiple intelligences of the leader himself working in the organization, which results in the existence of a smart organization that contains smart leaders working to achieve its goals, which would help it achieve institutional excellence for people with disabilities. The authority concerned with the disabled, the "Public Authority for People with Disabilities", works to advance as a smart organization that tries to reach its goals to provide a dignified, safe and equal environment for people with disabilities and their families.

In order to implement smart leadership in the organization, it is necessary to focus on paying attention to individuals within organizations, discovering employees in the organization who are characterized by the characteristics and dimensions of smart leadership, and working to contain them and provide them with the necessary training and skills, which in turn helps to enhance and develop intelligence to reach the level of professionalism for the employee and empower them in management, which would help the organization to Upgrading its services to beneficiaries (teachers or schools).

As for the application of smart leadership for individuals in E-Learning, teachers must be well versed in computer skills, programs and applications, and keep abreast of electronic developments through continuous training. and schools in general. With regard to making important decisions in the implementation of E-Learning programs and their approval in the State of Kuwait. Most of the decisions in the State of Kuwait refuse to recognize E-Learning, but in the crisis of Covid-19, educational leaders were forced to amend their decisions by agreeing to the option of E-Learning as an alternative to direct (traditional) education in crises and epidemics facing the country.

The results of the sixth question: What are the international experiences of E-Learning for persons with disabilities, and the possibility of the State of Kuwait benefiting from them? Here are some international experiences that have used distance learning to tackle the COVID-19 pandemic.

8. Arab experiences:

8.1 The Hashemite Kingdom of Jordan

The success of E-Learning depends entirely on the extent of parental support in allocating an appropriate home environment for study. Nahed Al-Qadi's study (2021) confirmed that the Jordanian government was forced to move towards E-Learning to prevent the spread of the Covid virus, in order to preserve the safety of its people. The traditional direct approach to E-Learning, as the results of following up on the spread of the Covid virus increased in Jordan significantly, which made families to accept E-Learning, which won their satisfaction in addition to their approval of the type of education. In addition, Jordanian telecommunications companies have made it easier for parents to make discounts for computers and laptops, as well as Internet subscription offers, which helped parents to bear financial costs even from low-income people. The quality of education is also high due to the availability of good employment of modern technologies in the educational sector, which in turn helped

to quickly transform the virtual environment. Families also participated in the process of developing and educating their children by providing the appropriate environment for them; This led families to learn how to employ the methods and methods of educational curricula and how they are taught to their children and discussed through school meetings through electronic applications; Also, conducting remote meetings with parents, such as interviews and chats, helped in the development of their children's academic status and knowledge of their educational level.

8.2 Sultanate of Oman

The reality of the E-Learning experience in light of the spread of the Covid-19 pandemic in government schools indicates that the educational platform used to teach the E-Learning system was appropriate and conducive to the desired purpose, as teachers in government agencies expressed great satisfaction with the experience of the educational platform for them. They were also well prepared to implement the type of educational system due to the positives and advantages it contains that cannot be obtained through direct education. Despite the Omani government's positives from the E-Learning system's experience in terms of developing electronic platforms and the possibility of learning for people with special needs and sick cases in their homes, and providing teachers with e-learning skills, it is not without challenges and difficulties that teachers and students faced. As many difficulties emerged, the competent authorities had to overcome and get rid of them (Al-Kharousi, Al-Wahaibi, 2021). It can be said that E-Learning has contributed to the quick access to and review of educational materials at all times.

However, among the negatives of E-Learning in the Sultanate of Oman, as explained by Al-Shahoumi and Ghazali (2021) are as follows:

- 1- Poor internet services in more than 56% of rural and urban areas.
- 2- The sudden shift contradicted the principle of equal educational opportunities for all students due to the disparity in the ability to access educational platforms for students and teachers.
- 3- Lack of training for teachers and students on the use of electronic technologies, which requires more intensive training and providing them with the necessary technological tools and skills.
- 4- The high financial expenses on families and their costs, by obligating them to provide (computers, modern software, subscription to internet service) and the cost doubles due to the large number of children in the family.

