

**The role of educational and
creative institutions in
integrating and nurturing
talented people with special
needs to achieve inclusive and
sustainable development**

Prof. Dr. Saad El-Sayed Saad El-Abed
Professor of drawing and painting
College of Art Education
Helwan University

Dr. Hind Emad Ahmed El-Safty
Seconded drawing and painting teacher
Faculties of Education and Home
Economics
Arish University



المجلة العلمية المحكمة لدراسات وبحوث التربية النوعية

المجلد الثامن - العدد الثاني - مسلسل العدد (16) - أبريل 2022

رقم الإيداع بدار الكتب 24274 لسنة 2016

ISSN-Print: 2356-8690 ISSN-Online: 2356-8690

موقع المجلة عبر بنك المعرفة المصري <https://jsezu.journals.ekb.eg>

JSROSE@foe.zu.edu.eg

E-mail البريد الإلكتروني للمجلة

The role of educational and creative institutions in integrating and nurturing talented people with special needs to achieve inclusive and sustainable development

prepare

Prof. Dr. Saad El-Sayed Saad El-Abed

Dr. Hind Emad Ahmed El-Safty

Professor of drawing and painting
College of Art Education
Helwan University

Seconded drawing and painting teacher
Faculties of Education and Home
Economics Arish University

Research Summary

The past decades witnessed an increasing interest in children with special needs, and their inclusion in educational institutions to achieve a state of psychological balance and interaction with the surrounding community; And provide them with living patterns and daily living conditions close to those in society in general.

The global interest in these groups is clear evidence of a real desire to care for and develop them in light of what their capabilities allow. In recent decades, interest in these groups has increased on the part of governments, international organizations, social and academic institutions; The research was prepared to assist them in achieving social balance and integrating them into the society with its various institutions, “based on motives that are not only religious or moral, but rather for evolutionary motives that made the requirements and pillars of development in modern society the need to benefit from all available human energies, including the disabled category, with its knowledge and experience and skills in various fields.

Under the system of interdisciplinary studies that brought together all branches of science in one crucible; It documented the link between the various fields of arts and branches of psychology, especially mental health; Which included people of determination in many studies that drew attention to those groups that remained for long periods without attention, and this was reflected in educational and educational institutions, and countries organized integration laws to contain these groups and reach them to active members of societies, and despite that there are educational elements that are not qualified It deals with these groups without taking into account their disabilities, their needs, and their differences from their normal peers, which makes bullying a painful thing for them to face and leaves a bad impact on them, worsening their psychological states.

Inclusion does not mean the provision of normal services to a disabled child; Rather, it helps him to live a decent life in his large community through a set of special means. Inclusion in regular schools is not a case but a set of processes aimed at developing the authorities represented in the departments and educational districts to accommodate those special groups, and enable them to participate and interact side by side with their ordinary peers.

Despite the enactment of many laws that seek to integrate people of determination into the educational process; Sovereign authorities' interest in integrating these groups into educational institutions, but there are many institutions and ministries that still place some restrictions represented in the laws of accepting the disabled, which prevent him from completing his education there. Among these institutions, for example, are the newly developed applied technology schools under the Ministries of Industry and Culture, where they do not accept cases of integration even if the quality of their disability does not hinder their studies in these schools, and the Ministry of Higher Education limits the enrollment of these groups in many colleges without forming corresponding committees to examine The possibility of these groups to complete their studies in the colleges they wish to join; Limited to a few colleges.

Thus, what appears to everyone of great interest in these groups is a lacking interest that requires the enactment of effective laws that seek to integrate them into all educational institutions. Therefore, the application of laws must be reconsidered and the various fields of education opened to them in line with their mental abilities and various levels of intelligence; As well as their physical capabilities and psychological and social needs, and the implementation of the recommendations of inclusive community development that seeks to ensure a decent life for them.

Accordingly, the current research is concerned with studying the role of creative educational institutions in integrating and nurturing talented people with special needs to achieve inclusive and sustainable development, through the following axes:

- The first axis: People with special needs.. Concept and classification.
- The second axis: clarifying the role of educational institutions towards people with special needs.
- The third axis: integration.. its concept and its role in the educational process.
- Fourth axis: the concept of inclusive development.
- Fifth Axis: The role of people with special needs in achieving sustainable development.

- Sixth Axis: Drawing as a means of venting for talented people with special needs.

introduction:

God created the universe and created it, and there are many religious verses and texts in which God distinguished man, who was created for great wisdom based on compassion, no matter how different countries and religions are. And in light of the system of interdisciplinary studies that brought together all branches of science in one crucible; It documented the link between the various fields of arts and branches of psychology, especially mental health; Which included people of determination in many studies that drew attention to those groups that remained for long periods without attention, and this was reflected in educational and educational institutions, and countries organized integration laws to contain these groups and reach them to active members of societies, and despite that there are educational elements that are not qualified It deals with these groups without taking into account their disabilities, their needs, and their differences from their normal peers, which makes bullying a painful thing for them to face and leaves a bad impact on them, worsening their psychological states.

Art education in general and drawing in particular are expressive languages and means of communication that help a person, especially those groups, to communicate with himself and with others around him.

The global interest in these groups is clear evidence of a real desire to take care of them and develop them in light of what their capabilities allow. In recent decades, interest in these groups has increased on the part of governments, international organizations, social and academic institutions; The research was prepared to assist them in achieving social balance and integrating them into the society with its various institutions, “based on motives that are not only religious or moral, but rather for evolutionary motives that made the requirements and pillars of development in modern society the need to benefit from all available human energies, including the disabled category, with its knowledge and experience and skills in various fields” (35). The current research is concerned with studying the role of creative educational institutions in integrating and nurturing talented people with special needs to achieve inclusive and sustainable development.

Research problem:

The research problem is determined in the following question: Is it possible to achieve inclusive and sustainable development by activating the role of educational and creative institutions in integrating and caring for talented people with special needs?

Research Objective: The research aims to:

1. Shed light on the concept and classification of people with special needs.
2. To reveal the reality of the role of educational institutions towards people with special needs.
3. Shed light on the concept of integration and its role in the educational process.
4. Shed light on the concept of inclusive development, its principles, and the mechanisms of an inclusive society.
5. Shedding light on the concept of sustainable development and the position of people with special needs in the development process to achieve sustainable living and a quality of life for people with special needs.
6. Revealing the importance of drawing as an outlet for people with special needs.

The importance of the research: The research is concerned with identifying:

1. The concept and classification of people with special needs.
2. The reality of people with special needs in educational institutions.
3. The concept of inclusion and its role in the educational process to achieve a decent life for people with special needs.
4. The concept of inclusive development, its principles, and the mechanisms of an inclusive society to achieve the quality of life for people with special needs.
5. The concept of sustainable development and the position of people with special needs in the development process to achieve sustainable living and a quality of life for people with special needs.
6. The importance of drawing as an outlet for people with special needs.

Research hypotheses: The research assumes that; Inclusive and sustainable development can be achieved by activating the role of educational and creative institutions in integrating and nurturing talented people with special needs.

