






## Leveraging AI for Competency Valuation of People with Disabilities in Oman

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### ABSTRACT

This study examines the critical role of skill assessment and competency mapping for the inclusion and empowerment of people with disabilities (PwDs) in Oman. The introduction highlights the increasing importance of competency mapping in today's competitive environment and its connection to strengthening the workforce for a competitive advantage. The primary objective of this research is to review existing literature on skill assessment and competency mapping for physically disabled individuals in Oman, examine current frameworks and available programs, and identify gaps in the literature to propose strategies for addressing them. The methodology involves a literature review, analyzing existing quantitative and qualitative research, and utilizing theoretical frameworks such as Competency-Based Education (CBE), the Social Model of Disability, and Human Capital Theory to inform the analysis. The results indicate a significant gap in research concerning competency mapping and skill assessment specifically among individuals with physical disabilities in Oman, with existing studies largely focusing on psychological, behavioral, and social challenges, as well as employment and training opportunities. The discussion emphasizes that addressing these challenges through inclusive practices and supportive frameworks will enhance opportunities for PwDs, contributing to a more equitable society. The originality and value of this study lie in its identification of a research void in culturally appropriate skill assessment tools and longitudinal studies on the impact of competency mapping on employment outcomes for PwDs in Oman, while also advocating for the responsible integration of AI and collaboration between stakeholders to promote inclusive assessment and employment.

**Keywords:** Physically Disabled People, Artificial Intelligence, Skill Assessment, Competency Mapping, Remote Work

**JEL Classification:** J24, J71, O15, I31

### INTRODUCTION

The concept of competency mapping has become more important in today's competitive environment. It is closely tied to organizational efforts to strengthen the workforce to achieve competitive advantage. As workplaces place more emphasis on skills and behaviors, organizations have begun to improve the talent pipeline by focusing on their core competencies and capabilities. People are no longer viewed as part of a large organization, performing the same tasks repeatedly. They are viewed as a key competitive advantage within an organization, with everyone adding value through alignment with the organization's mission, vision, and values through an expected competence model.

Competition refers to measurable patterns of knowledge, skills, abilities, behaviors, and other attributes that are essential for an individual to perform effectively in a role. Competency mapping is the systematic process of identifying the critical competencies required to execute a specific job effectively. This process defines the expected competency level for the role (2). Additionally, the individual's actual competency level is assessed against the organization's established performance standards. By comparing the expected competency level with the actual competency level, gaps can be identified. The primary objective of employee competency mapping is to align organizational needs with employee capabilities, ultimately pinpointing areas for improvement (Treuer & Reynolds, 2017).

The goal of the competency mapping process should be to provide a comprehensive tool at both the individual and organizational levels. From an organizational perspective, competency development is always a matter of acquiring and developing new competencies and eliminating old competencies. The process involves identifying and documenting the specific competencies required for various roles and aligning them with individuals' skills. It includes Job Analysis: Systematic examination of job roles to identify necessary competencies (Wilson, 2017), Competency Frameworks: Structured models that define key competencies for different job functions (Boyatzis, 1982), Personal Development Plans: Tailored plans that outline steps for individuals to develop required competencies (Levy, 2015).

Skill assessment refers to the evaluation of an individual's abilities, knowledge, and expertise. For individuals with disabilities, it is essential to adapt assessments to accommodate various impairments and promote inclusivity. The methods used in skill assessments vary, such as standardized exams (Al-Farsi et al., 2018), place of job critiques (Aldossary & Hughes, 2020), and self-assessment tools. These tools empower people to appraise their personal skills and competencies, which can be further validated through complementary exterior assessments (Evans, 2019). Universal Design for Learning (UDL) concepts offer a precious framework for creating inclusive skill evaluation processes. UDL emphasizes providing a couple of modalities of representation, action and expression, and engagement. Applying UDL to skill evaluation ensures that opinions are handy to people with quite a number gaining knowledge of styles and abilities, lowering boundaries and promoting fairness. This approach can assist in becoming aware of a wider variety of talents and abilities among people with disabilities.