8.3 The Kingdom of Morocco

It started to confront the Covid pandemic by virtue of Decree-Law No. Accordingly, the Ministry of National Education has transferred all students to E-Learning through the study platform in all public and private educational and vocational training institutions.

The Amazigh TV channel was also dedicated to broadcasting lessons, adding the cultural channel and the sports channel to enable students to use the Teams program, and then a (dedicated contact number; symbolized by the green line) was published for support and assistance in E-Learning and knowledge of the problems and obstacles faced by students and teachers.

In addition to involving the community by launching an opinion poll to evaluate the experience of E-Learning, which coincides with the continuation of E-Learning due to the epidemiological situation (Al-Shahoumi and Ghazali, 2021).

9. foreign experiences:

9.1 China

The spread of the COVID-19 virus in 2019 raised the alarm in the medical field. As the spread of the virus is very fast and its symptoms are severe, and at first the Chinese media stated that there is no specific vaccine for it and that the vaccine is under clinical trial and most countries are taking precautionary measures in the closures to prevent the spread of the epidemic.

Whereas, in 2020, the Chinese Ministry of Education issued directives to use information technology and support e-learning in schools to use online platforms under the slogan "School is closed, but education continues." China has taken important steps to start work by taking the following steps:

- 1- Take advantage of television resources and support electronic networks to meet the learning needs of students in remote rural areas where the Internet is broken or weak.
- 2- Enhancing awareness and coordination of ways to combat epidemics in the educational curriculum, by focusing on teaching behavior skills related to epidemic prevention and safety.
- 3- Directing schools to use schools' cloud platforms to install educational programs from them and transform them as a network that benefits from national resources to broadcast them on Chinese TV live.

4- Benefiting from the experiences of distinguished teachers in recording lessons covering the content of the course and uploading them on the website.

5- Encouraging teachers to provide guidance and direction to students on e-learning to strengthen communication between school and home (Zhou, L., and Li, F., and Wu, S., and Zhou, M., 2020 contained in Educational Futures, 2020).

9.2 Austria

The Ministry of Education has designed a large number of educational content offerings on the Ministry of Education website, using learning platforms such as Moodle and LMS, as well as cloud solutions from companies such as Microsoft and Google.

It provides the Eduthek content platform, which was created by the Ministry in order to upload educational courses and practical exercises for children and students at all educational levels. It has also shown these programs on television for pre-school and school children, including documentaries and educational videos.

Students are allowed to express their questions and needs, contribute to videos, send messages to teachers, and communicate with them on an ongoing basis. There are also consultations by phone or e-mail provided by psychologists to students, in addition to different languages for consultation (Educational Futures, 2020, 124).

9.3 Bulgaria

The plan of the Ministry of Education and Science launched an e-learning system for free online digital textbooks for students from the first to the tenth grade. Educational institutions support more than 700,000 students through video clips and webinars.

It also provided educational opportunities for children to watch lessons on Bulgarian national television. It has also developed a national electronic library for teachers, which publishes materials for educational specialists that enable them to perform well in e-learning environments by teaching them the various necessary skills.

The website of the Ministry of Education and Science also provided an "e-learning over the phone" service to respond to students' questions about the educational process, and to provide suggestions from students or parents.

On the other hand, the Ministry is updating legislation related to grades and assessment of the type of education, which is "E-Learning" at the present time in Bulgaria (Educational Futures, 2020, 126).

9.4 Finland

The Finnish National Agency for Education has designed educational programs that enable schools to plan and organize flexible learning procedures. There are some popular programs in the world that enable teachers to implement the educational process independently, and attend virtual classes via the Internet, such as (Moodle, Google, Classrooms, Zoom), and simulation-based software is used to simplify and clarify educational content and train students in practical skills. The Finnish Ministry has also created digital content repositories aimed at organizing educational materials and programs with many electronic sources and applications. In addition to OER, a joint service between the Ministry of Education and the Finnish National Agency for Education, this library is used to research, compile and share OER to and from all levels of education.