Limitations of the search: The search is limited to:

1. Clarify the concepts and classifications of people with special needs.
2. Clarify the role of educational institutions towards people with special needs.
3. Uncovering the concept and mechanisms of integrating people with special needs into the educational process.
4. Clarify the concept and principles of inclusive development and the mechanisms of an inclusive society for people with special needs.
5. Shedding light on the concepts of sustainable development and the location of people with special needs in order to achieve sustainable living for people with special needs.
6. Clarify the importance of drawing as an outlet for people with special needs.

Research Methodology: The research follows the descriptive approach based on analysis through the following axes:

1. People with special needs (the concept and classification).
2. The role of educational institutions towards people with special needs.
3. Inclusion, its concept and its role in the educational process.
4. Inclusive development (its concept, principles, and mechanisms of an inclusive society).
5. Sustainable development (concept, site for people with special needs, sustainable living).
6. The importance of drawing as an outlet for people with special needs.

First Axis: People with Special Needs.. (Concept and Classification):

The concept of people with special needs:

The term people with special needs expresses a group of society, differing markedly from ordinary individuals, and these differences appear from mental, genetic, or physical diseases, or that occur frequently, such as epilepsy, which limits their ability to practice basic, personal and social activities, which It impedes the satisfaction of their needs and the completion of their learning by natural methods. Hence, their needs differ from the needs of the rest of the community. Disability is not a defect in them, as it is related to the interaction between the person and the

environment around him. Therefore, the disability is: “The product of the interaction between the person’s physical or functional defect and the obstacles in the person’s life. his surroundings, which prevents him from participating on an equal basis with others” (3).

Disability is a “developing concept that results from the interaction between personal factors, health status (disorder - restriction) and behavioral and environmental barriers that prevent full and effective participation in society, on an equal basis and equal opportunities with others (disability and rights) (3), and it is thus a “phenomenon of It is inherent in all human societies, and its incidence, types, and societies’ attitude towards it varies according to the different economic and social conditions of those societies. People with disabilities are known as people with special needs (15), and people with special needs include a number of extraordinary groups in the field of special education, such as “gifted, people with learning difficulties, and people with special needs.” Language disorders and people with hearing, visual and motor disabilities, which require special attention from educators to help them develop their abilities to the fullest extent possible, achieve their selves, and help them with psychological and social adjustment”(13).

Disability is also defined as: “A condition in which an individual suffers from disability or difficulty in performing one or more types of work or physical and intellectual activities for ordinary individuals who are equal in age, gender and social environment. Social and civilized in his society” (5), and the disabled is: “the individual who differs from what is called normal or normal in physical, mental, mood or social aspects to the degree that requires special rehabilitation processes until he reaches the maximum use of his abilities and talents.” (2), which is likewise: “The individual who means as a result of genetic, congenital or environmental factors acquired from a physical or mental deficiency that results in social or psychological effects, and therefore is socially and psychologically affected by this disability, which prevents him from learning and performing some work and intellectual activities or physical activity that the average individual performs with sufficient skill and success” (19).

Caring for people with special needs:

all academic educational institutions that deal with children with special needs must pay attention to improving their mental health by dealing with them, understanding their conditions and types of disabilities and

supporting them socially by integrating them with Mental health is “not merely the absence of mental disorders; it is a state of well-being in which each individual is able to realize his own potential, adapt to normal stressful situations, work productively and usefully, and contribute to his community” (17). Relative stability, in which the individual enjoys personal and social harmony and emotional balance, free of tension and turmoil, full of enthusiasm, and that he is positive, creative, creative, and feels positive. Happiness and contentment, able to assert himself and achieve his ambitions, confident in his true capabilities; Able to use it in the best possible way, from the point of view of mental health, this person enjoys sound mental health and is able to overcome all the frustrations and obstacles he faces in his life” (16), and it is also: “A state in which the individual is psychologically compatible, and feels happy, sufficient and comfortable.” He is able to achieve himself and exploit his abilities and invest his energies, and he is able to meet the demands of life and manage psychological crises, and his personality is together and integrated, and his behavior is normal” (1).

The second axis: the role of educational institutions towards people with special needs:

First: The role of the family with people with special needs:

The presence of a disabled child in the family “doubles family pressures and becomes the beginning of a series of unbearable psychological concerns, an exchange of accusations, differences in performance and blaming of self and others; it increases the prevalence of pessimistic tendencies and psychological refraction, destroys self-confidence, and disrupts the will, as his presence threatens the emotional stability of the family.” 42), and when parents understand the healthy way to deal with their child with special needs, this leads to “improving healthy behaviors for the family as parents modify priority behaviors to increase the health of their disabled child, and parental control has been more affected by disability, as parents maintained a positive parental identity Within their societies, this can be explained through a symbolic interaction model. When there is a disability in the family, the meaning of the concept of health for individuals changes due to experience, and through interaction with their children with disabilities as well as with their community, parents modify their healthy behavior to adapt to the importance they communicate with that is attributed to health. This has resulted in parents

reframing their image of the ideal parent in ways that make this image more achievable for them given the circumstances of their children” (36).

Second: The role of the school with people with special needs:

There are several forms of educational and pedagogical organizations that can be used with children with special needs; such as accommodation in boarding schools; external private schools; special classes; the special services room; mobile teacher; And teaching at home or in the hospital, and the following is a presentation of those educational and educational institutions (9):

1- Boarding schools:

these schools provide them with full care in terms of nutrition, medical, psychological and educational services, but there are some aspects of criticism, including: Depriving the child of the advantages that he gets if he lives in his family between his parents and his sisters; This leads to a lack of proper psychological development.

2- Private external schools:

There are two types of these schools; The first of them: it is limited to accepting one category of the extraordinary, such as the blind, the deaf, or the mentally retarded...etc. The second type accepts more than one category within the same school, and in both cases these schools only accept extraordinary children, and from the observations that are taken In these schools, these groups are prevented from interacting and integrating with their normal peers.

3- Special classes:

This type of organization that overcame the shortcomings of the previous schools; Where these groups join the normal schools with the normal, and participate with them in the various activities appropriate to them, and this type of educational organization is based on the following foundations(Providing special educational services for these children with special needs, and mix with them to be compatible with society).

4- Special services room:

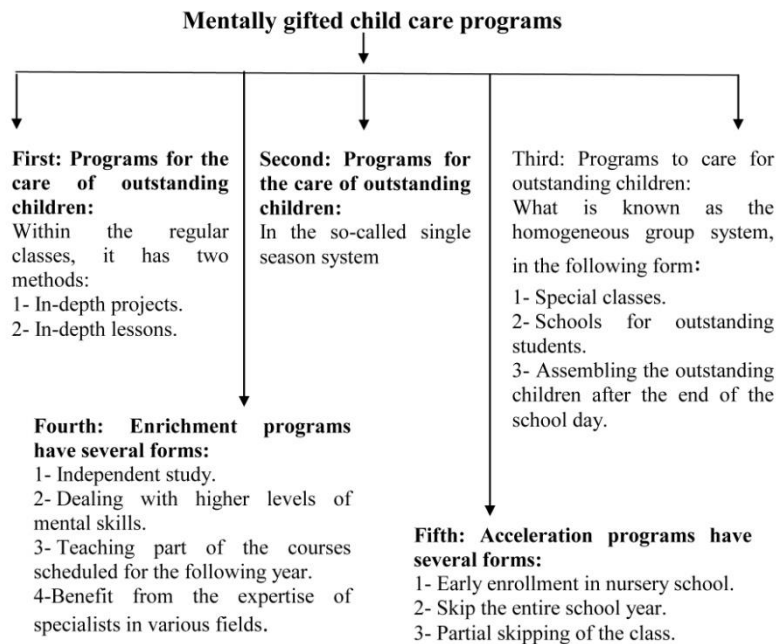
In this type of school organization, there is a room in the regular school with a specialist in special education who provides his services to the extraordinary children who are in the regular classes.