### **Significance of Skill Assessment and Competency among PwDs**

Disability is described as any physical or intellectual impairment that restricts individual's potential to interact in common activities and social interactions in their environment (Babik & Gardner, 2021). conducting Skill assessment and competency mapping for people with disabilities is widespread on countless grounds.

These assessments enable folks to discover their strengths and areas for development, facilitating non-public and expert growth.

Recognizing and validating skills can boost self-esteem and self-confidence, encouraging greater participation in diverse activities. This empowerment enhances employment opportunities, aligning with Oman Vision 2024's emphasis on inclusivity in the workforce. Skill assessments results in identifying specific skills and competencies leading to a better match between the individual skills and the job requirements, increasing the likelihood of suitable employment. This also enables in delivering customized training programs, leading to improved employability, empowerment and career development.

From an organisational perspective, the inclusion of people with disabilities helps create a diverse workforce, leading to improved creativity, problem-solving skills, and overall organizational performance. Encouraging organizations to create more inclusive work environments that leverage the unique abilities of people with disabilities helps to meet legal requirements and strengthen their reputation as an inclusive employer.

Economically, employment and ability development limit reliance on social guide system, enabling humans with disabilities to contribute to the economy, thereby driving monetary growth. Socially, capability assessments and competency mapping assist human beings with disabilities combine into the community, promote social cohesion, and limit stigma. Participation in meaningful work and non-public development things to do can improve the usual best of life of human beings with disabilities. Capacity assessments also supply policymakers with precious records to increase fantastic packages and interventions for humans with disabilities. Understanding the competencies and wants of people with disabilities helps effectively allocate resources and assist services. Artificial intelligence (AI) is unexpectedly reworking more than a few components of employment and has the possibly to notably influence talent evaluation and competency mapping, especially for folks with disabilities. AI-driven equipment can provide more objective, efficient, and personalized comparison methods.

For instance, AI algorithms can analyze various statistics sets to discover and predict job-skill matches, tailor coaching programs, and provide customized feedback. This science can help mitigate biases in normal evaluation methods, creating a extra equitable method for people with disabilities.

Assistive science performs a critical function in skill evaluation and competency mapping for human beings with disabilities. These technologies can range from easy tools like screen readers and tailored keyboards to extra

advanced solutions such as virtual reality simulations and AI-powered assessment platforms. By presenting personalized and available assessment methods, assistive technological know-how can assist to greater precisely evaluate the competencies and competencies of people with diverse disabilities, leading to higher job matching and training opportunities.

### **Employment of pwds in Oman**

Disability can be a lifelong partner or a latecomer, affecting people from shipping to historic age through a range of practices like accidents, continual conditions, and the natural getting historical approach (Rahn et al., 2015). Within special regions, the numbers are even greater striking: the EU suggested 87 million PwD (European Commission, 2020), while the US has sixty-one million (Centers for Disease Control and Prevention, 2022), and Oman has 42,304, which translates to 15.5 per thousand of their population (e-census, 2020).

### **Growth and Development Objectives of Oman**

Oman's long-term economic strategy and all eight five-year plans (from the first five-year plan in 1976-1980 to the eighth five-year plan in 2011-2015) pursue key long-term goals. The main goals are:

diversification of the economy and reduction of oil dependence; achieving a high and sustainable growth rate of GDP; maintaining macroeconomic stability and controlling inflation; maintaining regional balance between different regions; expanding employment opportunities for Omani citizens; promoting private investment and its contribution to economic growth and development; introducing modern, appropriate and sustainable technologies in agriculture, livestock and fisheries; and expanding and strengthening exports and re-exports. Long term planning is the main stay of any Country to achieve sustainable development. Therefore, the Sultanate of Oman has developed Oman vision 2040 for the next two decades in its attempt to respond to the regional and global level. The vision document has identified certain National priorities to be achieved by 2040 among which empowerment and employment inclusion of people with disability is one (Oman vision 2040).