Discuss and discuss the results of the seventh question; What are the proposals and recommendations to activate smart leadership for the application of E-Learning in the light of international experiences?

Smart Leadership can be activated by placing smart leaders in all educational institutions who carry out the process of good educational planning that is consistent with the general objectives of the state. On the other hand, attention to educational planning for persons with disabilities helps to harmonize the educational outcomes of persons with disabilities with the requirements of working efficiently and effectively without wasting time and human energies.

An educational plan can be proposed that helps implement smart leadership for organizations to improve and develop E-Learning by setting the most important goals, requirements and expected results, as follows:

Smart Leadership Scheme for E-Learning for Persons with Disabilities	
Objectives	– Teachers' mastery of all types of E-Learning, both synchronous and asynchronous. – Enable persons with disabilities to use computer devices. – Developing new educational methods for teaching people with disabilities through E-Learning. – Expanding the knowledge perceptions of families with disabilities about E-Learning. – A typical technical electronic environment for people with disabilities.
Requirements	– Providing training courses for special education teachers to master e-learning effectively. – Providing training courses for students with disabilities

	in how to use the computer and accessories. – Providing guidance and awareness programs for families of people with disabilities about E-Learning and importance. – Directing schools affiliated with the Public Authority for People with Disabilities to use synchronous and asynchronous teaching for groups of people with inclusion able disabilities. – Conducting periodic meetings with schools affiliated with the Public Authority for People with Disabilities to follow up the educational methods used in the distance teaching curricula for the disabled, in cooperation with the Special Education Department in the Ministry of Education. – Providing educational and technical devices and aids for the distance learning process.
the expected results	– Removing the obstacles caused by the use of E-Learning for the disabled. – Overcoming the challenges that special education teachers face in using E-Learning. – Developing the distance learning environment for people with disabilities. – Providing education for people with disabilities at all times. – Discovering new methods of electronic interaction that can be added from the teachers' experience. – Explains to families how to educate and deal with people with disabilities. – Proficiency of people with disabilities studying online and using computer devices. – Teachers come out with experience that helps them know the type and severity of disability and how to interact with it through visual communication.

10. Recommendations

1. Preparing a field study of the type and severity of disability that can accommodate E-Learning.
2. Preparing a case study for people with disabilities on groups that cannot interact with computer devices.
3. Adoption of the E-Learning smart leadership scheme to follow up E-Learning in special education and approved programs in schools affiliated with the Public Authority for Persons with Disabilities.

Bibliography

- General Secretariat of the Supreme Council for Planning and Development (2007). Kuwait Vision Project: 2010-2035, available at the following link: <https://www.newkuwait.gov.kw>, retrieved on 07/22-2022 AD at 5:24AM.
- Al-Hazmi, Hanan (2022). The degree to which faculty members practice E-Learning competencies from the point of view of Umm Al-Qura students in light of the repercussions of the emerging Covid-19 virus. *Umm Al-Qura Journal of Psychological and Educational Sciences*, 1(14): 150-170.
- Al-Kharousi, Hussain and Al-Wahaibi, Ibrahim (2021). The reality of the E-Learning experience in light of the spread of the Covid-19 pandemic in government schools in the Sultanate of Oman from the viewpoint of the teaching staff: An evaluation study. *The Arab Journal of Educational and Psychological Sciences*, Egypt, 5(21): 123-144.
- Smith, Joseph (2022) Proceedings of the Second International Educational Conference of the "E-Learning in Response to the Covid Pandemic" Conference, Publications of the Arab Center for Educational Research for the Gulf States, Kuwait, 58-63.
- Al-Saidi, Ahmed and Al-Ajmi, Muhammad and Aba Al-Khail, Ahmed (2022). The level of satisfaction of parents of students with learning difficulties towards distance learning in light of the spread of the Covid virus pandemic in the State of Kuwait. *Journal of Educational Studies and Research*, 2(4) 41-63.
- Al-Saeedi, Eid and Al-Anzi, Sami (2021). Distance learning as a strategic option in Finland in the face of the Covid-19 crisis and the possibility of benefiting from it in the State of Kuwait (a comparative study). *Journal of Educational Studies and Research*. Kuwait 1(1):252-276.
- Al-Shahoumi, Yasser and Ghazali, Muhammad (2021). E-Learning in light of the Covid pandemic (a comparative study between the Sultanate of Oman and the Kingdom of Morocco). *International Journal of Educational and Psychological Studies*, Jordan, 10(2): 258-274.
- Al-Attar, Fouad and Al-Ghanimawi, Hazem and Kazem, Jassem (2020). Smart leadership and its role in achieving organizational prosperity (analytical study in Wasit Health Department). *Wasit Journal of Human Sciences*, Iraq, 16 (45): 133-166.
- Judge, Nahid (2021). The degree of satisfaction of parents of primary school students with the experience of distance learning and education during the Covid pandemic. *Academic scientific journal in educational and psychological sciences*. Jordan 2(2):170-186.
- Al-Karaawi, Saja (2016). The impact of smart leadership in smart organizations by enhancing organizational learning. Unpublished Master's Thesis, College of Administration and Economics, University of Al-Qadisiyah, Iraq.
- Educational futures (2021). E-Learning with Special Needs, Publications of the Arab Center for Educational Research for the Gulf States, Kuwait, 5(2):1-136.
- Educational futures (2020). E-Learning: Responding to the Covid Pandemic, Publications of the Arab Center for Educational Research for the Gulf States, Kuwait, 6(4):1-128.