5- The mobile teacher:

it depends on the mobile teacher who provides services to more than one school, moving from one school to another. In this system, it allows the

integration of extraordinary children with ordinary children in joint classes, and the provision of necessary educational services through the cooperation and integration of the efforts of both the regular teacher and the special education teacher.

Many studies have been concerned with providing various programs for the care of these groups, for example, the program for the care of mentally gifted children, and the following is an illustrative scheme for that:



When raising and educating children with special needs, attention must be paid to the main differences between them and their peers of normal children. Which is represented in several aspects, including mental processes such as attention, perception, understanding, remembering, thinking and concentration, and the deficiency in these aspects leads to poor awareness of meanings, learning and absorption of experiences. And generalizing and benefiting from experiences and reusing them in new situations, and thus this deficiency clearly affects the learning processes, assimilation of academic information and the foundations of social interaction. For long periods”(21), studies have confirmed that children who have deficiencies in mental abilities, especially the processes of understanding and remembering, have difficulty learning.

A slow-learning child is: “A person who suffers from a decline in his mental abilities, which results in difficulties in academic achievement, and whose IQ ranges from 70 to 84 on an individual intelligence test codified on the local environment (Wechsler test, for example). In all cases, it

should not be relied upon. It is necessary to support the diagnosis through academic achievement and psychological, social and medical aspects” (7), from here it is necessary to take into account individual differences between children and inequality in dealing or providing scientific material between special groups and normal children.

Educational needs of people with special needs:

These groups vary according to the type of their disabilities, which requires many soil programs that support their integration into the educational process in regular schools, especially after the strong refusal of the Ministries of Industry and Culture to integrate these groups into applied technology schools, knowing that some of them exceed their IQ ratios of ordinary students, but the laws are still unfair These groups are marginalized without considering the individual differences between them and the type of disability, and this in itself confirms the clear shortcomings of those educational institutions towards them, and that what is said and announced to the general public is completely contrary to the laws in force in these two ministries, and this in turn requires a review of those laws, as well as preparing Programs that show the validity of categories of such cases for study, especially in schools of applied technology that specialize in the study of computer science. As well as supporting them and educating their ordinary peers not to bullying and understanding their cases, and removing the obstacles they face through well-prepared academic advisors to achieve the validity of these students from those groups to achieve inclusive and sustainable social development. This requires conducting numerous researches to reach advanced educational strategies that change teaching methods; As well as modifying the content of educational courses and educational programs necessary for their needs and adapting their learning resources, with attention to all activities appropriate to their hobbies, talents and preparations to prepare them psychologically to successfully receive the educational process.

Third: The role of universities and colleges specialized in creativity with people with special needs:

People with special needs constitute a significant proportion in Egyptian society, and these groups have recently received great attention, as legislation and laws were issued for them that recommend their care, education and empowerment in society. However, we find severe shortcomings in the university towards people with special needs; “The

gifted and creative among them do not have distinct programs that develop their abilities and creativity, they enroll in the study normally, except for those who were able to obtain a scholarship at an American or Japanese university and other universities that adopt the talented through scholarships offered to them, in addition to the university's shortcomings in its equipment and buildings, including It helps students with special needs to be self-reliant within the university, but they are in constant need of a shadow or a companion for them, each according to his condition. It is compatible with their capabilities in terms of courses, training programs and activities”(18).

Challenges facing the university disabled:

The challenge is: “The obstacles or dangers facing people with disabilities that threaten the possibility of achieving the goals, which is a situation whose existence represents a threat, weakening or distortion in whole or in part (6), and it is also: “A crisis that results from something new, and takes the character of contemporary until The emergence of others, generates a need in the community that pushes it towards overcoming it, and requires a comprehensive change in various aspects of life” (14).

The role of the university in facing the challenges faced by the disabled at the university is confirmed as follows:

1. Training faculty members to accept and face the academic difficulties of people with disabilities.
2. Preparing study programs that suit the nature of disabilities.
3. The importance of academic counseling for students with disabilities in solving their problems and understanding the nature of their cases.

Job Empowerment for People with Special Needs:

Functional empowerment is defined as: “The process of giving people greater authority to exercise control and take responsibility in using their abilities, by encouraging them to make decisions”(12), and it is also defined as: “enabling the individual with authority to carry out greater responsibilities and giving him confidence and support” (41). In order for people with special needs to reach the highest level of functional empowerment, the role of the university appears as one of the societal institutions that affect and are affected by society; In developing plans that are compatible with all developments to address societal issues and problems, as the university seeks, as the locomotive of change, development and modernization, to achieve its mission towards society by

building real community partnerships aimed at reviewing the challenges facing the country to achieve community development in all fields of sustainable development, and for the university to achieve Its goals in community service must focus on several approaches, the most important of which is the job empowerment of ordinary students or those with special groups. Rather, the university's mission is optimally confirmed when it meets the needs of those special groups by empowering them socially, economically and functionally through: "curricula, activities and university professors, Therefore, job empowerment is one of the important entrances to serve these groups and achieve their ambitions in the ease of obtaining a job, given that the problem of mismatch between the outputs of education and the labor market and the resulting unemployment of graduates is due to many factors, most notably the nature of the labor market, which is developing more rapidly than the development in the system Education and training" (30).

The third axis: integration.. its concept and its role in the educational process:

It means integrating children with special needs in schools and regular classes with their ordinary peers, with the provision of special education and support services, and it also means: providing opportunities for children with disabilities to engage in the special education system as a measure to emphasize the principle of equal opportunities in education, and inclusion aims In general, it aims to meet the special educational needs of the disabled child within the framework of the regular school and in accordance with the methods, curricula and educational means, and their provision is supervised by a specialized educational body in addition to the education staff in the public school (45).