As reported by the e-census (2020), there are 42,304 individuals with disabilities in Oman, representing approximately 15.5% per thousand of the population. Among these, the unemployment rate is notably high at 67%. Additionally, 33% of people with disabilities aged 15 years and older are employed, highlighting significant challenges in workforce integration for this group (NCSI, 2020).

The Oman economy is undergoing rapid economic transformation and modernization, which has led to increased focus on inclusivity and diversity in various sectors. However, bodily disabled individuals frequently face many limitations to employment and abilities development. Skill evaluation and competency mapping are integral for identifying and leveraging the capabilities of these people to decorate their employment possibilities and contribute meaningfully to the economy. The current study investigates whether any research has been carried out on growing ability assessment tools or competency mapping for disabled people in Oman, especially in the context of far-flung work. The goals of this research are: (1) to overview the present day literature on talent evaluation and competency mapping for physically disabled men and women in Oman, (2) to have a look at present frameworks, applicable organizations, and education applications handy to people with disabilities (PwDs) in Oman, and (3) to perceive gaps in the literature on skill assessment and competency mapping and propose techniques to address these gaps.

## **METHODOLOGY**

This paper is a literature overview examining skill assessment and competency mapping for physically disabled folks in Oman. The methodology includes inspecting existing quantitative and qualitative research to identify lookup gaps and furnish recommendations. Theoretical frameworks including Competency-Based Education (CBE), the Social Model of Disability, and Human Capital Theory inform the analysis.

## **LITERATURE REVIEW**

An evaluation of the literature assessment in ability evaluation printed that there have been restrained studies conducted amongst bodily disabled individuals related to skill assessment and competency mapping. However, chosen literature handy on research carried out amongst disabled people is presented under to illustrate the areas of focus.

This evaluation makes use of a couple of theoretical frameworks pertinent to the concern of study. One of these frameworks is Competency-Based Education (CBE), which assesses humans primarily based on their confirmed competencies instead than ordinary tutorial metrics. The Social Model of Disability posits that societal

barriers, instead of individual impairments, constitute the most important limitations to full participation in economic activities.

Human Capital Theory underscores the importance of investing in individuals' skills and competencies to bolster their productivity and economic contributions (Becker, 1964).

Most studies have reported that unemployment rates among disabled individuals are significantly higher compared to those among non-disabled individuals (ESCWA, 2018). Various regulations exist across different countries to safeguard the interests of disabled individuals and promote workforce diversity. Despite these legal protections, people with disabilities continue to face limited access to job opportunities. It is estimated that only about one-third (34.9%) of people with disabilities are employed, in contrast to 76% of their non-disabled counterparts. This disparity appears to be widening over time (Al Hamrani & Al Hamran, 2021).

A study conducted by Al-Hendawi, Thoma, Habeeb, & Muhammad (2022) across four Gulf countries highlighted the primary challenges faced by individuals with disabilities in the Arab-Gulf region: lack of awareness about their rights and insufficient actionable legislation to protect those rights. The research, conducted in Kuwait, Oman, Qatar, and Saudi Arabia, focused on the career decisions of disabled individuals. In Saudi Arabia, the study revealed that families and society at large do not support the employment of disabled individuals. There is a prevailing negative perception that disabled individuals have lower productivity and work performance, are unable to handle additional responsibilities, and frequently absent from the workplace. In the Arab Gulf region, disabled individuals often find employment in positions that lack career progression and are segregated from the mainstream workforce. This negative perception stems from social stigma, viewing disabled men and women as much less capable than their non-disabled peers and as burdens rather than precious contributors to companies.