- Publications of the Arab Center for Educational Research for the Gulf States, Kuwait (2022). Results of the Second International Educational Conference: "E-Learning in Response to the Covid Pandemic", Kuwait, 1-138.
- World Health Organization (2022). COVID-19 virus concept, available at: Coronavirus disease COVID-19, (www.who.int), Retrieved 8-16-2022, 3.00pm
- Mahmoudi, Murad (2002). Proceedings of the second international educational conference of the conference "E-Learning in response to the Covid pandemic", publications of the Arab Center for Educational Research for the Gulf States, Kuwait 33-37.
- Momani, Reham (2018), Charisma and Leadership. Amman: Dar Al-Amriya for publishing and distribution.
- A Dictionary of Educational and Psychological Terms (2016). Publications of the Arab Center for Educational Research for the Gulf States, Kuwait, 1-327.
- Al-Matroudi, Abdul-Rahman and Al-Rubaian, Abdullah (2022). The challenges of E-Learning facing students with learning difficulties from the point of view of teachers. *Al-Adab Journal for Psychological and Educational Studies*, (14) 77-139.
- Al-Maliki, Fahd (2002). Evaluating the quality of E-Learning at the University of Jeddah during the Corona pandemic from the students' point of view. *Umm Al-Qura Journal of Educational and Psychological Sciences* 14(1): 16-28.
- Muhammad, Bakri and Muhammad, Abbas and Saleh, Atef (2022). Challenges of e-learning in light of the emerging Covid-19 pandemic in postgraduate programs - from the point of view of students by applying to the College of Administrative Sciences / University of Science and Technology - the academic year (2019-2020), the Arab Journal of Humanities and Social Sciences. 2(12):1-44.
- Public Authority for Persons with Disabilities (2022). Available on the official website at the link below: www.pada.gov.kw. Retrieved 6-9-2022 3:10AM.
- Crouse, T., & Rice, M. (2018). Learning to serve student with Disabilities online: Teacher's perspective. *Journal of Online Learning Research*, 4(2),123-145.
- Sormunen, K., Bravo, F., Gomez-Merino, N., Jury, M., Mannik, S., McDougal, E., & Van Herwegen, J. (2020). Guidance for the inclusion of students with Special Educational Needs for online learning. Retrieved from: <https://bit.ly/3j3sZTT>.on 30-7-2022, at;4:29AM.
- Michigan Virtual (2019). A Whole School Approach to Virtual Learning: why online learning should include more than just courses. Available online at: <https://bit.ly/2AUL9my>.