Thus, integration emphasizes raising the disabled with the ordinary in an environment that is as close to normal as possible, which means: "The integration of children with special needs into regular education situations and programs, unless the problems of these children reach a degree of severity that does not enable them to conform with Ordinary programs" (26), and inclusion is also defined as: "a state of readiness or general readiness among educators, teachers, workers with disabilities, parents and society in general, to provide education for children with disabilities within the environment prepared for ordinary children in the regular school, the ordinary home, and the local environment when it appears feasibility of

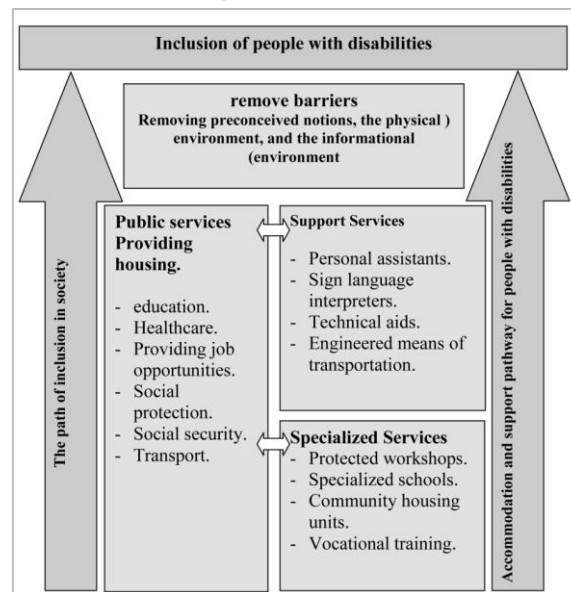
This amalgamation"(8), Sometimes the integration is through the presence of ordinary and extraordinary students in the same school building, but in their own classes, and they receive joint educational programs in regular classes, and educational programs are arranged according to a schedule prepared for this purpose, so that it is possible to move easily without difficulty From the ordinary class to the special class and vice versa, and this type of integration helps equality in increasing opportunities for social and educational interaction between extraordinary children and ordinary children in the same school, It is clear from the previous presentation that (4):

- Inclusion is: educating children with special educational needs in the normal environment to the maximum extent permitted by their abilities.
- Integration means: establishing relationships between children with special needs and ordinary children in the educational and social framework, through inclusion that moves people with special needs to an environment that is less restrictive and rejects them.
- Integration: An educational method and approach followed in life, in which people with special needs who face educational difficulties are integrated. The integration process is characterized by evaluating and modifying social values, habits, attitudes and trends in front of different audiences in society, in addition to evaluating the multiple areas of life in which the student is present, so Inclusion is an effective process based on training and rehabilitation of people with special needs, and integration between ordinary children with special needs can be achieved when the special student can spend a high percentage of time with ordinary students even if there is no relationship between the type of education and the topics he learns With normal children.
- Integration is: something rational, especially when we talk about the philosophy of equal rights and powers within society. Private schools are the gateway from which we enter into society and professional and personal growth and others, and this opportunity and possibility deserves children with special needs through school.

Fourth Axis: Inclusive development (its concept, principles, and mechanisms of an inclusive society):

Inclusive development is the necessary ground for equalizing opportunities and integrating persons with disabilities into society and ensuring their

positive interaction with their surroundings. Inclusion in construction initiatives based on the implementation of the International Convention on the Rights of Persons with Disabilities; which provides for the observance, protection and promotion of the human rights of persons with disabilities in all policies and programmes; To achieve inclusive development that aims to achieve the goals of full participation and equality, “inclusive development recognizes that diversity and difference is a reality and considers exclusion as violence and confiscation of human rights” (47), and thus the integration of people with special needs into society is one of the advanced steps; The various rehabilitation programs that have recently come to be viewed as a primary goal for the rehabilitation of people with special needs, and therefore the integration is the provision of all services and care for people with special needs in an environment far from segregation, which is the environment of the regular classroom in the regular school, or in a special classroom in the regular school Or in the so-called resource rooms, which provide services to people with special needs for some time, and to rehabilitate these groups for social interaction and coexistence. In order for service providers to people with special needs to ensure the success and acceptance of integration at the popular level or at the level of decision-makers, it is necessary to look at the obstacles and needs, then it is necessary to Accurate planning for a group of programs that prepare the process of merging, and we can call them pre-merger programs (45), and the following is an illustrative chart that illustrates this.



Layout showing the inclusion of persons with disabilities in the inclusive society.

An inclusive society includes the removal of environmental, information and orientational barriers based on trends that can grant some people participation, in addition to providing active services aimed at supporting and supporting participation, so that the society becomes inclusive. The following is a table showing an inclusive society and equal opportunities for all (3):

An inclusive society and equal opportunities for all		
inclusive development		
merge Bridging the gap between reality and hope	Share Active participation of people with disabilities	Accessibility remove barriers
Knowledge Understanding Disability - Understanding Development		
human rights Equal opportunities and rights for all		

A table showing an inclusive society and equal opportunities Principles of Inclusive Development (3):

Development: It aims to “develop all segments of society and its organizational frameworks, including political, social and cultural, by removing the barriers that hinder the participation of all spectrums of diversity” (32), and it is achieved when mechanisms and methods are provided for each individual to obtain equal and equal opportunities.

- Inclusive: it is “the interaction between the different sects and the right to participate in the fight against isolation and marginalization” (32).

Productivity: Providing the appropriate conditions for individuals so that they can raise their productivity.

Social justice: equal access for individuals to the same opportunities.

Sustainability: ensuring that people have sustainable or stable development.

Empowerment: Providing cultural, educational, and material means so that individuals can participate in decision-making and control the resources that concern them.

There must be several levels of disability inclusion within inclusive social institutions; From these levels:

individual level	software level	Enterprise level
the behavior	Activities	Policies
values	projects	procedures
		HR

Fifth Axis: Sustainable development (its concept, site for people with special needs, sustainable living):

Sustainability concept:

In the last two decades, the progress of nations has become measured by the services they provide to people with disabilities in their societies. Indeed, the last decade was characterized by the presence of new controls to measure the new global concept called sustainable development, “which is measuring the extent to which people with disabilities are integrated into their societies, and the extent of the contribution they make themselves to The progress of their societies, and thus the concern for the affairs of people with visual disabilities has become two aspects that are not separate, but rather complement one with the other, the first is the provision of their own services and the extent of their integration into society; Considering that visual impairment is one of the forms of disability that prevents their comprehensive integration into their societies; And then waiting for the product of what they present themselves to these societies to achieve sustainable development, and accordingly, “the promotion of creativity, innovation and invention would contribute to human development and human well-being” (38).

There are many concepts of sustainability, including: an environmental term that describes how vital systems remain diverse and productive over time, and sustainability for humans is the ability to preserve the quality of life they live in the long term, and this in turn depends on the preservation of the natural world and the responsible use of natural resources. The term “Since the eighties of the twentieth century, as the United Nations Commission for Environment and Development defined the concept of sustainable development as: development that meets the needs of the present without compromising the ability of future generations to meet their own needs, and at the 2005 World Summit it was noted that achieving this requires reconciling social demands The three pillars of sustainability are the “three pillars” of sustainability, and this view is expressed using three overlapping areas, indicating that the three pillars of sustainability do not exclude each other, but rather reinforce each other” (46), and it also promises that it is: “Meeting people’s needs” In the present without affecting future generations to meet their needs in the future, and development that suits the requirements of the present without reducing the ability of future generations to comply with meeting their requirements.

For all people, the second idea: the maximum limits to meet the needs of the present and the future according to the level of technology”(28), and four goals for sustainable eternity were identified in the conference Global Development and Environment under the Organization for Economic Co-operation and Development (OECD): “resource efficiency, energy efficiency, environmental compatibility, integrative and streamlined approaches; Including the organization of environmental management” (44).