Al Fazari & Shourbagi (2021) performed a learn about amongst university college students in Oman, revealing that students with disabilities come across difficulties in perception lectures, writing lookup papers, and adapting to the university environment. They also face behavioral and psychological challenges, such as emotions of inadequacy and inferiority, which avoid their self-confidence and capability to form healthy relationships.

Al-Zoubi, Al-Shorman, & Al Tauqi (2019) discussed the challenges confronted via disabled individuals in Paralympic Games. The Law for the Care and Rehabilitation of the Disabled in Oman mandates the inclusion of these individuals in social, cultural, and carrying activities. A dedicated committee for sports for People with Disabilities (PwDs) promotes participation in things to do such as weightlifting, athletics, and basketball. PwDs are influenced by competing in international and regional competitions. The Oman Paralympic Committee, installed with the aid of the Ministry of Sports Affairs, aims to increase cognizance about sports activities and supply aid services for PwDs. They additionally benefit from insurance beneath the fitness insurance plan system, with free healthcare provided in the Sultanate. State and civil society organizations collaborate to grant assistive equipment like wheelchairs and artificial limbs to those in need. The Oman Paralympic Committee ensures that disabled athletes are integrated into the social protection gadget furnished via the State.

Al-Hadabi et al. (2021) studied the have an impact on of a bodily schooling direction on the attitudes toward sports activities among disabled people in Oman. Their research published that involving disabled individuals in sports activities can reduce social isolation and beautify self-efficacy, lifestyles skills, and bodily competence. Physical activities also assist people with mental disabilities in regaining muscle strength and physical capability.

Afifi (2021) explored the potential for employment opportunities for People with Disabilities (PwDs) in Oman's tourism sector, focusing on the challenges associated with integrating disabled individuals into this industry. Similarly, Al Hamrani & Al Hamran (2021) examined the use of blockchain technology in the recruitment process of PwDs through a "people of determination" platform model. One of the primary challenges faced by individuals with disabilities is accessing job opportunities. However, the rise of remote work, especially after the COVID-19 pandemic, represents a promising avenue for employment, offering increased accessibility and flexibility for individuals with disabilities.

Emam et al. (2021) conducted a study among students with learning disabilities, utilizing teachers' ratings obtained through a learning disability diagnostic inventory. These teacher ratings serve as a basis for making effective academic and non-academic decisions. Teachers can provide better assessment of different aspects of their students. Emam, et al., (2020) studied adaptive behavior among 410 children using U.S.-developed Adaptive Behaviour Assessment System. The results indicate that the factor structure does not differ across gender and the Arabic version of this scale can be used by educational professional school psychologists and clinicians.

(Jaboob et al., 2022) attempted to develop an integrated system of handheld digital device that enables disabled people to fulfill most of their daily needs. This system will be assisted by AI in speech recognition, computer vision, and natural language interaction. Image description using text or voice captioning.

An examination of literature reveals a significant gap in research concerning competency mapping and skill assessment among individuals with physical disabilities. Existing studies predominantly focus on psychological, behavioral, and social challenges faced by this demographic, as well as their employment opportunities and training. Many assessments aimed at identifying learning disabilities among children primarily utilize scales developed in

Western countries. Moreover, numerous studies advocate for the use of technology to promote entrepreneurship and improve self-esteem, confidence, and overall quality of life among disabled individuals. Consequently, this area presents a research void, highlighting the necessity for further exploration through studies focused on skill assessment.

Moreover, AI can facilitate the development of assistive technologies that aid in both the assessment and development of skills. AI-powered tools can help to evaluate skills in more accessible formats, accommodating various types of disabilities. For example, speech recognition, computer vision, and natural language processing can be used to create adaptive assessment interfaces and provide real-time support during evaluations. This can lead to a more accurate and comprehensive understanding of an individual's capabilities, beyond what traditional methods might capture.

Skill assessment and competency mapping are pivotal processes for comprehending and enhancing the capabilities of individuals, including those with disabilities. In Oman, as in many other nations, these processes are crucial for fostering employment and facilitating economic participation among disabled individuals.