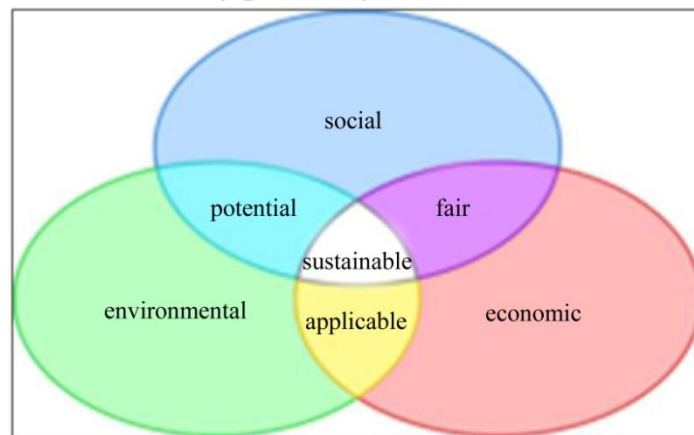
As for social sustainability, it is defined as: “a comprehensive development strategy that seeks to empower man, build his knowledge capabilities, material production mechanisms, and expand his experiences, in various fields, especially social, as well as political and economic fields, while emphasizing equity and social justice between current and future generations alike, and respect for traditions and customs. The concept of sustainable development is not limited to the environmental limits in which the individual lives”(25).

Sustainability and people with special needs:

Improving the health of persons with disabilities is necessary to achieve sustainable development, and the care of persons with disabilities depends on maintaining their ambition, health and well-being, maintaining a decent standard of living for them, working with a decent wage, participating in education and social and community life, and this is part of the sustainable development goals. The 2030 Agenda for Sustainable Development and its 17 goals provide a strong plan; In the community, through their access to all rehabilitation and comprehensive care services, by strengthening social work strategies, improving services, and developing the minimum A from all official bodies and all relevant parties”(22), and I have recently taken more serious steps towards paying attention to the concept of sustainable development; which requires improving the living conditions of all without increasing the use of natural resources. One of the most important challenges facing sustainable development is the eradication of poverty; By encouraging the adoption of balanced production and consumption patterns over reliance on natural resources, and conserving water, food, health and energy, through “the participation of citizens at various levels – ordinary people and people with disabilities – and their awareness of the importance of the relationship between humans and the environment by developing individuals’ awareness and modifying their attitudes and

behavior towards the environment” (20). From this point of view, sustainable development is a fundamental pillar in empowering the state economically and socially. To achieve a decent life for its citizens and provide basic social services to create decent job opportunities without discrimination, as it “involves devising a social and economic system that guarantees sustainable goals; that is, higher incomes; higher educational standards, better health, and an improvement in the general quality of life” (39). It surrounds and envelops all aspects of life, and presents us with challenges that are translated in our daily behaviors and choices in the size of the costs versus the benefits we obtain in the various environmental, social and economic aspects” (29), a definition that emphasizes finding a balance between meeting human needs and environmental resources.

As for sustainable living, it is: a way of life that seeks to reduce the individual or community’s use of the Earth’s natural and personal resources, and practitioners of sustainable living seek to reduce carbon emissions by changing methods of transportation, energy consumption and diet, and proponents of sustainable living aim to make their lives consistent with sustainability in a natural, balanced way and respect for human relations , symbiosis with the environment and the natural cycles of the Earth, and this practice and general philosophy of ecological life is highly interconnected with all the principles of sustainable development, and thus sustainable living is essentially: applying sustainability in lifestyle choices and decisions, and meeting current environmental, social and economic needs without compromising these factors for the next generation Another broader concept describes sustainable living in terms of four interrelated social domains: the economy, the environment, politics, and culture, and its pillars are defined in three: (social, environmental, and economic), and it is clear from the following planning:



The Three Pillars of Sustainability (46).

Sixth Axis: The importance of drawing as an outlet for people with special needs:

The importance of drawing in the lives of people with special needs:

The art of drawing is used to “develop the awareness and education of disabled children, as art is the bridge that the disabled crosses in order to escape by himself from living inside the isolated islands that isolate him from his realistic social world. He dies from emotional deprivation within the isolation islands, and from here scientists have been interested in preparing therapeutic, educational and rehabilitative programs that aim to develop the child’s simple abilities to their maximum limits by moving his creative motives, and through the exploitation and harnessing of the child’s simple information, development and development, and from here comes the importance of the developmental programs that “ It helps these children to cross the chasm that separates them from the world of others, because these programs help in the development of these children sensory, kinesthetic and cognitive, and the developmental and enrichment programs always start based on what the child possesses of linguistic capabilities, information and personal and social skills” (11), and thus drawing is one of the Excellent means of entering the world of the child in general; It is also considered, in particular, as one of the mechanisms of good communication of all information and behaviors for the mentally disabled child, and slow learners are the best categories of people with special needs, as they have the highest level of intelligence among the categories of mental disabilities, “and they have the ability to receive Education in schools, but with special care and in a manner less than the average child, and they can gain good social, emotional and emotional experiences by mixing and participating with others in various group work and activities” (31), and they are often distinguished from their peers in creative aspects in different areas of creativity (formal, music, sports, acting, and creative work), and “perform at a significantly higher level compared to their peers of similar age, experience, and environment; They demonstrate high performance in the field of art, innovation and the arts, and have the capacity for extraordinary leadership or excellence in academia; They need non-traditional services and activities” (33).

Creatively gifted people with special needs:

Art is a means of social communication for the child “through understanding others of the feelings that were expressed during the process of practicing art, which in turn helps relieve anxiety and problems that are difficult for him to disclose except through art. Art contributes to achieving psychological and social health and raising the child in A natural atmosphere, as many concepts can be expressed with art tools and there is no limit to the expressive ability of the child” (40). Plastic art provides opportunities to express all emotional and subconscious fantasies safely; Where it represents the freedom of self-expression and freedom of discovery in all the materials suitable for it, "Art accepts the disabled child as he is and not as we like, or as we want to see him work; he can work slowly, weakly, or strangely as he wants; it removes difficulties and obstacles and encourages the disabled child to independence And work, he can use the time as he wants if the work requires it, and through his practice of plastic art, he can achieve successful experiences and gradually overcome difficult tasks by analyzing them into steps, and it also contributes to his positive growth and help him accept himself and his good sense of it; and see himself as a unique unit It is of remarkable importance” (43), and thus the need of disabled children to express in art ameliorates the hyperactivity and hyperactivity of those groups with special needs who are distinguished by creative expression. It is also a means of venting for all other groups; And a means of creative excellence for those who suffer from autism traits, a means of expressing the special needs of the hearing impaired, and a means of self-assertion for the physically challenged, and in all cases it is an important means of communication, interaction and competition with others, especially in adolescence, and activities-based programs contribute to " Increasing the level of self-esteem and the level of self-concept, supporting desirable social behaviors, modifying and mitigating aggressive behavior, reducing introverted behavior, modifying consensual behavior patterns, modifying psychopathic aberrations of the hearing impaired, in addition to art education programs whose results indicated an improvement in the level of social, emotional, and academic growth and growth. Cognitive abilities and processes, treatment of behavioral disorders, development of innovative thinking, and alleviation of social isolation among persons with disabilities” (34). and from the

above Some of the characteristics of a gifted child can be identified in the following points:

1. The ability to find many synonyms for a single element; The multiplicity of connotations for a single idea.
2. The ability to transform and innovate in seeing visual forms.
3. The ability to adapt to the environment.
4. Technical sensitivity.
5. The ability to formulate his thoughts and what comes to his mind.
6. The ability to remember and imagine.
7. The ability to innovate.
8. Fluency, flexibility and sensitivity to problems.