### **Existing Frameworks, Organisations and Training Programs Offered**

Within the framework of governmental institutional work, the Ministries of Development and Labor oversee the provision of job opportunities for humans with disabilities in governmental and private area institutions, in coordination with applicable authorities' groups and enterprises, in accordance with the skills of the man or woman with disabilities and his or her bodily and intellectual capabilities.

In addition to assigning a social employee to follow up the vacancies and direct men and women with disabilities to them, in addition to conducting studies to examine the extent to which private sector establishments apply the percentage of employment for people with disabilities in accordance with the Omani Labor Law and the Law for the Care and Rehabilitation of Persons with Disabilities, and also opened the door for admission of humans with disabilities to vocational coaching centers. The Ministry of Social Development affords interest-free loans to people with disabilities who can manipulate their personal companies and man or woman projects, to allow them to increase their earnings and monetary independence, with many privileges for successful projects. As part of the efforts to empower human beings with disabilities, the following has been achieved:

Many NGOs have been mounted to undertake tasks and goals that serve one-of-a-kind segments of society, such as humans with disabilities, with the goal of finding entities that aid them, set off their role and familiarize society with their capabilities and abilities.

### **Legislation And Planning**

The Sultanate attaches great importance to people with disabilities and seeks to provide them with care and support by all available means, as evidenced by the development of laws and regulations and the signing of agreements aimed at providing people with disabilities with various opportunities to participate actively in society and integrate with the rest of its members and enjoy all facilities aimed at achieving an appropriate lifestyle, including the following laws and regulations:

- The Law on the Care and Rehabilitation of Persons with Disabilities, enacted by Royal Decree No. 63/2008
- The International Convention on the Rights of Persons with Disabilities, ratified by Royal Decree No. 121/2008
- Regulations for the Establishment of Rehabilitation Centers for the Disabled, issued by Ministerial Decision No. 124/2008
- Regulations for the issuance of a disability card, issued by Ministerial Decision No. 94/2008
- Establishment of the National Committee for the Welfare of the Disabled in accordance with Ministerial Decision No. 1/2009.

### **Institutional Care and Rehabilitation**

Governmental and societal efforts to support the rehabilitation of people with disabilities and help them achieve their goals through the establishment of institutions dealing with this issue. Many governmental and private rehabilitation centers have been established to empower people with disabilities and take their hands towards developing and activating their abilities, and these institutions are divided as follows:

#### ***Centers Affiliated with the Ministry of Social Development:***

It is the first Center for the Care and Rehabilitation of the Disabled professionally installed in 1987/1988 and is worried with the care and rehabilitation of people with disabilities (auditory and motor) of each gender between a while of 14 and 26 years. The core presents many coaching and rehabilitation applications for human beings with disabilities in various disciplines and fields, in addition to education and counseling programs for enrolled and their

families, and different recreational packages that encompass a variety of social and cultural activities, and some of those enrolled in this middle receive lodging and transportation facilities, as well as a month-to-month allowance for all students.

### ***Muscat Care Center for Disabled Children:***

Established in 1997 as a department within the Disabled Care and Rehabilitation Center, it became a department in 2002. This center includes medical rehabilitation programs, social skills development programs for children with disabilities, psychological guidance and counseling for them and their families, as well as accommodation services for those enrolled from outside the Governorate of Muscat and transportation services for those living in the Governorate.

### ***Special Rehabilitation Centers***

There are many private rehabilitation centers in the Sultanate that operate under the supervision of the Ministry of Social Development.

### ***Muscat Autism Center:***

This is the first center in the Sultanate to specialize in autism and was established in Muscat in 2007. It deals with children with autism disorders and seeks to give them a normal life and integrated social integration. The center receives children from 3 to 14 years old, and a rehabilitation and training program is prepared for children from 14 to 18 years old. The center provides diagnostic, social and educational services as well as guidance and counseling services for people with autism disorder.

The Innovation Rehabilitation Center was established in 2007. It is a private center that serves individuals with various types of disabilities, such as cerebral palsy, Down syndrome, autism, severe learning difficulties, mental retardation, and other types of disabilities. The center receives individuals between the ages of 4-30 years. The center contains four sections:

#### ***1. Montessori Section:***

Includes children with disabilities from the ages of 4-13 years who suffer from mental retardation, Down syndrome, or autism.

#### ***2. School Delayed Section:***

Includes children from the ages of 5-18 years who suffer from severe learning difficulties and cannot continue their studies in regular schools.

#### ***3. Youth Section (Males):***

For male members from the ages of 16-30 years who suffer from various disabilities, such as Down syndrome, autism, mental retardation, and others.

#### ***4. Youth Section (Females):***

For female members aged 16-30 who suffer from various disabilities such as Down Syndrome, Autism, Mental Retardation, etc.

### ***Rawaa Rehabilitation Center***

It is a center established in Muscat in February 2011 and is concerned with providing rehabilitation services for people with disabilities and those who suffer from behavioral disorders. The center rehabilitates students who suffer from hyperactivity or attention deficit and those who suffer from learning difficulties and tries to treat them to help them achieve full integration with their peers in regular schools. The center also provides rehabilitation after cochlear implant surgery and rehabilitation for the hearing impaired. In addition, the center holds specialized training courses in the field of rehabilitation for the disabled.

### ***Rehabilitation centers affiliated with the Association for the Care of Disabled Children***

The establishment of rehabilitation centers affiliated with the Association for the Care of Disabled Children began in 1991 throughout the Sultanate. These centers provide rehabilitation services for children with mild and moderate hearing and mental disabilities and dual disabilities whose ages range between 5-13 years. The number of these centers reached 10 centers in 2011.

### ***Community Rehabilitation Centers***

Based on the principle of relying on the efforts of society in providing support, care and rehabilitation for people with disabilities, as is the case in most countries of the world, and in order to serve the basic needs of people

with disabilities and meet them within the members of one society, the idea of establishing community rehabilitation centers emerged that depend primarily on volunteer work and social solidarity among members of society. Among these centers is the Al-Wafa Social Center, as the first center of Al-Wafa Social Centers was established in 1989 as a voluntary civil institution that aims to educate and rehabilitate members of society with disabilities and encourage them to invest their energies and capabilities and attempt to integrate people with disabilities into society in an integrated manner, in addition to providing awareness and guidance on the affairs and issues of people with disabilities. Branches of this center have been established throughout the Sultanate, with a total of 23 centers in 2011.

### **Shelter Care Centers Outside the Sultanate**

The Sultanate sends some cases that local centers cannot treat and care for to institutions outside the Sultanate, such as Ibn Khaldoun Foundation for Special Education in the Hashemite Kingdom of Jordan, and the care homes affiliated with the Ministry of Social Affairs in the State of Kuwait. The services provided to these cases are subject to evaluation by specialists from the Omani Ministry of Social Development on a regular basis.

### **Auxiliary Rehabilitation Services (Life Support)**

The Ministry of Social Development provides support and care services to people with disabilities by disbursing some medical devices and assistive devices to help people with disabilities live their lives in a way that is closer to normal, in accordance with the assistance regulations issued by Ministerial Resolution No. 54/90. These devices include regular and electric wheelchairs, medical beds, eyeglasses, medical hearing aids, various types of respirators, car driving devices, and others.

### **Civil Social Work and Civil Society Associations**

Civil efforts are combined with government efforts to advance the development of the capabilities of people with disabilities and support them. From this standpoint, many civil society associations have been established to serve people with disabilities under the supervision of the Ministry of Social Development. These associations include the following:

- ***Association for the Care of Disabled Children:***

Established in 1991, it focuses on raising children with mild or moderate mental disabilities, hearing or dual disabilities, caring for them, highlighting their role in society, and urging various community entities to provide support and assistance to them and contribute to activating their role in building society.