Thus, the role and importance of art education is determined in revealing the child's talent and building his normal personality, as it is a means – art education – of the means of achieving social balance for the individual, regardless of his chronological age. and the design of activities requires taking into account a number of conditions, which were identified by “Zais 1976 as follows:

1. The activity must be appropriate for the category for which it is presented (normal children or people with special needs).
2. The activity must be appropriate for the purpose for which it was set.
3. The activity should help to form a correct view of the child about society.
4. The activity should help the learner to be able to constructive criticism.
5. The activity should help the learner to gain new experiences.
6. The activity must be of real value, worthy of what is being done for it” (42).

There are three levels of venting, which are defined as follows (27):

1. The sick level: It is the level at which the individual is unable to vent himself, so he resorts to some escape means to vent his feelings, as is the case in most diseases and mental disorders, and this method would increase the isolation of the individual from society.
2. The normal level: It is the level at which the individual gets rid of the pressures that he is naturally exposed to that prevent him from reaching the sick level, and this appears through dreams of sleep and wakefulness, speech, emotional participation, laughter and crying.
3. Creative level: It is considered the highest level of catharsis because it includes stripping the emotional charge from its original goal and raising it to a higher level, thus outperforming each of the previous two levels

due to its creativity and obliterating the subjective features of feelings and repressed feelings and transforming them into creative formulas that society favors and encourages, such as arts and literature.

From this standpoint, the foundations of using the art of painting as a therapeutic method are determined as follows:

1. The art of drawing is a means to drop the individual's fears, feelings, perceptions and tendencies, and it is also a means of releasing pressures, tensions and stored subconscious materials.
2. This venting would help the child discover and become aware of himself, and then express it.
3. Projecting internal images and embodying them in external drawings would lead to crystallizing fantasies and dreams and fixing them in a fixed photographic record that helps people with special needs to free themselves from the grip of conflict, and then the therapeutic progress can also be evaluated.
4. Drawing is a means of compensating for the psychological, physical or social incapacity the individual feels. Through artistic expression, the individual can satisfy his frustrated needs and desires that he was unable to achieve in reality, and embody his wishes and his perceptions of the future.
5. The art of painting is a means of communication; Especially for those who are unable to verbally communicate, and suffer from loneliness and isolation, with the development of the forces of communication and the expression of ideas, a sense of self-realization is generated.
6. The art of drawing gives the child an increased sense of success and ability to achieve, and thus art therapy is a means to develop a sense of identity.

From the above, it is clear that the art of drawing plays a role in developing the personality of ordinary children and those with special needs alike, as their drawings are characterized by spontaneity and innocence, which are no less important than contemporary arts.

Schools and educational administrations should adopt talents and activate competitive creative activities programs that contribute to discovering talented people, especially those with disabilities, to create a state of balance and coexistence for people with special needs with ordinary students and even with society. (Businesses from the basic education stage):



**Selections from the works of the student artist Ahmed Saad
(Integration - Features of Autism)**

The role of art faculties (Fine Arts - Applied Arts - Art Education - Specific Education - Art Education Departments in the Faculties of Education - Art Education at Al-Azhar University); A prominent role in embracing talent among these groups, and there is a unique case adopted by the Faculty of Art Education at Al-Azhar University; This condition is missing the ends of the hands, and the mouth and feet are drawn; In a state of severe challenge to disability, and he adopted his college with its faculty members in his studies, and due to his outstanding distinction and obtaining superior grades, he was appointed as a teaching assistant, and worked in the assistant body for faculty members in the field of photography, until he obtained his master's and doctoral thesis, and he is now a member of the faculty Teaching at Al-Azhar University - College of Art Education - specializing in drawing and painting.. The artist is Dr. Reda Fadl; The first person to receive a doctorate from a disabled person in the field of fine arts, and his works include:



Artist Reda Fadl: selections from his artworks.

There are many creators who overcame their disabilities with creativity, for example, the plastic artist: Muhammad Akram Jumaa, who has special needs in the category of cerebral palsy.



Plastic Artist: Mohamed Akram Gomaa, who is of determination, cerebral palsy.

In conclusion, the researchers reached the following conclusions:

Results:

1. People with special needs are an integral part of society; And that disability is a natural condition that affects some people without discrimination.
2. Disability has different types and causes, in strength and weakness, and the person with a disability has no will.
3. People with special needs are in constant and severe need for the family to embrace them; Especially since their emotional level is higher than their normal peers.
4. People with special needs need care and an understanding of their cases from the institutions that deal with them, such as the family, school, university and community institutions.
5. People with special needs who are creatively gifted have a role in spreading culture, science and the arts and contributing to building a knowledge civilization.
6. There are some educational institutions that still refuse to accept people with special needs despite their suitability for the quality of study; Including the applied technology schools under the Ministry of Industry and the Ministry of Culture.
7. Developing student activities and increasing their effectiveness, as they are the most influential axis in strengthening the elements of functional empowerment for people with special needs in universities.
8. Plastic art is a means for ordinary people and people with special needs alike, and through it the societal balance is achieved for all groups.

Recommendations:

1. Establishing research centers concerned with finding solutions and modern means of problems facing people with special needs to support them as good citizens of society.

2. Inclusion of people with special needs in events through the weight of their talents and experiences and the establishment of special exhibitions for them.
3. Raising awareness of all institutions that deal with people with special needs about their cases and methods of dealing with them in order to integrate and care for them in society.
4. Paying attention to care centers for people with special needs and providing an appropriate and appropriate climate for creativity.
5. Modifying the procedures for accepting students with special needs in universities, and paying attention to facilities, roads, teaching halls and study laboratories so that they can reach them easily.
6. Interest in activating creative activities in schools by paying attention to art, music and physical education classes, and activating literary activities and competitive meetings between people with special needs and their ordinary peers.
7. Activating and developing the performance of student care departments in universities to attract talented people with special needs and introduce them to the appropriate activities for them to integrate them into university activity locally, regionally and globally.
8. Preparing awareness programs for academic advisors, faculty members and administrators at all educational levels to achieve successful integration programs in educational institutions.
9. Preparing awareness programs for families with children with special needs; And societal institutions to accept them within the family, society and various institutions to ensure the quality of life for them.
10. Preparing programs aimed at achieving psychological balance and societal integration for people with special needs, using fine art as a means of venting.
11. Preparing awareness programs to spread the culture of inclusive society to accept people with special needs in society and its various institutions.
12. Preparing rehabilitation programs for special groups that guarantee them parity with jobs suitable for their disabilities.
13. Enact laws that obligate all ministries to accept people with special needs to study in them, and to provide them with job qualifications upon graduation.