- ***Omani Association for the Disabled:***

Established in Muscat in 1995, this association primarily serves people with motor disabilities, as it works to identify their role and support their capabilities, highlight their achievements, nurture their talents and abilities, involve them in various activities at the local and international levels, and raise community awareness of their most important issues, in addition to providing them with assistive devices to overcome environmental and urban obstacles. Until 2011, it had one branch in Sohar.

- ***Al Noor Association for the Blind:***

Al Noor Association for the Blind was established in 1997, and its headquarters are in Muscat. It has three branches, one in Dhofar Governorate, another in Ad Dakhiliyah Region, and a third in Al Batinah Region. The association is concerned with the blind and seeks to empower them and achieve their full integration into society, and to provide them with social, educational, and professional support. It also contributes to supporting them in order to achieve their goals and ambitions.

- ***Early Intervention Association for Children with Disabilities:***

Provides services to children with various types of disabilities, except for visual impairments. It seeks to ensure intensive care for children with special needs from the first day of their birth until the age of six, with the aim of alleviating the impact of disability on their normal daily life and helping them overcome the educational, social and psychological challenges they and their families face. It also works to prepare them to integrate with other children.

- ***Other Services and Facilities***

The disabled person is granted a card under Article (12) of the Law on the Care and Rehabilitation of the Disabled, which allows him to obtain many facilities, rights and privileges, such as exemption from fees for recruiting female workers and vehicle registration and renewal fees, granting them special discounts

when purchasing some types of cars and household supplies, their right to obtain permits for parking lots, granting them discounts and exemption from some transportation and communication fees, and exempting them from fees for extracting residential land ownership.

- ***Sign Language and Translation***

Individuals with disabilities are an integral part of the social entity in Oman, so they must be included and communicated with in all available ways. One of the most effective ways for people with disabilities - other than visual disabilities - is sign language, which has become present in many important television programs and live and indirect broadcasts of some occasions and events on the Sultanate of Oman Channel. A sign language dictionary has also been issued for the vocabulary used in Oman and many training courses have been conducted to introduce and disseminate sign language.

## **CONCLUSION**

Skill assessment and competency mapping are crucial for the inclusion and empowerment of disabled individuals in Oman. It has been found there is top lookup attainable in this subject. While there have been big efforts to adapt these processes, challenges remain. Addressing these challenges thru inclusive practices and supportive frameworks will enhance possibilities for disabled humans and contribute to a more equitable society.

Employers have a key role to play in fostering inclusive ability evaluation and competency mapping practices. This consists of presenting education to hiring managers on incapacity cognizance and available evaluation methods, partnering with groups that specialize in supported employment, and adopting inclusive recruitment strategies. By taking proactive steps to create on hand and welcoming environments, employers can tap into the various intelligence pool of human beings with disabilities and advantage from their special capabilities and perspectives.

However, it is crucial to address practicable challenges and moral considerations associated with the use of AI in this context. Issues such as facts privacy, algorithm bias, and the want for human oversight must be carefully considered to make sure that AI equipment are used responsibly and equitably. Integrating AI into ability assessment and competency mapping frameworks requires a balanced approach that combines technological developments with human-centric values.

Future search ought to focal point on creating and validating culturally gorgeous skill evaluation tools for diverse populations of humans with disabilities in Oman. Additionally, there is a desire for longitudinal studies that look at the long-term influence of competency mapping on employment outcomes and professional advancement for humans with disabilities. Further investigation into the effectiveness of different assistive technologies in talent evaluation is also warranted. Finally, checking best practices for collaboration between governments, organizations, and employers to promote inclusive ability evaluation and employment.

## **Declarations**

All authors declare that they have no conflicts of interest.

The participants provided informed verbal consent through the Omani Association for People with Disabilities as the study will result in a training for a new skill for a selected group of people with disabilities.

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