14. Organizing plastic and creative exhibitions for people with special needs in all educational, cultural and sports institutions as social sectors that deal with these groups directly.

the reviewer:

First: Arabic references:

1. Ijlal Sri: Therapeutic Psychology, 2nd Edition, Alam Al-Kutub, Cairo, 2000.
2. Ahmed Zaki Badawi: A Dictionary of Social Sciences Terms, Library of Lebanon, Beirut, Lebanon 1993.
3. Ahmed Ghanem: Supporting the Concept of Disability and Inclusive Development (Training Manual), Coptic Evangelical Organization for Social Services, Cairo, 2015.
4. Ahmed Lotfi Barakat: Raising the Handicapped in the Arab World, Dar Al-Marrekh, Riyadh, 1981.
5. Ismail Abdel Fattah Abdel Kafi: Encyclopedia of Terminology for People with Special Needs, Alexandria Book Center, Alexandria. 2005.
6. Anis Fathi: The Arab Emirates: Where to... Foreseeing Challenges and Risks over 25 Years, Emirates Center for Studies and Media, Abu Dhabi, 2005.
7. Thomas George El-Khoury: The Gifted Child and the Slow-Learning Child, University Foundation for Studies, Publishing and Distribution, 2002.
8. Suhair Muhammad Salama Shash: Strategies for Integrating People with Special Needs, Zahraa Al Sharq Library, Cairo, 2016.
9. Abdel Rahman Sayed Suleiman: The Psychology of People with Special Needs (Educational Methods and Educational Programs), Zahraa Al Sharq Library, Cairo, 2001.
10. Abdul Aziz Al-Abd Al-Jabbar: Definition of Inclusion, General Administration of Special Education website, from: <http://www.se.gov.sa>
11. Abla Hanafi Othman: Art in Innocent Eyes - Art for Children with Special Needs, Supreme Council of Culture, National Center for Child Culture, 1999.
12. Attia Hussein Fandy: Empowering Workers.. An Introduction to Continuous Improvement and Development, Publications of the Arab Organization for Administrative Development, Cairo, 2003.
13. Farouk Al-Rousan: The Psychology of Extraordinary Children, Dar Al-Fikr, Amman, Jordan, 2007.

14. Muhammad Ketsch: The Arab World on a Hot Tin: A Study of the Educational Perspective of the Problem of Authenticity and Modernity, Al-Kitab Center, 1422 AH.
15. Musab Suleiman Ahmed Al-Samarrai: Caring for people with special needs and their cognitive role: Dar Zahraa Al-Sharq, Cairo, 2001.
16. Masoumeh Suhail Al-Mutairi: Mental health "its concept...its disorders", Al-Falah Library for Publishing and Distribution, Amman, Jordan, 2005.
17. World Health Organization: Mental Health Promotion (Concepts - Emerging Data - Practice), Short Report, Middle East Regional Office, Chosky Company, Cairo, 2005.

Second: Theses and scientific research:

18. Ahmed Hussein Abdel-Moaty and others: Requirements for functional empowerment for people with special needs in university education, research published in the Educational Journal for Adult Education, Faculty of Education, Assiut University, Volume Three, Issue One, January 2021.
19. Hussein Abdel Hamid Ahmed: Disability and the Handicapped.. A Study in Sociology and Social Work, University Office for Human Studies, Volume Fourteen, Issue Two, June, 2009.
20. Hanan Mabrouk: An evaluation study of magazines issued by industrial establishments in light of their achievement of environmental awareness, Master's thesis, Institute of Environmental Studies and Research, Ain Shams University, 2009.
21. Sahar Kamel El-Din Fahmy Abdel Hamid: The Impact of Art Education Activities on the Attention Process and Academic Achievement of Mentally Handicapped Children (Able to Learn), Master's Thesis, Faculty of Art Education, Helwan University, 2002.
22. Suha Zuhair Tafal: Caring for Persons with Disabilities in the Light of the 2030 Sustainable Development Goals (case study of the policies of the Palestinian Ministry of Social Development, published research, Journal of Psychological Educational Sciences, Volume (5), Issue (18), May 30, 2021, Gaza, Palestine .
23. Shaker Kandil: Negative emotional responses of parents of mentally handicapped children and the responsibility of the psychological counselor (analytical study), research published in the Second International Conference of the Center for Psychological Counseling -

- (Psychological Counseling in a Changing World), Ain Shams University from 25-27 December 1996.
24. Sherif Mohamed Fathi: The general framework of the relationship between copyright and human rights for people with visual disabilities, published research, Legal Journal (a journal specialized in legal studies and research), Faculty of Law, Khartoum Branch, Cairo University, Volume 10, Issue 5, 2021.
 25. Saba Jabbar Nima and Shaima Hamid Al Ahabbi: Mechanisms for achieving social sustainability in the traditional urban structure (case study in the traditional city center of Kadhimiya), published research, Engineering Journal, No. 3, Volume 17, June, 2011.
 26. Talaat Mansour: Special Education Strategies and the Necessary Competencies for a Special Education Teacher, Research published in Psychological Counseling Magazine, No. 2, 1994.
 27. Abla Hanafi Othman: Studying drawing as a means of venting, and its impact on the personality balance of the learner at different ages, Master's thesis, unpublished, Higher Institute of Art Education, Ministry of Higher Education, Cairo, 1972.
 28. Abeer Ahmed Al-Fatni: The Concept of Sustainability and Synthesis in the Artifact to Enrich the Aesthetic and Formal Dimensions of the Architectural Body of the Sustainable Museum, published research, College of Designs and Arts - University of Jeddah, Saudi Arabia, 2021.
 29. Issam Al-Arbeed: Understanding Accounting for Sustainable Development from the Perspective of Productive Companies, published research, Arab Journal of Management, Arab Administrative Development Organization, Cairo, Volume (2) Issue (28), 2008.
 30. Falah Khalq Ali Al-Rubaie: Challenges of Harmonization between Education Outcomes and the Labor Market in Libya, published research, Arab Future Magazine, Volume 39, Issue 457, Lebanon, 2017.
 31. Mahmoud Lotfi Bakr: Drawing from nature as a starting point for providing artistic media that help develop attention, understanding and remembering abilities for the slow learners, research published in the Journal of Specific Education Research, Issue 47 - July 2017.

32. Marwan Al-Bast: The Nation of Diversity, Inclusive Development (a periodic bulletin issued by the Lebanese Handicapped Union), September 2010.
33. Mona Hussein Mohamed El Dahan: The Effectiveness of the Unlimited Talents Program in Developing Creative Thinking for Third Year Students of Specific Education (Special Education), published research, Journal of Specific Education Research, Mansoura University, Issue (31), July 2013.
34. Mona Hussein Muhammad Al-Dahan: The effectiveness of a program in plastic art in reducing the level of anxiety and aggression among the hearing-impaired adolescent and its reflection on his future outlook, published research, Journal of Art Education Research, Mansoura University, Issue (16), January 2010.
35. Maysoon Mohy Helal and others: The role of sustainable architectural design strategies in reducing negative impacts on the built environment, published research, the thirteenth International Al-Azhar Engineering Conference, December 23-25, 2014.
36. Hebat Allah Mahmoud Abu El-Nile: The development of healthy lifestyles among families of people with disabilities, research published in the Journal of Special Needs Sciences, Volume 3, Issue 6, Part 2- October 2021.

Third: Foreign references:

37. C. E., Brolan,: A word of caution: human rights, disability, and implementation of the post- 2015 Sustainable Development Goals. laws, 5(2), 1- 22, 2016.
38. Christophe Geiger (ed) Research Handbook on Human Rights and Intellectual Property (Edward Elgar Publishing, Cheltenham, 2015.
39. G. Atkinson, S. Dietz, E. Neumayer, & M. Agarwala: Handbook of sustainable development. Edward Elgar Publishing, 2014.
40. Judith Aron Rubin: Child Art Therapy 25th Anniversary edition published by John Wiley & sons, Inc, Hoboken, New Jersey. 2005
41. Murrell XL& Meredith,M Empowering Employee, New York< Mcgrow-Hill, 2000.
42. R. S. Zais: Curriculum Principles and Foundation, New York, Harper and Row, 1976.
43. Robert Scbirrmacber: Art and creative development for young children, PHD, San Jose city college, Delmar publishers, Inc. 1988.

44. United Nations, "Report of the World Commission on Environment and Development", general assembly resolution 42/187, available at:
Accessed: 07-07-2012

Fourth: Websites:

45. <http://www.kayanegypt.com/p/%D8%AA%D8%B9%D8%B1%D9%8A%D9%81>
46. <https://ar.wikipedia.org/wiki>
47. <https://www.hespress.com/%d8%a7%d9%84%d8%aa%d9%86%d9%>

ملخص البحث

دور المؤسسات التربوية الإبداعية في دمج ورعاية الموهوبين من ذوي الاحتياجات الخاصة
لتحقيق التنمية الدامجة والمستدامة

أ.د/ سعد السيد سعد العبد أستاذ الرسم والتصوير - كلية التربية الفنية - جامعة حلوان

د/ هند عماد أحمد الصفتي مدرس الرسم والتصوير المنتدب - كلية الاقتصاد المنزلي - جامعة

العريش

شهدت العقود الماضية اهتماماً متزايداً بالأطفال ذوي الاحتياجات الخاصة، ودمجهم في المؤسسات التعليمية لتحقيق حالة من التوازن النفسي والتفاعل مع المجتمع المحيط بهم؛ وتزويدهم بالأنماط المعيشية والظروف الحياتية اليومية القريبة من تلك الموجودة في المجتمع بشكل عام.

ويعد الاهتمام العالمي بتلك الفئات دليل واضح على رغبة حقيقية في العناية بهم وتنميتها في ضوء ما تسمح به قدراتهم، وقد تزايد الاهتمام بتلك الفئات في العقود الأخيرة من جانب الحكومات والمنظمات الدولية والمؤسسات الاجتماعية والأكاديمية؛ وأعدت البحوث المساعدة لهم لتحقيق توازن اجتماعي ودمجهم في المجتمع بمؤسساته المختلفة، "انطلاقاً من دوافع ليست دينية أو أخلاقية فحسب؛ وإنما لدوافع ارتقائية جعلت من متطلبات ودعائم التنمية في المجتمع الحديث ضرورة الاستفادة من جميع الطاقات البشرية المتاحة ومنها فئة ذوي الإعاقة بما تملكه من معارف وخبرات ومهارات في مجالات مختلفة.

وفي ظل منظومة الدراسات البينية التي جمعت كل فروع العلم في بوتقة واحدة؛ حيث وثقت الصلة بين مجالات الفنون المختلفة وفروع علم النفس وبخاصة الصحة النفسية؛ والتي شملت ذوي الهمم بكثير من الدراسات التي وجهت الأنظار إلى تلك الفئات التي ظلت لفترات طويلة دون اهتمام، وانعكس ذلك على المؤسسات التربوية والتعليمية ونظمت الدول قوانين الدمج لاحتواء تلك الفئات والوصول بها إلى أعضاء فاعلين في المجتمعات، وعلى الرغم من ذلك فهناك عناصر تربوية غير مؤهلة تتعامل مع تلك الفئات دون مراعاة لإعاقتهم واحتياجاتهم واختلافهم عن أقرانهم الأسوياء مما يجعل من التمر أمراً مؤلماً يواجههم ويترك أثر سيء لديهم، يسيء من حالاتهم النفسية.

والدمج لا يعني تقديم خدمات عادية للطفل المعوق؛ وإنما مساعدته ليعيش حياة كريمة في مجتمعه الكبير من خلال مجموعة من الوسائل الخاصة، فالدمج في المدارس العادية ليس حالة ولكنه مجموعة من العمليات التي تستهدف تطوير السلطات المتمثلة في الإدارات والمناطق التعليمية لاستيعاب تلك الفئات الخاصة، وتمكينهم من المشاركة والتفاعل جنباً إلى جنب مع أقرانهم العاديين.

وعلى الرغم من سَن العديد من القوانين التي تسعى لدمج ذوي الهمم في العملية التعليمية؛ واهتمام الجهات السيادية بدمج تلك الفئات في المؤسسات التعليمية إلا أن هناك العديد من المؤسسات والوزارات التي مازالت تضع بعض القيود ممثلة في قوانين قبول المعاق والتي تحرمه من استكمال تعليمه فيها؛ من هذه المؤسسات على سبيل المثال، مدارس التكنولوجيا التطبيقية المستحدثة الخاضعة لوزارتي الصناعة والثقافة حيث لا يقبلون حالات الدمج حتى ولو لم تُعيق نوعية إعاقتهم من الدراسة بهذه المدارس، كما أن وزارة التعليم العالي تحد من التحاق هذه الفئات بالعديد من الكليات دون أن تشكل لجان مقابلة لفحص امكانية هذه الفئات من استكمال الدراسة بالكليات التي يودون الالتحاق بها؛ مقتصرين على قلة قليلة من الكليات.

وبذلك فإن ما يظهر للجميع من اهتمام بالغ بتلك الفئات فهو اهتمام منقوص يتطلب سَن قوانين فعالة تسعى لدمجهم بكافة المؤسسات التعليمية، لذلك يجب إعادة النظر في تطبيق القوانين وفتح مجالات التعليم المختلفة لهم بما يتوافق وقدراتهم العقلية ومستويات ذكاءاتهم المتنوعة؛ كذلك امكاناتهم الجسمية وحاجاتهم النفسية والاجتماعية، وتنفيذ توصيات التنمية المجتمعية الدامجة التي تسعى لكفالة حياة كريمة لهم.

وعليه فإن البحث الحالي يهتم بدراسة دور المؤسسات التربوية الإبداعية في دمج ورعاية الموهوبين من ذوي الاحتياجات الخاصة لتحقيق التنمية الدامجة والمستدامة، وذلك من خلال المحاور التالية:

المحور الأول: ذوي الاحتياجات الخاصة. (المفهوم والتصنيف).

المحور الثاني: دور المؤسسات التربوية تجاه ذوي الاحتياجات الخاصة.

المحور الثالث: الدمج.. مفهومه ودوره في العملية التعليمية.

المحور الرابع: التنمية الدامجة.. (مفهومها، مبادئها، وآليات المجتمع الدامج).

المحور الخامس: التنمية المستدامة (مفهومها، موقع ذوي الاحتياجات الخاصة، والمعيشة المستدامة).

المحور السادس: أهمية الرسم كوسيلة تنفيذية لذوي الاحتياجات الخاصة.